



Ashurst CE Aided Primary School SEND Information and Disability Report 2025- 2026



In line with the Special Educational Needs and Disability Code of Practice 2014, this document details the provision in place at Ashurst CE Aided Primary School to support children with a Special Educational Needs and/or Disability (SEND). This document is in addition to the school SEND Policy, all are regularly reviewed in accordance with any information from the Local Authority, legislation and/or school circumstances as appropriate.

1. How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs?

In line with the Special Educational Needs and Disability Code of Practice 2014, a child will be identified as having a Disability or Special Educational Needs (SEND) if they have a significantly greater difficulty in learning than the majority of others of the same age or if they 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. This may include access to rooms/areas or equipment used in subjects such as Food Technology, Design Technology and Physical Education.

Identification of such needs occurs in a variety of ways:

Prior to starting school, all Early Years children and parents/carers meet with members of Ashurst Primary School (APS) staff to discuss their children and their learning. Staff from APS meet with staff from the nursery/pre-school the children attended, if they did so.

If children join the school after Early Years, meetings are held with parents/carers, and APS staff will consult with previous schools to discuss the child. Any concerns regarding identified or suspected SEN will be discussed and followed up with Mrs S Smith, Headteacher or Mrs K Sansbury, Special Educational Needs Coordinator (SENCo).

Documentation is requested from previous schools to ensure that children are supported as quickly as possible in a way that they are familiar with.

If children's needs become apparent as they move up through the school, class teachers will discuss these with the SENCo, and discussions will be held with the children's parents/carers. If the child is found to have needs that meet the criteria in the Code of Practice, the child will be listed on the school's Disability and Special Educational Needs (SEND) Register, and additional provision will be put into place. The SENCo maintains the SEND register and oversees provision. The school's SEND Register is an internally held document, the aim of which is to ensure that teachers are aware of children's additional needs. The progress of children on the SEND Register is closely monitored by the school's Senior Leadership Team and their achievement in tests including EYFS, Phonics (Y1) the end of Key Stage 1 (Y2), Multiplication (Y4) and Key Stage 2 (Y6) can be reviewed as a

group, e.g., by Ofsted, to ensure that the school's provision is working for children with additional needs.

If at any point parents/carers have concerns about their child's progress or attainment, or suspect the child may have additional needs, they are encouraged to make an appointment to discuss their concerns with the child's class teacher and/or the SENCo, as appropriate.

2. How will school staff support my child?

All our classes plan and teach using the principles of Quality First Teaching. Children are taught in small vertically grouped classes; this enables teachers to have a detailed knowledge of the children in school and can identify their learning needs quickly.

Quality First Teaching uses high quality, inclusive teaching for all children in the class. Teachers adapt their teaching so that if children do not understand a new idea the first time, it is retaught in a different way or with additional support. We 'personalise' learning to the individual needs of the children who have not understood by finding a teaching method that is more accessible for them. Examples of how this is achieved include using additional physical, numerical and literacy resources, visual timetables, adapting teaching to provide more accessible, yet still challenging learning, working in small targeted groups within the class, use of 'Talk to Text' and specific support from teaching assistants. The SENCo oversees this and coordinates any additional support that children may need.

Additional support includes the use of well researched interventions with individual children such as 'Toe-by-Toe', 'Teaching Literacy to Learners with Dyslexia' and the 'Power of 2'. Bespoke interventions are timetabled weekly to support individuals and very small groups with specifics such as acquisition of key number facts or phonics skills. These are coordinated by the SENCo and discussed and reviewed regularly for their efficacy.

Information regarding children's needs and provision is recorded on the child's Individual Support Plans. ISP's are reviewed and updated regularly by class teachers, Teaching Assistants and the SENCo. These include the voice of the child and are shared and discussed with parents/carers before being finalised. The school monitors the progress and attainment of children using internal processes such as classroom observation, test results and discussion with parents/carers. Results and progress are reported regularly to Governors responsible for monitoring children's progress and attainment.

We record the needs of children with statements of SEND or Education, Health and Care Plans (EHCP) in accordance with the most recent Special Educational Needs and Disability Code of Practice. External specialists may also support children as part of their provision, where appropriate, in consultation with parents/carers. Parents/carers are welcome to request referrals.

3. How will the curriculum be matched to my child's needs?

We aim to personalise the curriculum to cater for children's individual needs, finding the balance between tasks that are challenging but also achievable. Tasks can be differentiated in the classroom setting or by interventions such as small group or one-to-one sessions. The aim is to provide children with learning opportunities that lead them to make progress at a pace appropriate for them and based on their individual starting point. Please see our SEND Policy for more detail.

