

Ashford CE Primary School SEND Information Report

Local Offer Questions

School Response: the purpose of our Local Offer is to inform parents and carers (and their children) about how we include, support and make provision for children with Special Educational Needs and Disability. Our Local Offer is reviewed to ensure it reflects what is working well and what may need improving.

1 How does Ashford CE Primary know if children/young people need extra help? What should I do if I think my child may have special educational needs?

At Ashford CE Primary School we implement a thorough assessment cycle:

- Assess
- Plan
- Do
- Review

We also:

- Track pupil progress and set appropriate targets.
- Analyse progress and attainment data relative to age expectations.
- Identify and respond to concerns at the early stages so that additional support may be offered when required. Teacher concerns are taken directly to our Inclusion Leader and a child's specific needs discussed.
- Meet with parents where the overall development of their child is discussed.
- Work closely with other professionals to identify next steps in provision.

The school has a SEND policy which can be found on the school website's policies page. If parents/carers have any concerns regarding the progress of their children, we operate an open-door policy. Class Teachers are available to discuss concerns, as is our Inclusion Leader/ SENCO Mrs Witt. Appointments can be arranged via the school office at mutually convenient times across the week. Any decisions made tie in with the school's graduated approach to meeting needs.

2	<p>How will Ashford CE Primary support my child?</p>	<p>Ashford CE Primary School is a mainstream VA, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). We make reasonable adjustments to our practices so as to comply with the Equality Act 2010. We adopt a graduated approach to meeting needs and through quality first teaching our staff make reasonable adjustments to include all children not just those with SEN. We take a holistic school approach to supporting learners. Staff have been trained so as to be able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> • Cognition and Learning. • Communication and Interaction. • Social, Emotional and Mental Health. • Sensory and/or Physical. <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). We will:</p> <ul style="list-style-type: none"> • Track children's progress and identify where further support is required as part of ongoing teacher assessment. • Provide further support either in class or through targeted group/ individual interventions. • Ensure teaching and learning match children's needs. • Monitor all support for SEND children on a provision map. • Seek the support of outside agencies where appropriate.
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>The curriculum will:</p> <ul style="list-style-type: none"> • Be differentiated for children within class, to provide appropriate access for all children. • Involve the children in their learning. • Encourage all to have high expectations. <p>Please see our Wave 1 Provision Map to clarify what every child has access to as standard, and how we work in an inclusive way throughout the school.</p>
4	<p>How will both you and I know how my child is doing? How will you help me to support my child's/young person's learning?</p>	<p>at Ashford CE Primary School we</p> <ul style="list-style-type: none"> • Have termly parent consultation meetings to keep parents/carers informed about their child's progress within school. • In addition meetings can be arranged with Class Teachers and our Inclusion Leader/SENCO at a mutually convenient time. • Full written reports are sent home annually in the Summer Term. • Children with a Statement (EHCP) are supported in keeping a record of their achievements (beyond the academic) which is then used by the children in their Annual

		<p>Review.</p> <ul style="list-style-type: none"> • Look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. • Have a Home School Liaison Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all round development. <p>If parents/carers have any concerns regarding the progress of their children, we operate an open-door policy. Class Teachers are available to discuss concerns, as is our Inclusion Leader/SENCO Mrs Witt. Any decisions made tie in with the school's graduated approach to meeting needs.</p>
5	<p>What support will there be for my child's overall well-being?</p>	<p>at Ashford CE Primary School we</p> <ul style="list-style-type: none"> • Build positive relationships between our children and staff, so that children feel confident in knowing they can talk to someone if they need to. • Have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. • Have a good liaison between school staff and external agencies (if required) to build up a team around the child and share important information. • Where a child is identified as vulnerable they may have a named person s/he can talk to, should the need arise. • Have a PSHCE programme which also looks to develop emotional and social development. <p>In the first instance every child has a tutor/class teacher who they can talk to in order to share any concerns.</p>
6	<p>What specialist services and expertise are available at or accessed by the setting / school / college?</p>	<p>At Ashford CE Primary School we aim to ensure that all staff working with learners who have SEND possess a working knowledge of the child's difficulty to help them in supporting access to the curriculum. We:</p> <ul style="list-style-type: none"> • Employ a Home School Link Worker (HSLW) to offer support for families and signpost them to additional support available in the local area • Have staff trained in specific areas of SEND • Encourage staff to continually update their skills and knowledge. • Liaise with Surrey's 'Multi-Professional Team', which offers a full range of support

