

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 high-quality teaching and that the curriculum is appropriately adapted to meet individual needs.
- Monitoring the progress of all pupils, identifying any additional support that may be required, and working with the SEND Team to plan, review and amend provision as necessary.
- Using individual targets to inform planning and support children's learning and progress.
- Ensuring that all staff working with a child understand and effectively deliver the planned support, enabling the child to achieve the best possible outcomes.
- Working in partnership with parents/carers to discuss progress, targets and any additional support being provided.
- Ensuring that the school's SEND Policy is implemented consistently within their classroom and that the needs of all pupils with SEND are appropriately identified, supported and monitored.

Inclusion Leader / SENCO, Mrs Witt

Responsibilities:

- Coordinating the provision and support for children with Special Educational Needs and Disabilities (SEND) across the school.

- Developing, implementing and reviewing the school's SEND Policy to ensure all children receive a consistent, high-quality approach to meeting their needs.
- Liaising with external professionals and agencies who may be involved in supporting a child, such as Speech and Language Therapists, Occupational Therapists and Specialist Teachers.
- Maintaining the school's SEND register and ensuring accurate, up-to-date records of pupils' needs, support plans, interventions and progress.
- Providing advice, guidance and support to teachers and support staff to help pupils with SEND achieve the best possible outcomes. This may include assistance with identifying needs, setting appropriate targets, adapting learning, deploying additional adults effectively, and selecting suitable resources and interventions.
- Monitoring the effectiveness of SEND provision across the school and evaluating its impact on pupil progress and wellbeing.
- Supporting staff in ensuring that the graduated approach of Assess, Plan, Do, Review is implemented effectively for pupils with SEND.
- Working closely with the Headteacher, Governors, parents/carers and external agencies to promote an inclusive environment where all pupils can achieve their potential.
- Ensuring the school meets its statutory responsibilities in relation to SEND in accordance with the SEND Code of Practice and relevant legislation.

Headteacher, Mrs Bailey

Responsibilities:

- The day-to-day management of all aspects of the school, including the provision and support for pupils with Special Educational Needs and Disabilities (SEND).
- Delegating responsibilities for SEND provision to the SENCO, SEND Team and class teachers, while retaining overall responsibility for ensuring that the needs of pupils with SEND are effectively met.
- Ensuring that appropriate systems, resources and staffing are in place to support pupils with SEND and promote inclusion across the school.
- Monitoring the quality and effectiveness of SEND provision and ensuring that the school fulfils its statutory duties under the SEND Code of Practice.
- Working closely with the SENCO, staff, governors, parents/carers and external agencies to secure the best possible outcomes for pupils with SEND.
- Promoting a whole-school culture of high expectations, inclusion and positive outcomes for all pupils, regardless of need or disability.

		- Ensuring that the Governing Body is kept fully informed about SEND provision, developments, priorities and any issues relating to SEND within the school. - Supporting ongoing professional development so that staff have the knowledge and skills required to meet the needs of pupils with SEND effectively. SEND Governor, Mrs Bowman Responsibilities: - Ensuring that the school complies with its statutory duties under the Children and Families Act 2014, the SEND Code of Practice 2015, and the Equality Act 2010. - Monitoring the effectiveness of the school's SEND provision and ensuring that pupils with SEND are able to access a broad, balanced and inclusive curriculum. - Ensuring that appropriate policies, procedures and resources are in place to support pupils with SEND. - Holding school leaders to account for the progress, attainment, attendance and wellbeing of pupils with SEND. - Promoting an inclusive culture throughout the school where all pupils are valued and supported to achieve their full potential. - Ensuring that the school's SEND Information Report and SEND Policy are reviewed regularly and published in accordance with statutory requirements. - Supporting the school in developing strategic plans to continually improve outcomes for children and young people with SEND. - Ensuring that reasonable adjustments are made so that pupils with SEND are not disadvantaged and can participate fully in all aspects of school life.
2	How will Ashford CE Primary school identify a child who may need extra help or have Special Education Needs?	- A child being identified as making less than expected progress at termly Pupil Progress Meetings. - Class teachers raising concerns about a child's learning, progress, communication, social, emotional or behavioural development. - Parents/carers raising concerns about their child's learning, development or wellbeing. - Information shared by previous educational settings, such as nurseries, schools or childminders, indicating that a child may require additional support. - Concerns raised by external professionals involved with the child. - Ongoing assessment and observation by school staff identifying barriers to learning or participation. - A child having an Education, Health and Care Plan (EHCP) or a recognised diagnosis that may require specialist support.

