

SEND Information Report

Ashmole Primary School

This Report is fully compliant with the SEND Code of Practice Jan 2015 and Equality Act 2010

Our vision

At Ashmole Primary School we want all children to *enjoy* school and have a love of learning. We encourage them to *persevere*, to have self-belief and the determination to *succeed* in all they do in order to be the best that they can be.

We are committed to providing a high quality education for all children, including those with special educational needs. We welcome children and parents of children with special educational needs and are an inclusive school that seeks to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise that each child is a unique individual and we aim to provide support in a sensitive and caring manner.

Ashmole Primary School is an inclusive school. We are fully committed to meeting the needs of those pupils with SEN and/or Disabilities so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Ashmole Primary School has due regard to the SEN Code of Practice 2014 and the Disability Discrimination Act 2001.

Type of school

Ashmole Primary School is a new free school – part of the Ashmole Academy Trust. We are a two form entry from Reception to Year 6. Pupils at the school are aged 4 – 11.

Definition of Special Educational Needs (SEND):

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or where as a direct result of the disability he or she has a significantly greater difficulty in learning than the majority of others of the same age.

Disabled children and young people:

Some students who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The kinds of SEND that are provided for:

Ashmole Primary School is an inclusive school that makes its best endeavours to meet the four broad areas of need. We are able to support the provision for pupils with various medical needs, social, emotional and mental health needs, autistic spectrum conditions, global developmental delay, moderate learning difficulties, speech and language needs, sensory impairments (visual and hearing) and motor skill difficulties.

We strongly recommend that parents/ carers contact the SENCO at an early stage to discuss individual needs.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASCD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

All pupils are encouraged to speak to an adult in school if they are worried about something. However, if a child does not feel able to approach an adult, there is an 'Our Box' where pupils can put a note in for the HLTA about their concern and this will be followed up with them.

For pupils with behavioural difficulties, we work in close partnership with parents and external agencies as appropriate to draw up behaviour plans. Pupils who are at risk of exclusion have a pastoral support plan which is drawn up and reviewed by all involved in support.

The school has an Attendance Officer who monitors pupils' attendance and raises concerns with the Senior Leadership Team about persistent absences and/or punctuality. These are followed up by a letter to parents and close monitoring for improvement. Children and parents are encouraged to contribute their views.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We strongly encourage prospective parents to contact us to discuss their child's individual needs as soon as possible. The Ashmole Secondary SENCO and SEN Team are able to advise on the following: Global Developmental Delay, Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties, Asperger's (mild and moderate), Autism (mild and moderate), Semantic Pragmatic Disorder, Auditory Processing Difficulties, Fragile X, Klinefelter's Syndrome, Soto's Syndrome, ADHD, ADD, Tourette's Syndrome, Obsessive Compulsive Disorder, Dyscalculia, Dyslexia, Dyspraxia, Cerebral Palsy, Epilepsy, Diabetes, mild Visual impairments and mild Auditory impairments. Where necessary, we seek External Agency advice, including Local Authority Educational Psychologists, Speech Therapists, Specialist Teachers and School Nurse.

Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO:

The SENCO is Mrs Toal who may be contacted at Ashmole Primary in the first instance through the school office, Mrs M Andrews either by telephone or by email to office@ashmoleprimary.org

How we adapt our teaching for children with special educational needs

Ashmole Primary School has an ethos which promotes inclusion. There are children with SEND in every class, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND.

Early Assessment and Intervention

At Ashmole Primary School, we have a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents. We understand that it is important that there is no delay in making any necessary special educational provision. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Each pupil's current skills and levels of attainment are assessed on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN. Where necessary the SENCO refers to the Local Authority Educational Psychologist, Specialist Teacher or Speech Therapist as appropriate for more specialist assessments.

While gathering evidence (including the views of the pupil and their parents) there will be no delay in putting in place extra teaching or other interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people are alert to emerging difficulties and respond early. In particular, we will listen to and understand parent/carers concerns about their child's development.

