**Ashleigh Primary School**

**SEN INFORMATION REPORT – SEPTEMBER 2022**

**Ashleigh School Vision:**

**Open the door to the world for our school family and wider community, nurturing a respect for all. Driven by our values,**

**Ashleigh Values:**

Aspire, Succeed, Happy, Love, Excitement, Inspire, Growth, Healthy

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| 1. **What kinds of special educational needs do we make provision for in our school?** |
| Ashleigh is a popular foundation primary school which caters for children aged between 4 and 11 years old with a range of special educational needs and/or disabilities. We are an inclusive school. We provide a high-quality education and our curriculum is enriched with real life experiences and encourages children to think imaginatively and make intelligent choices. We pride ourselves in having a hardworking and committed team of professionals who strive to achieve the highest standards possible within a safe, happy and caring environment. We see the education of our children to be a partnership between home and school and we work closely with parents as equal partners to ensure that the children’s time at Ashleigh is both enjoyable and successful. |

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| 2. | **How does our school know if your child needs extra help?** |
| • | Parents themselves know their children well and will voice concerns. These are always listened to and acted upon. |
| • | Teachers and staff working with children on a daily basis will become aware of needs. |
| • | Assessment information can highlight that a child may be experiencing barriers with their learning. |
| • | Termly SEND Review Meetings identify children in need of extra help. |
| • | Other professionals from external agencies will share information on need. |
| • | Information from other schools when children transition from other settings either at the start of the year or during the school year is shared with Ashleigh Primary School. |

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| 3. **Who can you speak to at our school if you think your child may have special educational needs and/or disabilities?** |
| **The class teacher** Responsible for:   * Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs and/or Disabilities Co-ordinator (SENDCo) know as necessary. * Writing Pupil Progress targets and Individual Education Plans (IEPs), based on smaller steps. * Quality First Teaching, including making reasonable adjustments for pupils with special educational needs and/or disabilities and liaising with support staff to ensure pupils have appropriate access to the curriculum. * Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any special educational needs and/or disabilities (SEND).   **The SENDCo: Miss N Youd (natalie.youd@ashleigh.blackburn.sch.uk)** Responsible for:   * Developing and reviewing the school’s SEND policy. * Co-ordinating all the support for children with SEND and those who are Looked After * Ensuring that you are i) involved in supporting your child’s learning ii) kept informed about the support your child is getting iii) involved in reviewing how they are doing. * Liaising with all the other agencies who may be coming in to school to help support your child’s learning, e.g. Speech and Language Therapy, Educational Psychology. * Updating the school’s SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child’s progress and needs are kept. * Providing support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible. * Ensuring that disabled pupils are included and treated equitably.   **The Headteacher: Mr Ian Mathews** Responsible for:   * The day-to-day management of all aspects of the school; this includes the support for children with SEND. * Giving responsibility to the SEND Co and class teachers, but is still responsible for ensuring that your child’s needs are met. * Making sure that the Governing Body is kept up to date about issues relating to SEND. * The admission of pupils to Ashleigh Primary School, including those children with special educational needs and/ or disabilities. Arrangements for admission can be found in the school Admission Policy.   **The SEND Governor: Mrs Sarah Hartley**   * Making sure that the necessary support is given for any child with SEND who attends the school. School contact telephone number: 01254 703171. |

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| **4. How do we know what progress your child is making and how will we keep you informed?** |
| * A child will receive Quality First teaching within the classroom setting which will be planned to meet the needs of individual children within the class. * Class teachers will adjust their teaching daily in order to make adaptations for each child's needs and make activities easier or more challenging accordingly. This will be provided for in several ways. For example, through different activities or different outcomes or by differentiated skilful questioning by the class teacher, all of which will enable each child to access the curriculum more easily. * The school's core values lend themselves to setting challenges for all children ensuring there is no limit as to what can be achieved.   To keep parents informed we:   * Produce Individual Education Plans (IEPs) which are reviewed by the class teacher in consultation with the SEND Co. Targets are usually set by the class teacher, with advice from external agencies taken into account where such professionals are involved. * Discuss and review your child's progress at Parents’ Evenings. * Give children a home/school diary in which messages can be exchanged between adults working with your child in school and yourself. They may suggest ways of supporting your child's learning. * May, where necessary, seek out specialist training to support specific identified needs, such as Downs Syndrome and hearing impairment. * Send out reports yearly detailing your child's progress as well as their overall attitude to learning. Our feedback to you will be about the progress your child has made, but will also include an overview of where they are compared to national expectations. * Distribute end of term letters to parents detailing children’s progress and effort. Parents are made aware of where their child is compared to age related expectations. |