4. How will school staff and I know how my child is progressing and how will you help me to support my child's learning?

If a child is identified as having SEND, their progress will be closely monitored by their class teacher and the SENCo, as well as through normal monitoring processes (see Teaching and Learning Policy). Progress and attainment will be reported to parents/carers through informal reporting, such as a note in their reading diary or a phone call home, during ISP co-production meetings and through formal reporting, including the annual report. If a teacher has concerns about a child's learning they will arrange to meet and discuss this with parents/carers and the SENCo as appropriate.

If SEND needs are identified, parents/carers will be informed and will be invited to meet with the child's class teacher and the SENCo as appropriate, to discuss and plan provision for the child. Parents/carers will also be supported in ways they could help at home, and may be provided with resources which match those used in school where appropriate. Parents/carers are always welcome to arrange a meeting with the class teacher or SENCo to discuss any issues or concerns about work at home. There are also groups who provide support and information to parents/carers supporting children with additional needs. See the Local Authority Local Offer for more information.

5. What support will there be for my child's overall wellbeing?

All children's well-being is supported by 'Jigsaw', our SEMH programme, which is taught throughout the school on a two-year cycle, this ensures that children have the opportunity to build on previous learning at an age appropriate level.

During the school year we run five Wellbeing Days designed to support children's understanding of what wellbeing is and how they can support their own mental health and wellbeing.

The children's voice and opinions are captured in various formats during the academic year and each child has a personal 'One Page pupil Profile' which indicates their preferences and where they have recorded their views and identified their likes and dislikes.

The Headteacher, who is the school's designated Well-being and Mental Health lead, and/or the SENCo are responsible for the monitoring of pastoral needs and provision across the school, with the class teachers having daily responsibility for the children in their care. All school staff have a responsibility to report to a senior staff member or the SENCo any concerns they may have for a child. Specialist support provided by the LA may also be implemented where appropriate.

6. What specialist services and expertise are available at or accessed by the school?

Ashurst CE Aided Primary School offers a rich and varied range of support including:

- Ashurst Primary School has been awarded the Bronze Autism Awareness Award which recognises our work and commitment to creating an inclusive learning environment
- Speech and Language Team (SALT) input and support
- ACST input
- ASCsure (support groups for parents and carers run by the ACST)
- Physical therapies (if a programme has been provided by an external health specialist)

External support services include:

- Social Communication / Behaviour / Learning Inclusion and Sensory Support Teams
- School Nurses Service
- Speech, Language and Communication Therapy Service

- Education Welfare Officer
- Basic Makaton signing
- Family Support Worker Services
- Termly Early Help Consultations
- Social Care Services
- SEND Information and Advice Service
- Educational Psychology Service
- The Child Development Centre (NHS - Worthing Hospital)
- Play Therapy Services
- SPoA
- Young Carers
- CARM meetings as required

7. What training is available to staff supporting children and young people with SEND?

Teaching and support staff receive regular training through our scheduled programme of In-Service Training (INSET) and Staff meetings. There are opportunities to attend external courses which cover many aspects of SEND teaching and Learning. Internal training is provided by the SENCo and other staff and Governors who have experience or training in specific aspects of SEND such as speech and language development or attachment. External trainers provide specialist input as required across a range of areas such as social communication difficulties (including Autistic Spectrum Condition), Social stories, Dyslexia, Dyscalculia and Pathological Demand Avoidance..

8. How will children with SEND be supported in accessing trips and other in-school activities, such as visitors and workshops?

Ashurst Primary School endeavours to ensure that trips and activities are fully accessible to children with SEND. We undertake pre-visits and assess the opportunities available. Reasonable adjustments are made where necessary, to enable all children to participate. This may include asking parents/carers to assist on a trip or preparing alternative routes or opportunities in order that children can access the same learning as their peers. The Headteacher and or SENCo, and class teachers will liaise together as required and with parents/carers in the planning of additional support and provision for activities outside the classroom. Risk assessments will be completed to ensure activities are well managed and appropriately supported.

9. How accessible is the school environment?

Parents/carers of children with physical disabilities are encouraged to visit the school and discuss their child's needs in detail with the Headteacher/SENCo in advance of enrolment. We are able to access support for children and parents/carers for whom English is an additional language from the West Sussex Ethnic Minority Achievement Team (EMAT) and through local interpreter and translation services. Part of Ashurst CE Aided Primary School was built in 1873 and is a listed building. As a result of this listing, some areas of the building cannot be made wheelchair accessible.

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

When a child joins the school in the Early Years, Ashurst CE Primary School staff will meet with parents/carers and, if children have attended nursery or pre-school, visit them in their setting to discuss any concerns and arrangements for transition. Children joining the school in any other year group will be welcome to visit the school to familiarise themselves with the environment and meet staff. Where appropriate, they will also be provided with key information, such as staff photographs and a list of routines of the day. We have a successful transition programme to prepare children for the move into a new year- group, including taster sessions and induction mornings for children and their parents/carers. Children with Autistic Spectrum Condition, or particular difficulties with change, will be provided with additional resources for starting school, moving to a new year group or moving on to Secondary School.