3	How will the school support my child with Special Educational Needs?	At Ashford Church of England Primary School, we use a graduated approach to support children with SEND. The level of support provided will depend on your child's individual needs. 1. Quality First Teaching (Universal Support) This is the support available for all children in the classroom. For your child, this means: • All teachers have high expectations for every pupil and aim to ensure all children achieve their full potential. • Teaching is planned to build on what your child already knows, understands and can do. • Lessons are adapted to meet your child's individual needs and learning style. • A range of teaching strategies and resources may be used to support learning, including practical activities, visual aids, scaffolds and adapted materials. • Teachers regularly assess and monitor progress to ensure that teaching continues to meet your child's needs. 2. Targeted Support and Interventions (SEND Support) If a child requires additional support beyond Quality First Teaching, targeted interventions may be implemented. For your child, this may mean: • Participating in small group or individual interventions led by a teacher or teaching assistant. • Working towards specific targets that address identified areas of need. • Receiving additional support within the classroom or in a small-group setting outside the classroom. • Accessing evidence-based programmes designed to support progress in areas such as English, maths, communication, social skills or emotional wellbeing. In some cases, the school may seek advice from specialist services. With parental consent, referrals may be made to professionals such as: • Speech and Language Therapists • Occupational Therapists • Specialist Teachers • Mental Health Support Teams • Paediatricians or other health professionals Following assessment, specialists may recommend: • Changes to classroom strategies and adaptations. • Additional individual or small-group support.
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		• Targeted programmes delivered by school staff under specialist guidance. • Direct work with the specialist professional. This level of support is provided for children whose needs cannot be fully met through Quality First Teaching alone. 3. Specialist Provision and Education, Health and Care Plans (EHCPs) A small number of children may require a highly personalised level of support that is additional to and different from that normally available within the school's resources. For your child, this may mean: • The school, parent/carer, or another professional requesting an Education, Health and Care Needs Assessment from the Local Authority. • The Local Authority considering evidence from parents, school staff and professionals to determine whether an Education, Health and Care Plan (EHCP) is required. • The EHCP specifying the child's needs, outcomes, provision and any additional funding required to support them effectively. An EHCP will: • Identify the child's special educational needs. • Outline long-term aspirations and outcomes. • Set shorter-term targets and areas for development. • Describe the support, interventions and strategies that must be provided. • Be reviewed regularly with parents/carers, school staff and other professionals. This level of support is generally for children whose needs are significant, severe, complex and likely to be long-term, requiring specialist provision and coordinated support from a range of professionals. The school works closely with parents, carers and external agencies throughout this process to ensure that every child receives the support they need to thrive, make progress and achieve their potential.
4	How can I let the school know I am concerned about my child's progress in school?	At Ashford CE Primary School we • 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. • 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.

		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 or the Headteacher, Mrs Bailey.
5	How will the school let me know if they have any concerns about my child's learning in school?	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: • Listen to any concerns you may also have. • Plan any additional support your child may receive. • Discuss with you any referrals to outside professionals to support your child's learning.
6	How is extra support allocated to children and how do they move between the different levels?	At Ashford CE Primary School our school budget is received from Surrey, includes money for supporting children with SEND. • The 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. • The Senior Leadership Team and SENCO discuss all the information they have about SEND in the school, including: 1. The children getting extra support already 2. The children needing extra support 3. The children who have been identified as not making as much progress as would be expected And decide what resources/training and support are needed
7	Who are the other people providing services to children with SEND in this school?	Directly funded by the school: • Emotional Literacy Support Assistant Paid for centrally by the Local Authority but delivered in school: • Specialist Teachers for Inclusive Practice • Freemantle Outreach Provided and paid by the Health Service but delivered in school: • School Nurse • Occupational Therapy • Physio Therapy
8	How are the teachers in school helped to work	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.

	with children with SEND and what training do they have?	- Teachers are supported by the SEND Team and outside agencies if relevant in setting and reviewing targets for children with SEND. - 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 Speech and Language difficulties. - Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. supporting children with ASD.
9	How will teaching be adapted for my child with SEND?	At Ashford CE Primary School we adapt approaches and resources so as to support access to the curriculum and in addition: - 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. - Your child will work towards individual targets in Maths and English so they are aware of and know how to make their next steps of progress. - Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. - Specific resources and strategies will be used to support your child individually and in groups. - Planning and teaching will be adapted on a daily basis if required to meet your child's learning needs.
10	How will Ashford CE Primary School measure the progress of your child in school?	- Your child's progress is continually monitored by their class teacher. Any concerns can be discussed with the SENCO. - Their progress is reviewed formally every term in Pupil Progress meetings and putting the right intervention in place. - At the end of Key Stage 2 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. - 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. - 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.

11	What support do we have for you as a parent of child with SEND?	At Ashford CE Primary School: • 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. • 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. • All information from outside professionals will be discussed with you and the person involved directly, or where it is not possible, in a report. • 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.
12	How is Ashford Church of England Primary School accessible to children with SEND?	At Ashford CE Primary School: • Ensure that equipment used is accessible to all children regardless of their needs. • After school provision is accessible to all children including those with SEND. • Extra- curricular activities are accessible for children with SEND. • Timetables maybe adjusted where possible to accommodate accessibility.
13	How will we support your child when they are leaving this school? Or moving on to another class?	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. If your child is moving to another school: • We will contact the School SENCO and ensure they know about any special arrangements or support that needs to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. When moving classes in school: • 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 progress and targets will be shared with the new teacher. • If your child would be helped by a transition book to support them understand moving on then it will be made for them. In Year 6: • The Inclusion Team will attend the secondary transfer meeting to discuss the specific needs of your child with the SENCO of their secondary school.

		• 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. • 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.
14	Who can I contact for further information?	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). 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.