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| 5. | **How will our school support your child and how will the teaching be adapted to meet their needs?** |
|  | Provision for all children with identified special educational needs and / or disabilities in our school is co-ordinated by the SENDCo, who works in close consultation with the class teachers to devise and monitor support for children and coordinates the support staff team. |
| • | We have Teaching Assistants who work with identified children with special educational needs and/ or disabilities in order to support the targets that have been set for them. |
| • | The class teacher will provide daily quality first teaching, targeted at each child's needs within the classroom. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group. The regularity of these sessions will be explained to parents when the support starts. |
| • | The class teacher will meet with parents on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress; although we do have an open door policy where parents are most welcome to discuss concerns regarding their child at any time should they feel the need. |
| • | Your child may have an individual education plan called an IEP. This will outline what support your child will receive in school. |
| • | We have a governor who supports SEND and liaises frequently with the SEND Co. The SEND Co reports to Governors. |

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| 6. |  | **How are decisions made about the type and how much support my child will receive?** |
|  | • | Teachers continually monitor and assess children's learning and development. Teacher assessments take place each term. These assessments give information about academic, social and developmental needs. Parents/carers, teachers, teaching assistants or the pupil's previous school may raise concerns. |
|  | • | Pupil progress meetings allow staff to discuss individual children's needs, based on teacher assessment data. Some children are then identified as needing additional support. This may be through the use of small group booster sessions or through a more intensive intervention. |
|  | • | Transition information is shared between schools and other professionals e.g. the Nursery, Speech and Language Therapy Service (SaLT) for children moving into/between schools. |
|  | • | Other professionals working for different agencies may have identified your child's need before your child has entered the school setting. |
|  | • | At specific points during your child's education they will take part in statutory assessments as well as specific screening programmes. These can be used to help identify an additional need. Support is put in place to ensure all children make progress in their learning and development. |
|  | • | If a teacher has a concern they will discuss this with the parents and also with the SEND CO initially. After these discussions the SEND CO may contact parents directly. |

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| 7. | **How will our school help you to support your child’s learning?** |
| • | We encourage parents and carers to work with us and support any interventions that your child may undertake. We offer an open door policy where parents can, at any time, speak to either the class teacher or SEND Co about your child. |
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| • | If outside agencies e.g. the Educational Psychologist (EP) or Speech and Language Therapist (SaLT) have been involved then their advice/suggestions and/or recommended programmes are shared with you to enable additional practice to be given at home. |
| • | Our school runs information sessions for parents. For example, on approaches to phonics, reading and the key stage SATS assessments. |
| • | Communication between home and school is also encouraged via your child’s home/school diary. |

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| **8.** | **What specialist services and expertise are available or accessible through our school?** |
| • | Educational Psychologist |
| • | Speech & Language Therapist (SaLT) |
| • | Occupational Therapist |
| • | Physiotherapist |
| • | School and support Nurses |
| • | Specialist Nurses for children with disabilities |
| • | Advisory Teachers |
| • | Blackburn with Darwen (B w D) SEND Support Service Advisory Teachers |
| • | B w D Early Years Early Help Support Service |

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| 9. **How are the staff in school supported to work with children with special educational needs and what training do they have?** |
| We cater for children with a range of special educational needs and/or disabilities. Our staff have undergone training in a number of supportive strategies. In addition, specific staff have undertaken training for particular interventions. These include, but are not exhaustive of: ELKLAN (a language approach); Emotional Literacy Support Assistants (ELSA); Makaton (signing). The SENDCO will be working towards the SEND Award.  We aim to ensure that we continue to develop expertise according to the needs of the children in our school. All staff supporting SEND pupils have had training which is ongoing and updated.  All staff have had a legal briefing on Safer Handling and a significant number of staff have had the additional training on safer physical handling, Team Teach. |

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|  | **10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?** |  |
| * We can signpost families to private providers who run a holiday/week-end club as well as overnight respite care. * We offer all children the opportunity to attend both breakfast club and an after-school club * School offers a wide range of after school activities; for example music, sport and art. * All our clubs and activities are inclusive. Some clubs are only available to pupils in designated age ranges. * There are playtime leaders from Y5/6 who contribute to the play and organise games for KS1 children at break and lunchtime. * Older children joining our school are given a buddy. * Outside on the playground, staff are vigilant during break times and lunch times to children who may appear to be lonely. * All children are fully included in all trips. Where a child has 1:1 support for a special educational need/disability, that Special Support Assistant will accompany the child. * All children are fully included in the annual residential trip in Y5 and/or Y6. Additional 1:1 support is available for those children with special needs/disability. * Children in Year 5 swim weekly during the autumn term. Children in Year 4 swim weekly during the spring and summer terms. Where physical needs can be a barrier, transport is provided. | | |