Information leading to the identification of children's SEND may come from a variety of sources:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents and pre-school transition meetings
- In school – observations of pupils, attainment levels (National Curriculum and/or P levels), Foundation Stage Profiles, reports from external agencies, reports from previous schools, termly pupil progress meetings, standardised screening and assessment tools

Staff and parents can raise concerns about a child with the SENCO at any time. Based on the school's observations, tracking of assessment data, progress after interventions and a discussion between the class teacher and SENCO it will be decided what type of support will be required to support the child. This may include:

- Quality First teaching strategies and resources for support in class
- Differentiated curriculum support strategies for SEND in class using WTH and IEPs as appropriate
- Access to additional interventions for SEND as appropriate
- Parents are consulted and will be informed of the provision in place as well as ways in which they can support at home.

How we prepare for children joining our school and leaving our school

Transition is very important for pupils with SEND. Where a pupil with SEND is joining the school, the SENCO will try to visit the pupil in their current setting (pre-school or primary school) and if possible at home. Transition visits to the school are encouraged and will be arranged with parents and the school or pre-school. Pupils will be given a transition book with photos of relevant people and of places in the school that they will spend time in. When pupils with SEND leave the school, the SENCO will arrange a transition meeting with the new school in order to hand over any relevant assessments and information. This meeting may include parents, depending on the needs of the child. Pupils in Year 6 with SEN will take part in sessions as part of a secondary transition group in order to prepare them for issues that may arise at secondary school.

Our pupils with SEND will transition to both mainstream and special schools depending on their needs and the wishes of their parents. Occasionally pupils with SEND may leave the school before they reach Year 6; this is usually to go to a school that is more suited to meet their SEND. In such cases, the SENCO would liaise with the parents and external agencies to support with finding the most appropriate onward placement. The arrangements for transition would be as for those who leave at the end of primary school.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

We are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement.

Such events will not always lead to children having SEND but it can have an impact on wellbeing and sometimes this can be severe. We will make our best endeavours to make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Home Language

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

Plan, Do, Review Cycle

We adopt a graduated approach with four stages of action: assess, plan, do and review. This is overseen by the SENCO, working in conjunction with class teachers, informed by EYFS materials and Early Years Outcomes guidance if appropriate. Each cycle of action is revisited with increasing focus, to identify the best way of securing good progress. At each stage we seek the advice and active involvement of parents, contributing their insights to assessment and planning. Intended outcomes (targets) will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times throughout the school year.

Curriculum

All pupils have access to a broad and balanced curriculum and there are usually children with SEND in every class. All Teachers set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full curriculum. The first response to an identified area of need is high quality teaching targeted at their areas of weakness.

Arrangements for consulting parents of children with SEND and involving them in their child's education:

Parents/carers are consulted when we intend to offer assessments or support that is different to that normally provided to the majority of pupils.

When we identify a child as having SEND we always work in partnership with parents/carers to establish the support the child needs.

If the pupil is on the SEND Register or has an EHCP (Education, Health and Care Plan) the views of parents/carers and pupils are sought on a termly basis when parents/carers are invited to complete a 'Parent/Carer Advice Form' so that their views can be formally recorded. Parent/carers are invited to amend and add to 'Ways To Help Sheets' to help optimise and personalise the learning experience.

Arrangements for consulting young people with SEND and involving them in their education:

Pupils with SEND are invited to attend all or part of their termly review meetings where this is deemed appropriate for the competency and well-being of the child by the school and parent/carers. Pupils are invited to complete a 'Pupil Advice Form' or are supported in giving their written opinions and ideas as appropriate. Pupils have a role in the assessment and review of their progress and support, in meetings and in lessons. All pupils are provided with challenging targets, are asked to set their own small-step targets to achieve these, and are expected to respond to individualised improvement prompts. Pupil engagement is maintained through self-assessment activities directly linked to their targets and attainment and through the reward system that recognises effort and learning as well as end product. We recognise that SEND pupils face a range of personal challenges on a daily basis and we actively seek to promote self-confidence, pride, resilience and independence.

