

## 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 Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?**

**Class Teacher**

Responsibilities:

- Having high expectations and ambitions for all children in their class.
- Ensuring all children have access to good teaching and that the curriculum is adapted to meet your child's needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and discussing amendments with the SEND team as necessary.
- Using individual targets when planning for your child's lessons.
- Ensuring that all staff working with your child in school are supported in delivering the planned work for your child, so they can achieve the best possible progress.
- Ensure the schools SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

**Inclusion Leader, Zahra Nurmohamed**

Responsibilities:

- Coordinating the support for children with SEND.
- Developing the schools SEND policy make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child learning, kept informed about the support your child is getting, involved in reviewing how they are doing and be part of planning ahead for them.
- Liaise with all the other people who may be coming into school to help support your child's learning eg Speech and Language Therapist, Educational Psychology etc.

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|   |  | <ul style="list-style-type: none"> <li>• Updating the schools SEN profile and making sure that there is excellent records of your child's progress and needs.</li> <li>• To provide support for teachers and support staff in the school so they can help your child achieve the best possible progress in school. This may include support in setting appropriate targets, planning for additional adults or resources.</li> </ul> <p><a href="#">Executive Headteacher, Neil Meehan</a><br/>Responsibilities:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEND. He will give the responsibilities to the SEN Team and class teachers but is still responsible for ensuring your child's needs are met.</li> <li>• He must make sure the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p><a href="#">SEND Governor, Sukhi Vella</a><br/>Responsibilities:</p> <ul style="list-style-type: none"> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEND</li> </ul> |
| 2 | <p><b>How will Ashford CE Primary school identify a child who may need extra help or have Special Education Needs?</b></p> | <ul style="list-style-type: none"> <li>• A child may be identified as making less than expected progress at termly Pupil Progress meetings.</li> <li>• Class teachers may have raise specific concerns over a child's learning or behaviour.</li> <li>• Parents may raise concerns over their child's learning or behaviour.</li> <li>• If a child is new to the school we will discuss their needs with previous nursery/school.</li> </ul>   |
| 3 | <p><b>How will the school support my child with Special Educational Needs?</b></p>   | <p><a href="#">Good Quality Teaching to meet the needs of all pupils</a><br/>For your child this would mean:</p> <ul style="list-style-type: none"> <li>• All teachers will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching will be based on building on what your child already knows, can do and understand.</li> <li>• Your child's teacher will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing resources adapted for your child.</li> </ul> <p><a href="#">Specific group work within a smaller group of children</a><br/>This group, often called Intervention groups by schools, maybe</p> <ul style="list-style-type: none"> <li>• Run in the classroom or outside in a separate teaching space.</li> </ul>  |

- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning support Assistant/teacher or outside professional (such as Speech and Language Therapist) will run these small group sessions using the teachers plan or a recommended programme.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

[Specialists groups run by outside agencies e.g. Speech and Language therapy or specialist Physical support teaching assistant.](#)

- Local authority central services such as the Early Intervention Service (EIT)
- Outside agencies such as Speech and language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech & Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better at school.
- The specialist professional will work with your child to understand their needs and make recommendations which may include;
  1. Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
  2. Support to set a Pupil Support Plan using their expertise to set better targets.
  3. A group run by school staff under the guidance of the outside professional EG. Social skills group.
  4. A group or individual work with outside professional.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

#### [Specified individual support](#)

This is usually provided via a statement of Special Educational Needs or an Education, Health and Care Plan (EHC Plan). This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as behaviour advisory teacher, Educational Psychologist or SENSS (students with a physical, hearing or visual need).
- Outside agencies such as Speech and Language therapy (SALT) service.

For your child this would mean:

- The school (or you) can request that the local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think our child needs this, they will ask the school to continue with the support at school.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at school and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

[This type of support is available for children whose learning needs are:](#)

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| 4 | <p><b>How can I let the school know I am concerned about my child's progress in school?</b></p>              | <ul style="list-style-type: none"> <li>• <a href="#">Severe, complex, Life long</a></li> </ul> <p>At Ashford CE Primary School we</p> <ul style="list-style-type: none"> <li>• Have termly parent consultation meetings to keep parents/carers informed about their child's progress within school.</li> <li>• In addition meetings can be arranged with Class Teachers and our Inclusion Leader/SENCO at a mutually convenient time.</li> <li>• Full written reports are sent home annually in the Summer Term.</li> <li>• 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 Review.</li> <li>• 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.</li> <li>• 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.</li> </ul> <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 Nurmohamed or the Executive Headteacher, Mr Meehan.</p> |
| 5 | <p><b>How will the school let me know if they have any concerns about my child's learning in school?</b></p> | <p>At Ashford CE Primary School if your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> <li>• Listen to any concerns you may also have.</li> <li>• Plan any additional support your child may receive.</li> <li>• Discuss with you any referrals to outside professionals to support your child's learning.</li> </ul>   |
| 6 | <p><b>How is extra support allocated to children and how do they move between the different levels?</b></p>  | <p>At Ashford CE Primary School our school budget is received from Surrey, includes money for supporting children with SEND.</p> <ul style="list-style-type: none"> <li>• The Executive Head teacher decides on the budget for Special Educational needs and Disabilities in consultation the school Governors, on the basis of needs in the school.</li> <li>• The Senior Leadership Team and SENDCO discuss all the information they have about SEND in the school, including:             <ol style="list-style-type: none"> <li>1. The children getting extra support already</li> <li>2. The children needing extra support</li> <li>3. The children who have been identified as not making as much progress as would be expected</li> </ol> </li> </ul> <p>And decide what resources/training and support is needed</p>   |

