Ashurst CE Aided Primary School

SEND Information

and Disability Report

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.

Mrs T Clarke, Co-headteacher, SENCo

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, such as access to rooms/areas or equipment used in subjects such as Food Technology, Design Technology and Physical Education.

Identification of such needs could occur in a variety of ways:

Upon starting school, all Early Years children and parents/carers are met in advance of enrolment and members of Ashurst Primary School (APS) staff will discuss children with staff from the nursery/pre-school they attended, if they did so.

If pupils join the school after Early Years, meetings are held with parents/carers, and APS staff will consult with previous schools to discuss the child.

In both cases, concerns regarding identified or suspected SEN will be discussed with Mrs T Clarke, Co-headteacher & Special Educational Needs Coordinator (SENCo).

If pupil's needs become apparent as they move up through the school, class teachers will discuss these with the SENDCo, and discussions will be held with the pupils' 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 SENDCo 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 at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) 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 SENDCo, as appropriate.

2.How will school staff support my child?

Day-to-day teaching and support of pupils with SEND is managed by their class teacher. The SENDCo will oversee this, will maintain the SEND register and will coordinate additional support put into place for a child. Information regarding children's needs and provision will be recorded on the pupils Individual Learning Plans. Children with statements of SEND or Education, Health and Care Plans (EHCP) will have their needs and provision recorded in accordance with the most recent Special Educational Needs and Disability Code of Practice. External specialists may also support pupils as part of their provision where appropriate in consultation with parents/carers, though parents/carers are welcome to request referrals.

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 pupil progress and attainment.

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

We aim to personalise the curriculum to cater for pupil'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, and through formal reporting, including the annual report. If a teacher has concerns about a child's learning they will discuss this with parents/carers and the SENDCo as appropriate.

If SEND are identified, parents/carers will be informed and will be invited to meet with the child's class teacher and the SENDCo as appropriate, to discuss and plan provision for the child. Parents/carers will also be advised on ways they could help at home, and may be provided with resources where appropriate. Parents/carers are always welcome to arrange a meeting with the class teacher or SENDCo 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?

The Co-headteachers and/or the SENDCo are responsible for the monitoring of pastoral needs and provision across the school, with the class teachers having main responsibility for the pupils in their care. All school staff have a responsibility to report to a senior staff member or the SENDCo 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 Primary School offers a rich and varied range of support including:

· Speech, language and communication difficulties

· Autistic Spectrum Condition

· 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
- Family Support Worker Services / Early Help
- Social Care Services
- SEND Information and Advice Service
- Educational Psychology Service
- The Child Development Centre (NHS – Worthing Hospital)
- Play Therapy Services

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 meetings in school time. There are also various opportunities to attend external courses which cover many aspects of SEND teaching and Learning. Internal training is provided by the SENDCo and any staff who have experience or training in specific aspects of SEND such as speech and language development. External trainers also provide specialist input, encompassing areas such as social communication difficulties (including Autistic Spectrum Condition) and attachment disorders. In addition External professionals can provide individual training on specific programmes.

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 are fully accessible to children with SEND. We will seek to make reasonable adjustments to trips and activities where required. 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 Co-headteachers and or SENDCo, 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. Where required, a risk assessment will be completed to ensure provision is appropriate.

9.How accessible is the school environment?

Some areas of the building and outside areas are wheelchair accessible. Parents/carers of children with physical disabilities are encouraged to visit the school and discuss their child's needs in detail with the Headteacher 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.

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

When a pupil 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, staff from those settings, to discuss any concerns and arrangements for transition. Pupils joining the school in any 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 open evenings for 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 SENDCo/classteacher as appropriate.

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

The school budget for SEND is calculated by the Local Authority and is allocated by the school in accordance with the needs of the children on roll. This budget is carefully monitored and the spending is adapted according to the changing needs of the children across the whole school. The allocation is decided by the Senior Leadership Team, in collaboration with the SENDCo.

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 re-assessed continually by the class teacher and the SENDCo. Consideration is given to their rate of progress, their attainment and their general wellbeing. Support for children will be discussed with parents/carers as required. Where appropriate in terms of age and personal development, children will also be involved in the decision-making process, e.g. through meetings with their class teachers and/or the SEND team.

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 our 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?

For pupils already in attendance, the class teacher is the first point of contact regarding SEND, and/or the SENDCo. If your child is due to join the school, the Headteacher is the first point of contact.

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

- SEND Policy
- Teaching and Learning Policy
- Behaviour Policy

The West Sussex Local Authority Local Offer (which signposts to many support agencies) is accessible via the following link:

https://westsussex.local-offer.org/information_pages/369-annual-report-west-sussex-local-offer

September 2020