Arrangements for assessing and reviewing children and young people's progress towards outcomes:

Pupil progress is monitored continuously using informal and formal assessments by the class teacher to inform their planning and delivery of lessons. Progress is formally recorded and monitored by Class Teachers, Phase Leaders, Senior Leadership and where appropriate, the SENCO to ensure timely interventions are in place and reviewed.

Three meetings a year are held for SEND pupils to review progress on Support Plans as appropriate. These meetings fully involve the teacher, parent/carer, pupil, relevant External Agencies and Support Staff. Teachers and Support Staff are asked to provide advice towards these meetings using all available assessment data. This enables finely tuned provision to be planned and delivered in conjunction with subject teachers and support staff. A written summary of these meetings is provided for all attendees and relevant agencies with parental and student agreement. The reports and meetings inform the Annual Review of SEND Report that is required by the local authority for those students with Statements of SEND or Education and Healthcare Plans.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society:

How parents are involved in school life

Parents are sent newsletters that give details of school events. Some pupils with SEND will have a home/school diary. Parents are invited to support the school by volunteering in school. There are parent governors on the governing body and on the Ashmole Primary School Parent Teacher Association. For parents whose first language is not English, we use bilingual staff and have access to a translation service. Transition to Ashmole Primary is overseen by the Primary School Head Teacher and relevant members of staff. They are able to draw on the expertise of External Agencies and the Ashmole Secondary SEN Team as appropriate.

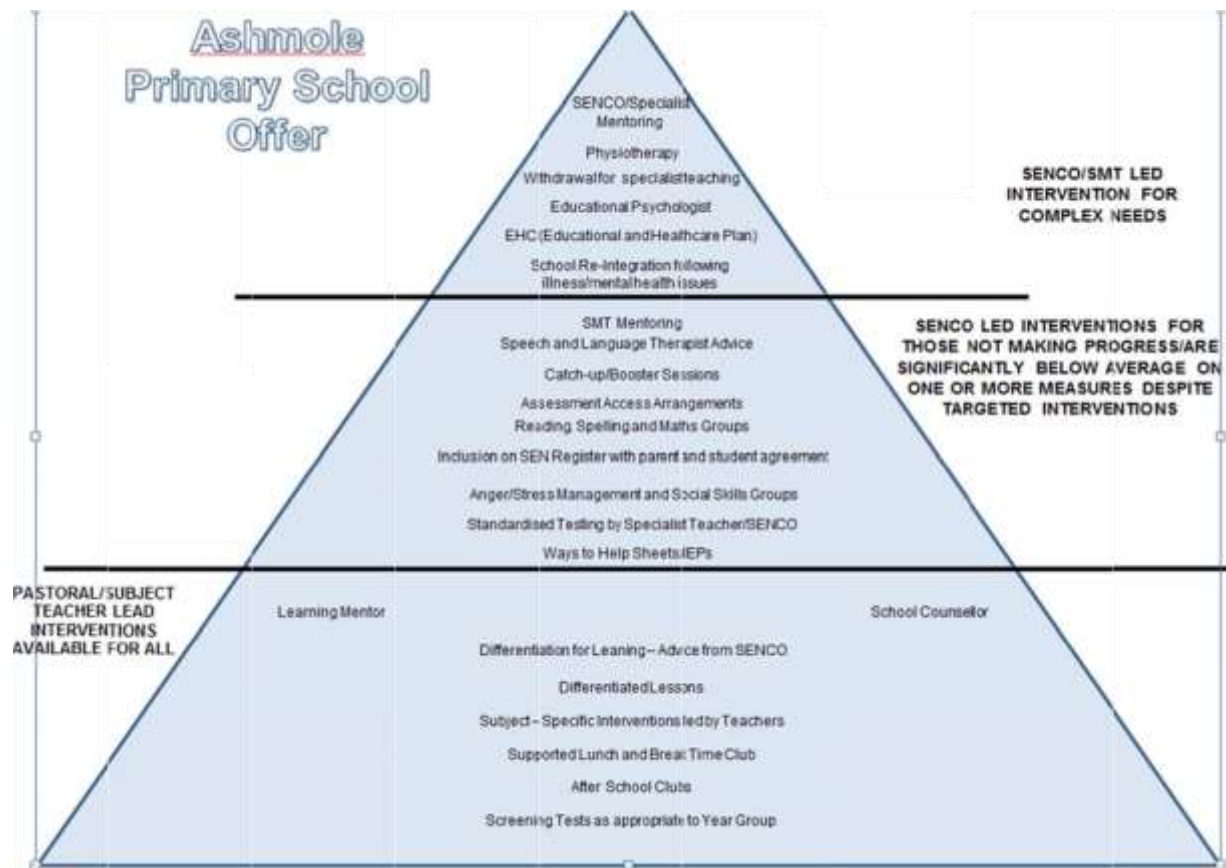
The SENCO (Mrs Toal) and Transition Co-ordinator (Ms D Burton) liaise closely with primary schools to ensure smooth transition for SEND students to Ashmole Secondary. This process is overseen by the Secondary Deputy Head Teacher responsible for Inclusion, Mrs McLaren.