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| 7 | <b>Who are the other people providing services to children with SEND in this school?</b>                     | <p>Directly funded by the school:</p> <ul style="list-style-type: none"> <li>• Additional Speech and Language Assistant input to provide a higher level of service to the school.</li> <li>• Home/school Link Worker, Maria Harries</li> </ul> <p>Paid for centrally by the Local Authority but delivered in school:</p> <ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Surrey Learning &amp; Behaviour Advisory teacher</li> </ul> <p>Provided and paid by the Health Service but delivered in school:</p> <ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Occupational Therapy</li> <li>• Physio Therapy</li> </ul>   |
| 8 | <b>How are the teachers in school helped to work with children with SEND and what training do they have?</b> | <p>At Ashford CE Primary School, one of the roles of the SEND Team is to support the class teacher in planning for children with SEND.</p> <ul style="list-style-type: none"> <li>• Teachers are supported by the SEND Team and outside agencies if relevant in setting and reviewing targets for children with SEND.</li> <li>• The school provides continued professional development (CPD) for all staff to improve the teaching and learning of children including those with SEND. This including those with SEND. This includes whole school training on SEND issues such as Dyslexia and Speech and Language difficulties.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class eg supporting children with ASD.</li> <li>• Newly Qualified teachers receive additional training through s borough weekly training programme for NQT's.</li> </ul> |
| 9 | <b>How will teaching be adapted for my child with SEND?</b>  | <p>At Ashford CE Primary School we differentiate approaches and resources so as to support access to the curriculum and in addition:</p> <ul style="list-style-type: none"> <li>• Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</li> <li>• Your child will work towards individual targets in Maths and Literacy so they are aware of and know how to make their next steps of progress.</li> <li>• Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if required to meet your child's learning needs.</li> </ul>   |

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| 10 | <b>How will Ashford CE Primary School measure the progress of your child in school?</b>  | <ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her class teacher. Any concerns can be discussed at weekly inclusion meetings.</li> <li>• His/her progress is reviewed formally every term in Pupil Progress meetings and putting the right intervention in place.</li> <li>• If your child is in Year 1 and above, but not yet at National Curriculum level, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress, P levels</li> <li>• At the end of each Key Stage (ie at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.</li> <li>• Pupils with an EHC Plan or those supported by external agencies will have a Pupil Support Plan which will be reviewed with your involvement, every term and the plan for the next term made.</li> <li>• The progress of children with an EHC Plan is formally reviewed at an Annual Review with all the adults involved with the child's education.</li> <li>• The SEND Team will also monitor that your child is making good progress within any individual work and in any group that they take part in.</li> </ul> |
| 11 | <b>What support do we have for you as a parent of child with SEND?</b>                   | <p>At Ashford CE Primary School:</p> <ul style="list-style-type: none"> <li>• The class teachers regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.</li> <li>• A member of the SEND Team is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li> <li>• All information from outside professionals will be discussed with you and the person involved directly, or where it is not possible, in a report.</li> <li>• If your child has a Pupil Support Plan, they will be reviewed with your involvement each term.</li> <li>• Homework will be adjusted as needed to your child's individual needs.</li> <li>• A home/school communication book may be used to support communication with you, when this has been agreed to be useful for you and your child.</li> </ul>   |
| 12 | <b>How is Ashford Church of England Primary School accessible to children with SEND?</b> | <p>At Ashford CE primary School:</p> <ul style="list-style-type: none"> <li>• Ensure that equipment used is accessible to all children regardless if their needs.</li> <li>• After school provision is accessible to all children including those with SEND.</li> <li>• Extra- curricular activities are accessible for children with SEND.</li> <li>• Timetables maybe adjusted where possible to accommodate accessibility.</li> </ul>  |

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| <p><b>13</b></p> | <p><b>How will we support your child when they are leaving this school? Or moving on to another class?</b></p> | <p>At Ashford CE primary School we recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> <li>• We will contact the School SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>• We will make sure that all records about your child are passed on as soon as possible.</li> </ul> <p>When moving classes in school:</p> <ul style="list-style-type: none"> <li>• Information will be passed on to the new class teacher IN ADVANCE and a handover meeting will take place with the new teacher and support staff. All Pupil Support Plans and targets will be shared with the new teacher.</li> <li>• If your child would be helped by a transition book to support them understand moving on then it will be made for them.</li> </ul> <p>In Year 6:</p> <ul style="list-style-type: none"> <li>• The Inclusion Team will attend the secondary Transfer meeting to discuss the specific needs of your child with the SENDCO of their secondary school.</li> <li>• A meeting will be held between your child's Year 6 teacher and teachers at your child's secondary school to discuss a suitable transition plan.</li> <li>• Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</li> </ul> |
| <p><b>14</b></p> | <p><b>Who can I contact for further information?</b></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 Nurmohamed (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>  |