		<p>services and advisors.</p> <ul style="list-style-type: none"> • Hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and child will be consulted and consent sought so that agencies are able to work in supporting the overall development of the child. <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher Mrs Witt (contactable via the school office) meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically.</p> <p>Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.</p>
7	<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>All staff have received training relating to SEND, including:</p> <ul style="list-style-type: none"> • How to support children with Speech and Language needs. • How to support children with emotional needs. • Specific Literacy and Numeracy interventions for those not making age related progress. • Positive Touch Training. • Precision Monitoring. • Providing bereavement support. • Our Inclusion Leader/SENCO has completed the mandatory National Inclusion Leader/SENCO Award and is a qualified teacher.
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>We have a whole school approach to inclusion which supports all our learners engaging in activities together. Our SEND Policy and Equality Policy promote this involvement of learners in all aspects of the curriculum including activities outside the classroom. Careful thought has been given when choosing activities to encourage this. Before trips are carried out, risk assessments and accessibility arrangements are carefully considered. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where appropriate parents/carers are consulted.</p> <p>During unstructured times there are designated staff in school to ensure that playtimes are inclusive and that all children have a safe and happy playtime. In some cases children who are more vulnerable benefit from access to our lunchtime Lego club.</p>

		<p>Advice from specialists is taken on board so that the school can make reasonable curricular changes/adaptations for children with specific needs.</p> <p>Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We actively encourage all pupils to engage in extra-curricular activities.</p>
9	<p>How accessible is the setting / school / college environment?</p>	<p>At Ashford CE Primary School we differentiate approaches and resources so as to support access to the curriculum. We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents. Where and if, there are constraints we will always make reasonable adjustment.</p> <p>Our facilities include:</p> <ul style="list-style-type: none"> • The majority of classrooms are located on the ground floor. • Ramps where appropriate to allow access to the ground floor. • Wide doors and corridors. • Disabled toilets.
10	<p>How will Ashford CE Primary School prepare and support my child to join the school or transfer to a new school?</p>	<p>Most children begin their education with us in Reception in accordance with Surrey's admissions process. Parents of children with an Education Health Care Plan (EHCP) or Statement of SEN are offered a school planning meeting in the summer before their child starts school with the appropriate professionals in order to ensure a smooth transition. At Ashford CE Primary School we further ensure smooth transition through:</p> <ul style="list-style-type: none"> • Good links with other local schools within the borough. This includes holding transition meetings which share an overview of our learners who have SEND. • Opportunities for new parents and children to visit prior to starting. • Reception class home visits prior to starting. • Transition days for children to spend time in their new classes. • Meet the teacher year group meetings each September. • Information meetings for Reception parents. • A transition programme for Year 6 children. • Additional support for those children who have additional needs or are finding the change more challenging is given. • Liaison between Inclusion Leader/SENCOs. • Inviting parents in to discuss the next stage of the young person's development.

<p>11</p>	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>At Ashford CE Primary School we review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The Inclusion Leader/SENCO carries out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.</p> <p>Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the overall makeup of the school. Decisions are then made as to whether any additional interventions need to be put in place.</p> <p>Budgets are closely monitored and aligned to the school improvement plan of the school. General SEND resources are stored in the SEND group rooms and are available to all. Some resources are specific to certain children and are accessed frequently, so are therefore available in classroom spaces too. For children with Statements of Special Educational Needs (EHCP), their Learning Support Assistant will have a bank of resources and activities to support that child's area(s) of need.</p>
<p>12</p>	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Working with the learner, their families and other key staff, the Inclusion Leader/SENCO considers a variety of options for suitable provision before deciding on a course of action. Every child is different; therefore support groups and interventions are offered to target their particular needs. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. We feel that it is important to have the views of the learner so that they feel involved in their own learning.</p> <p>Children who require support groups are identified by Class Teachers and discussed with the Inclusion Leader. To meet the requirements of the Code of Practice Stage and placement on the SEND Register, further specialist assessment may be required and referral to one or more of the external agencies may be required. At this stage, we keep parents/carers informed and will always seek permission before assessing or referring. The guidelines for Code of Practice Stages are outlined in a document produced by Surrey County Council (Special Educational Needs: A Graduated Response), which we refer to closely when updating and reassessing our SEND Register. This is available online on the Surrey County Council website.</p>

13	<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<p>at Ashford CE Primary School we encourage parent involvement through</p> <ul style="list-style-type: none"> • Partnering parents in a two way dialogue to support a child’s learning, needs and aspirations • Operating an open door policy • Informal/ formal discussion with both the Inclusion Leader/SENCO and class teachers • Parent focus group (information is available via The Inclusion Leader/SENCO) • Volunteering in school (please ask in the school office) • Becoming a member of the Parent Teacher Association (details are on the school website) <p>We are always interested in knowing what is working well so that we may build on this and develop our provision further.</p>
14	<p>Who can I contact for further information?</p>	<p>In the first instance, parents/carers are encouraged to talk to their child’s class teacher. Specific advice, information and support can be obtained from the school’s Inclusion Leader/SENCO Mrs Witt (contactable via the school office)</p> <p>If you have a concern that cannot be resolved at this stage then the Inclusion Leader/SENCO may become involved more formally and a meeting convened so as to discuss the nature of the concern and look for a resolution to the issue. A copy of the school's complaints procedure can be found on the school website policies page. The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.</p>