



# Ashlands Primary School

## SEN Information Report 2021 – 2022

*"Where every child has the chance to shine"*

### **This policy embodies our Ethos Statement – Safe Children at Ashlands**

Ashlands Primary is a fully inclusive mainstream school. We strive to ensure that all children achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, social background, ethnicity, physical ability or educational needs.

### **1. How does the school identify children who may have a SEND need?**

At Ashlands Primary School we follow guidance from [Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on a graduated approach and an assess, plan, do and review 3 range structure.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Draft Special Needs Code of Practice: for 0-25 years October 2013)

We identify children as having SEND (Special Educational Needs and Disabilities) through a variety of ways which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age related expectations' (ARE) or equivalent despite interventions being in place to support the child's learning
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: GL Assessment (Dyslexia Screening Test)
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

### **2. How do I raise concerns if I need to?**

- Talk to us – contact your child's class teacher about your concerns initially as they will know your child best.
- Following this, if you feel that you would like to speak to a senior member of staff, email or ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Sarah Clewes) or Head teacher (Andrew Soutar). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the end of this report.

### **3. How will the school support my child?**

#### **3a. Who will oversee, plan and work with my child and how often?**

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our SENCo and Assessment Co-ordinator oversee the progress of any child identified as having SEND.
- All teachers follow quality first teaching (QFT) principles of making suitable adjustments to classroom practise to support children's additional needs.
- There may be an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with your child as part of a group or individually.
- Your child may be involved in one of our intervention programmes which are then implemented and monitored to ensure children make progress.
- If a child still does not make progress, the SENCo may consult with outside agencies, with parent's permission.
- At this stage, an Individual Education Plan (IEP) will be written by the class teacher and shared with parents.

#### **3b Who will explain this to me?**

- The class teacher will meet with you formally on at least a termly basis (this could be part of parent's evenings or separately), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this or contact them via the school office.
- An appointment can be made with the SENCo to discuss support in more detail if required.
- If your child has an IEP (Individual Education Plans) it will be shared with you and your child (age appropriate).

### **4 What support will there be for my child's overall wellbeing?**

#### **4a What is the pastoral, medical and social support available in the school?**

- We are an inclusive school that holds a child's emotional development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the class teacher initially. The SENCo will provide guidance and materials needed.
- Before Covid 19 lockdown, we had an ABC Club which ran after school and aimed to develop children's self esteem, resilience and love of learning. This will be reinstated as soon as possible.
- Ashlands has appointed a Mental Health Champion who is currently taking part in authority led training.
- Our school uniform is gender neutral and we have 3 gender neutral toilets.

#### **4b How does the school manage the administration of medicines?**

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office.

- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- Many staff hold first aid qualifications, which are updated regularly.

#### **4c What support is there for behaviour, avoiding exclusion and increasing attendance?**

- Attendance at Ashlands is good or better.
- The school has an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head teacher who will contact the parent if this becomes a concern. The Education Welfare Officer or Children's Services may be contacted in persistent cases.
- Children with 100% attendance receive a certificate in a whole school assembly at the end of the year.
- At Ashlands we have worked collaboratively to develop a new Positive Behaviour policy (available on the school website).
- If a child has significant behaviour difficulties, the SENCo is involved. An Individual Behaviour Management Plan (IBMP) may be written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school may seek the advice or involvement of Bradford Education Authority's Social, Emotional and Mental Health support team.
- The school works closely with Early Support services. This may be requested by or for families who need support outside school and is a good way to involve and coordinate professionals working with the family.
- The school are also able to support families in making contact with other agencies who can provide appropriate support.

#### **4d How will my child be able to contribute their views?**

- Depending on their age, children who have IEPs or IBMPs may discuss their progress and targets when these are reviewed.
- If your child has an EHCP, their views will be sought before any review meetings.
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to be voted to be a Class Rep and are encouraged to be involved in other whole school responsibilities such as the Eco Group, School Dinner Reps.

### **5. How accessible is the school environment?**

- Our school is a single level primary school with no steps anywhere in the school.
- Our Accessibility policy is available on the school website.
- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and two disabled parking bays are available in the car park.

- Accessible toilet facilities are available by the main reception, near the Year 6 entrance and at the lower end of the school on the KS1 corridor.
- If you have specific access queries or concerns please speak with us.