The approach to teaching children and young people with SEND:

The responsibility for progress of SEND pupils, rests with the individual class teacher, even if pupils are withdrawn for specialist interventions led by the SENCO, specialist SEN Teachers or Teaching Assistants. All SEND pupils receive individualised target setting, differentiation, interventions and support overseen by the SENCO and Senior Management. SEND pupils are mainly taught in mainstream, inclusive classrooms with the support of a Teaching Assistant or Learning Mentor as appropriate. We seek to reduce dependency on adult support whenever possible. A very small number receive specialised sessions in smaller groups to improve their key skills so that they can access the curriculum more independently. It is expected that the vast majority of needs can be met effectively through high quality teaching, in dyslexia and ASC friendly classrooms.

Details of Barnet's Local Offer can be found at www.barnet.gov.uk

Details of Enfield's Local Offer can be found at www.enfield.gov.uk



How adaptations are made to the curriculum and the learning environment of children and young people:

We seek to help pupils overcome obstacles to learning through:

- Teachers and support staff who are well-informed about individual needs through 'Ways To Help Sheets' and Support Plans.
- Teachers and Support staff who are provided with understanding about different SEN and Medical conditions through using INSET and advice from SENCO and External Agencies.
- Teachers are supported by Senior Staff and SENCO, Support Staff, Training and Development on INSET days as well as regular development meetings
- Examination Access Arrangements given on the recommendation of the SENCO who is also the Specialist Teacher for the assessment of those requiring Examination Access Arrangements. Students are considered on an individual basis.
- The school building is wheelchair accessible.
- There is a lift in the new building with disabled toilets and shower facilities.
- Pupils have access to SEND equipment e.g. Move n Sit cushions, writing wedges, shaped pens/pencils as required.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured:

The Primary School have the support of the Curriculum Support Faculty at Ashmole Secondary which is led by the Secondary Deputy Head Teacher who has responsibility for Inclusion. The Curriculum Support Department is led by the SENCO and consists of a team of experienced Teaching Assistants, a Learning Mentor and an SEN Teacher and a PA to the SENCO.

Evaluating the effectiveness of the provision made for children and young people with SEND:

Class Teachers, Senior Managers and the SENCO monitor the progress of SEND pupils as compared to their expected progress on a termly basis, using Primary assessment guidelines and other data. Targets are carefully set to be specific, measurable, achievable in a term, most relevant to the individual and closely linked to the most appropriate support and interventions.