Children with a Statement of SEN or an Education, Health and Care Plan will have their Annual Reviews held at least one full term before they leave Ashurst Primary School in order that their needs can be reviewed and appropriate provision put into place for their transition. Where appropriate they will be visited by the Secondary School SENCo/Head of Year/ class teacher.

11. How are the school's resources allocated and matched to children's Special Educational Needs?

The SEN Notional Budget is calculated by the Local Authority. The allocation of the SEN Notional Budget is decided by the Headteacher and SENCo in accordance with the needs of the children on roll and the School Development Plan. This is reported to the SEND Governor and Full Governing Body. The budget is carefully monitored and the spending is reviewed during the year according to the changing needs of the children across the whole school. The impact of the use of the SEN Notional Budget is reported on annually to the Full Governing Body.

12. How is the decision made about what type of and how much support my child will receive?

The type and amount of support a child receives will be dependent on their individual needs at any given time, and will be continually assessed by the class teacher and the SENCo for its efficacy. Consideration is given to the rate of children's progress, their attainment and their general wellbeing. Support for children will be discussed with parents/carers as required.

We assess each child individually and provide personalised support within three levels:

Universal:

Quality First Teaching this is what every child should expect at Ashurst CE Aided Primary School. Most pupils are able to make good progress through high quality teaching in class. Some children will require additional help with their learning. This support may be carried out in the classroom as part of the timetabled day, or in an additional classroom or teaching area in the school. It may be taught by the class teacher, another teacher or by a Teaching Assistant (TA).

- We then plan and teach differentiated activities and plan small group support.
- We ensure that parents are aware of the nature of support and the reasons for it.

- We listen to the views of parents and pupils and involve them in the decision making.
- We consider children's self- assessment.
- We plan support from class teachers and teaching assistants, we have regular parents' evenings and write end of year reports.
- We provide additional resources, visual timetables, different coloured paper, overlays and additional support matter

Targeted:

We determine children's areas of strength to establish whether the child has difficulties across the curriculum.

- We collate data, assessment levels, phonics and spelling assessments.
- We assess skills such as reading accuracy, fluency and comprehension, phonological awareness, auditory and visual memory.
- We consider - underlying ability, behaviour, motor skills, medical needs and attendance.
- The SENCo and child create a One Page Profile detailing the child's view of their needs and how they would like to be supported.
- We create an Individual Support Plan (ISP). Each time a new support plan is written parents/carers and the child will have the support plan shared with them. Parents and carers are encouraged to contribute to the support plan and ideas for how to support the support plan at home are also given.

Children may access some of the following small group interventions to achieve their targets:

- Listening skills activities for English and maths
- Speaking and listening activities
- Pre- teaching and post teaching of topic vocabulary
- Pre- teaching and post teaching of specific concepts
- Enhanced Teaching Assistants ratios within classes for specific children in Literacy or Maths
- Toe by Toe interventions
- Power of 2 intervention
- Additional Phonics sessions.

Specialist:

This means your child will have been identified by the class teacher and SENCo as needing a particularly high level of support or small group teaching. For your child this would mean creating a more detailed ISP explaining the provision which could include 1 to 1 intervention, a personalised curriculum, exercise programmes, Speech and Language programmes and possible follow up work from a Speech Therapist.

13. How are parents/carers involved in the school and how can I become involved?

We welcome parents/carers to be involved in all aspects of school life, including coming into school to hear children read, helping at events or by becoming a school Governor. Parents/carers are encouraged to join the 'Friends of Ashurst Primary School', who organise and run fundraising events. We encourage parents/carers to participate in decision-making where appropriate and parents/carers have the opportunity to ask questions and contribute their views at any time, through our Governors or in person.

14. Who can I contact for further information?

Mr Tom Sheldon - Chair of Governors

Mrs K Amaladoss - SEND Champion and associate Governor

Mrs S Smith- Headteacher

Mrs K Sansbury- SENCo

For children already in attendance, their class teacher or SENCo is the first point of contact regarding SEND. If your child is due to join the school, the Headteacher is the first point of contact.

We are proud that among our staff and Governors we have an experienced past Special Needs Officer (WSCC), Attachment Lead and trainer in Trauma Informed Education. We hold awards and qualifications including Autism Awareness Bronze Award, L4 SMH, Adult Mental Health First Aid, Youth Mental Health First Aid, Dyslexia Awareness, Makaton Nursey Rhymes and songs, Makaton Signing level 2, Every Child Matters training, and Self-Harm Training.

For more information, please visit our school website. Useful documents available there include:

- SEND Policy
- Teaching and Learning Policy
- Positive Behaviour Policy
- Health and Safety Policy
- First Aid Policy
- Managing Medicines Policy
- Accessibility Policy