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| 11. | **How will our school support your child’s overall wellbeing?** |
| • | The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. |
| • | There is a trained ELSA who is able to support children with social and emotional needs. The ELSA works closely with the SEND Co. |
| • | At Ashleigh, we provide a safe and caring environment where all children thrive. There are clear and rigorous safeguarding procedures and policies in line with ‘Keeping Children Safe in Education’. All staff are regularly provided with updated training for safeguarding. |
| • | A clear, structured behaviour policy is adhered to by the whole school. |
| • | We provide individual behaviour records for those children who need support to follow our Ashleigh values and school rules. Pupils who find following rules more challenging co-produce a personalized behaviour plan. |
| • | Personal care support including toileting and/or dressing. This is undertaken with the child's modesty and privacy as our utmost priority. |
| • | We encourage children to be as independent as possible within their limits. |
| • | We follow physiotherapy programmes, speech and language programmes and programmes from Occupational Therapy, as well as the physical disabilities team. |
| • | All staff receive "Epipen" training, asthma training and epilepsy training at least annually, delivered by the School Nursing team. |

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| • | There are a number of staff trained in first aid at work and Paediatric first aid, we have a clear up to date medicine policy. Medicines and first aid treatment are administered in line with the correct procedure. |
| • | School will work closely with parents/carers in order to put any appropriate support in place with regard to good attendance and punctuality. |
| • | The SEND Co, Senior Leadership Team and staff are aware of the need for early help for pupils at Ashleigh Primary School. |

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| **12. How accessible is our school both indoors and outdoors for children with SEN?** |
| The school is situated on two floors; the upper floor for Year 5 and 6, and the library.  Ashleigh School has these facilities to help access for disabled pupils:  • Accessible disabled toilet   * Accessible changing facilities * Lift to access upper floor * Accessibility of information available through the school website, or as a hardcopy if requested. * Furniture available at an appropriate height.   Every effort is made to ensure that the correct specialist equipment is available to enable all children, regardless of their disability, to have access to the curriculum. The school will be guided by Outside Agency recommendations. The school has ensured that most doorways and entrances to the school are wide enough to accommodate a wheelchair if necessary.  **The Accessibility Plan** for Ashleigh School is available on the school website. |

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| 13. | **How will our school prepare and support your child when joining our school and when transferring to a new school?** |
|  | Our school has excellent links with our main High School providers. This takes the form of a ‘move up’ day to High School. |
| • | The Heads of Year 7 from designated High Schools visit our school and liaise with the class teacher and SEND CO, as well as Teaching Assistants where necessary. They will also meet with individual pupils in Year 6. |
| • | Where necessary, additional visits are arranged for individual pupils to ensure a smooth transition. |
| • | Transition reviews are held for pupils who have extreme educational, medical or physical disabilities. The SEND Co and class teacher, as well as the SEND Support Assistant attend, and share all the documentation with the new school.  Outside Agencies will assist our pupils with an EHCP.     * The SEND Co also attends the Blackburn with Darwen SENDCo cluster group, as well as the local cluster group, where any concerns maybe raised and discussed by local primary and secondary schools together. |

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| **Children who join Ashleigh Primary school mid term**     * When children join, our school staff will meet with you and your child prior to them starting with us. We will use this meeting as an opportunity to both provide your child with a chance to meet some staff members, to become familiar with the environment as well as to gather as much information as we can about your child so we can use this to prepare us for your child starting at our school. * The Reception Teacher meet all children and their families due to start school. * Liaison and visits to your child's preschool setting and home visits will be carried out. Liaison with previous school. Liaison with SEND Co at previous school or any relevant outside agencies.     **Children moving classes**   * When children move classes each year we provide a ‘moving up’ day to meet their new class teacher and see their new classroom as well as providing additional sessions for children who need extra time. |

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| **14.** **Who can you contact for further information?** |
| Name: Miss N Youd  SEND Co Phone: 01254 703171  Email: office@ashleigh.blackburn.sch.uk Website: www.ashleighdarwen.co.uk    If you have concerns relating to the school provision, please speak to the Head teacher or the SENDCo. The formal complaints procedure can be accessed through our website and the SEND policy. Our Governing body has a designated SEND Governor, Mrs S Hartley, responsible for reviewing practice and supporting the SENDCo  For more information on what Blackburn with Darwen can offer you and your child in terms of the support and services it provides, please go to [http://www.bwdlocaloffer.org.uk/kb5/blackburn/directory/localoffer.page .](http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page) Our Ashleigh offer can be found within this.  **The SEND policy and Accessibility Plan for Ashleigh School can be found at, www.ashleighdarwen.co.uk** |