The effectiveness of support and short term interventions is measured by comparing an assessed measure before and after the intervention, for example a reading age, an emotional literacy assessment, understanding of subject specific vocabulary or the ability to solve a particular type of mathematical problem. More qualitative measures can also be used where targets are social, emotional or behavioural. Senior Management and SENCO prepare an annual review of the progress of pupils on the SEND Register. This analyses the effectiveness of SEND teaching across the school as well as Curriculum Support Interventions.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND:

Children with SEND have access to all activities and educational visits. For some children, additional support and/or alternative travel arrangements may be required e.g. an additional member of staff or parent present. An individual risk assessment may be carried out if required. School staff will discuss arrangements with parents of children with SEND for activities and educational visits if alternative arrangements are to be put in place. The SENCO may also be consulted for advice on supporting children with SEND to have access to activities or educational visits.

All SEND pupils are encouraged and supported in being fully included and active members of the school community. Pupils are assisted as necessary with practical issues, including a Welfare (Medical) Room, wheelchair access, and assistance with using the dining hall. They are also assisted as necessary with social, emotional or behavioural issues, including Mentoring, Counselling, Friendship Circles, Class Group and Year Group activities. A range of extra-curricular activities are available to all pupils, including lunch and after school time clubs that provide a safe, supervised environment. All pupils registered SEND are able to attend all or any extra-curricular clubs and activities provided by the school for all pupils.

Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying:

Ashmole Primary School is a Values school and the children are taught about values throughout the school day. The school's values help the children with their behaviour and their relationships within school and at home.

Every class has a Higher Learning Teaching Assistant who is first aid trained. The Welfare Assistant/ HLTAs manage the administration of medicines and may support with personal care if required. There are shower facilities in the new building.

The school has HLTAs who provides pastoral support for pupils who have difficulties of an emotional, social and/or behavioural nature. Parents are consulted before a child is supported.

We seek to promote the personal development of all SEND students by:

- Pupils having a Key Person.
- Zero tolerance of bullying with fast and fair response led by Senior Managers.
- Maintaining a highly structured learning and social environment that explicitly and consistently holds high expectations of every student, according to their developmental stage and areas of difficulty.
- Actively teaching independent learning and self-care skills.
- Working collectively to boost self-awareness, self-regulation, motivation, empathy and social skills.
- A strong Pastoral Support structure.
- High levels of parent and student engagement and support.
- High levels of peer support promoted by formalised Friendship Circles where appropriate, sensitive seating plans, peer review techniques, carefully managed group work, circle time, other form group activities and a Buddy Scheme.
- A range of extra-curricular activities and interventions to help pupils develop their interests and achieve their potential.
- Collaboration with class teachers to enable active participation in class time activities.
- Anger/Stress Management sessions led by SENCO, Teaching Assistant or appropriate agencies where appropriate.
- Emotional Programmes led by SENCO, Teacher, Teaching Assistant where appropriate.
- Speech, Language and Social Communication Sessions led by HLTAs/ TAs.
- Re-tracking by teachers/ support staff following incidents of inappropriate behaviour.
- Referral to School Counsellor if appropriate with parental and student consent.
- Liaison with External Agencies where appropriate with parental and student consent.
- Access to the Time Out in quiet location as appropriate.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families:

We make referrals to external agencies when it is our professional judgment that more specialist expertise is required. Parents/carers are consulted when the child and family is discussed with any external agency. These include:

- Child Development Team (CDT) – for pupils up to age 6
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Local Authority Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Officer (EWO) for attendance and punctuality concerns – half termly visits
- Social Services
- School Nurse
- Early Years Social Inclusion (EYSI)
- Occupational Therapy Service (OT)
- Physiotherapy Service
- Local Authority SEN advisory service
- Russet House (Autistic Spectrum Disorder) outreach service
- West Lea and local Special School outreach services
- Advisory Teachers for Hearing Impaired and Visually Impaired Children
- Southover Partnership

Arrangements for handling complaints from parents of children with SEND about the provision made in school:

Complaints should be initially addressed to the SENCO. This can be done by contacting the school office. If the SENCO is unable to assist then the matter will be referred to the Secondary Deputy Head for Inclusion, Mrs McLaren.

Sep 2023

Next review due: Sep 2024