## **6. How will the curriculum be differentiated to match my child's needs?**

- The long term curriculum plans are available to parents on the school website.
- When appropriate, activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate.
- All children have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon.
- The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND also meets regularly with the SENCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.
- The governors agree priorities for spending within the budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

### **How will we know if this has had an impact?**

- Please see section 8.
- By ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers.
- By reviewing children's targets in IEPs and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEN Register when they have made sufficient progress – this will always be discussed with parents before it takes place.

## **7. How will I know how my child is doing and how will you help me to support my child's learning?**

### **What opportunities will there be for me to discuss my child's progress?**

- You will receive a termly update outlining your child's current progress in school. Parent's Evenings are in Autumn and Spring terms and you will receive a detailed written report at the end of the summer term. Additional times are available to discuss this if needed.
- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you on a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation.
- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made

- If your child has complex SEND they may have an Educational Health and Care Plan, EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.
- Before Covid 19 lockdown, classes had a 'Share and Celebrate' session each term where parents were invited to come into the classroom and look at their child's work with them. This will be reinstated as soon as possible.
- We also hope to be able to invite parents back into school for Celebration Assemblies each term where children take turns to show off some of their work.
- The school has two open mornings, usually in November.
- Children's books are sent home at the end of each school year.

## **8. How does the school know how well my child is doing?**

- As a school we track and analyse the children's' progress in learning against age related expectations on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Reception through to Year 6, using the Arbor system.
- Pupil Progress Meetings are held each term between each class teacher and the Assessment Coordinator. In these meetings, a discussion takes place concerning children who are not making expected progress and what possible actions could be taken.
- Ashlands also has a teacher with special responsibility for children for whom we receive pupil premium money.
- Where specific needs are apparent, the school has a range of interventions which can be used to develop a child's strengths and work on any difficulties.
- The Head teacher and SENCo report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENCo. They also report back to the Governing Body.

## **9. How will my child be included in activities outside the classroom, including school trips?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the very unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- Ashlands provides wrap around care, at the beginning and end of the school day, via our Saplings Club. Please contact the school office for details on booking a place and payments for this.
- We provide a variety of clubs during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.
- Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis. Some children require 1:1 support at these times.

## **10. How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school at least once prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Reception, the Head teacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.
- We invite all the preschool providers to bring the children on extra play sessions during the summer term.
- Reception class teachers visit all the settings where children have pre-school experience and work closely with the staff there to support children who may need extra transition support. We may contact parents if additional needs have been identified and arrange for a meeting with school staff to help support the child's transition.
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Ilkley Grammar School is the school where a majority of our pupils move on to. We have a close link and staff visit us several times in the summer term to meet the children prior to their official transition sessions. We also run an Ambassador programme where the more vulnerable pupils are chosen to be ambassadors who attend on additional days and feedback to the rest of their class.

## **11. What specialist services and expertise are available at or accessed by the school?**

- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations, writing slopes, coloured overlays, etc as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

## **12. What training have the staff supporting children with SEND had?**

- We have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- The school operates a weekly internal training programme for support staff, facilitated by the Deputy Head.
- The specific training held by support staff includes: Autism, Dyslexia, Wave 3 interventions, Multisensory teaching, 20/20 reading, Makaton, ELKLAN, Lego Therapy and precision reading, First Class at Number, TEAM TEACH.

### **13. Who can I contact for further information?**

- Please speak to the class teacher in the first instance .
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website.
- Further information is available from the school office, the Head teacher (Andrew Soutar), SENCo (Sarah Clewes) or Deputy Head teacher (Kathy Raine).
- The school has a complaints policy, which is available on the policy page of the school website.
- You might also wish to visit the following websites:
  - Bradford Education Authority's Local Offer, outlining services available for children and young people who have SEND, can be found at: <https://bso.bradford.gov.uk/Schools/Home.aspx>
  - Barnardo's parent partnership [Believe in children | Children's charity | Barnardo's \(barnardos.org.uk\)](#)
  - AWARE (a local parent run support group for families with children on the autistic spectrum)- [Home - AWARE \(aware-uk.org\)](#)
  - LS29 (a local parent run support group for families with children with SEND)- - [Welcome to The LS29 Group : For the latest news, views, events from the LS29 Group](#)

### **14. Who should I contact if I am considering whether my child should join the school?**

Please contact the school office for further information about the school and to arrange a meeting with the head teacher.

Tel: 01943 609050    [office@ashlands.bradford.sch.uk](mailto:office@ashlands.bradford.sch.uk)