



# Ashby Fields Primary School

## SEND Information Report

### The School offer 2021/22

#### Who should I contact to discuss the concerns or needs of my child?

<b>Governors</b>	<p>They are responsible for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting the school to evaluate and develop quality interventions and monitoring the impact of provision for pupils with SEND across the school.</li> </ul> <p>The chair of Governors: Mr Bob Symons</p>
<b>Head teacher – Jacqui Johnson</b>  <b>Deputy Head teacher – Gemma Harvey</b> <b>Assistant Head teacher Louisa Broad</b>	<p>Mrs Edkins, Miss Brackley and Miss Broad are responsible for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The day to day management of all aspects of the school, including the provision made for pupils with SEND.</li> </ul>
<b>Inclusion Leader / Deputy Head teacher</b>  <b>Gemma Harvey</b>	<p>Miss Brackley is responsible for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinating provision for children with SEND and developing the school’s SEND policy</li> <li><input type="checkbox"/> Ensuring that parents are: <ul style="list-style-type: none"> <li>- Kept informed about the range and level of support offered to their child</li> <li>- Consulted about planning successful movement transition to a new class or school</li> </ul> </li> <li><input type="checkbox"/> Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties</li> <li><input type="checkbox"/> Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> </ul>
<b>Class teacher</b>	<p>He / she is responsible for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child, identifying and planning the delivery of any additional support. (Class teacher may not be delivering this support)</li> <li><input type="checkbox"/> Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning alongside the Inclusion leader.</li> </ul> <p>Ensuring that parents are:</p> <ul style="list-style-type: none"> <li>- Involved in supporting their child’s learning and access to the curriculum</li> <li>- Kept informed about the range and level of support offered to their child</li> <li>- Included in reviewing how their child is doing</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying the school’s Inclusion policy.</li> </ul> <p><b>If you have concerns about your child you should speak to your child’s class teacher first.</b> You may then be directed to Miss Brackley</p>

## **The kinds of Special Educational Needs which are provided for in our school :**

Ashby Fields Primary School is an inclusive school and offers the following range of provision to support children with; cognition and learning, communication and interaction and sensory, social, emotional and mental health needs and complex medical and physical needs.

Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with :

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Williams Syndrome
- Chromosome deficiency
- Visual Impairment
- Hearing impairment
- Downs Syndrome
- ADHD
- Global developmental delay

During the initial stages of enrolment, we will meet with parents/Carers to discuss the needs of individual pupils with SEND and seek advice from the local authority to ensure that our school is the best place for your child to be educated.

As a mainstream school, it is also our responsibility to express our concerns if we feel that your child's needs are significant, severe or profound and we cannot provide the expertise, resources and skills to be able to educate them. In these cases, we would suggest a special school placement.

However we understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity.

## **Our school's policies for identifying children and young people with SEND and assessing their needs**

Ashby Fields Primary School Policy is reviewed and updated on a yearly basis.

- **Our school's arrangements for teaching, assessing and reviewing children progress towards their outcomes, including the voice of the parents and child.**
- **Our schools evaluation process to assess the effectiveness of its provision for children and with SEND.**

At Ashby Fields school we are passionate about learning and strive to ensure your child reaches their full potential. We set high expectations and adapt our learning styles to ensure children learn in the best possible environment.

We continually assess and review the needs of all of our pupils through the use of baseline assessments, assessment for learning methods including formal assessments and teacher judgements. We regularly moderate our judgements as a school and with other schools in Daventry to ensure our assessments are accurate.

The school uses a provision map which outlines the provision that children are receiving on an individual level. Miss Brackley monitors the provision of children with Special educational needs and/or disabilities and Pupil premium, including those children who are Looked after. She then reports directly to the Head teacher, Mrs Johnson, to discuss further actions. This monitoring tool provides explicit information about the provision, the impact of that and whether it is cost effective.

Children with English as additional language, will be monitored by Allie Pitt.

All children at Ashby Fields school receive quality first teaching from our staff and are closely monitored to ensure they access the curriculum at their own level. Teachers will differentiate their planning to ensure all groups of learners are set achievable objectives to strive towards. Through this process, teachers are able to quickly identify those children who are finding an area of learning difficult and can use different strategies to help them to re-engage in learning. At this stage children may not be identified as a child with Special educational needs.

If children continue to find their learning difficult and assessments show that they are not making the progress that they are capable of, then the class teacher will complete an additional needs form to outline their concerns and will then meet with Miss Brackley or Mrs Grant (Senior Inclusion Assistant) to discuss the child's needs. If necessary, the team will ask parents to come into school and discuss their child's needs and the additional support that can be offered. At this point, the child

would be considered a child with Special educational needs and/or disabilities as the school would be planning to provide them with support additional to and different from their peers. During this stage, the child's views will be gathered and recorded in their file. Following this process, the child will be provided with specific targets, written by the class teacher in conjunction with the Inclusion team, parents and the child.

Support at this stage could take many forms. The child could work 1:1 with a member of staff; receive small group additional work, pre tutoring skills or post tutoring over learning tasks. The support allocated will depend on the individual's needs. At this stage, regular meetings will take place on a termly basis, during parent consultations, to ensure that parents are kept up to date with the progress being made within school. During this meeting, targets will be reviewed and progress will be reported. New targets will be set if support is still considered necessary. Additional meetings can take place at the request of parents.

In some cases, the teacher and Inclusion team may feel that despite the additional interventions, the child is not making as much progress as would be expected with the set level of support. They may then ask parent's permission to involve outside agencies to observe and assess their child to support the school in providing the best provision for them.

Mainstream schools contribute up to the first £6000 for each pupil on a SEND stage of the Code of Practice. Top-up funding may be provided for children whose high needs cost more than £6000. To access this funding schools have to show clearly the provision they have in place using their delegated resources. This will be evident from the schools provision map, pupils' achievement of targets and progress. Funding will relate to the severity of need.

Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

### **Tests and Examinations: Access Arrangements**

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Inclusion Leader/Deputy Head teacher or Head teacher will inform you about eligibility and applications for these arrangements.

### **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**

At Ashby Fields Primary school we have highly skilled staff who adapt their teaching to ensure that all children can be included in classroom activities and outside trips.

Through our identification and assessment procedures, we can identify specific activities that individuals may find hard to access and ensure provision is made to support them to be fully included in the tasks. Sometimes this will require an additional member of staff, support from parents and specific risk assessments and procedures may need to be developed before the activities take place. Children are also encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

### **Support for improving social, emotional and mental health needs including extra pastoral arrangements for listening to the views of children and young people with SEND and measures to prevent bullying**

At our school we have a range of different intervention programmes that are run to develop social and emotional needs. These include:

1. Protective behaviours
2. Time to talk
3. Self-esteem programmes
4. Drawing and talking
5. Play sessions
6. Positive People
7. Lunchtime groups
8. Breakfasts clubs
9. 1:1 support at lunchtime by trained members of staff

- 10. Safe zones in each classroom and in the outside area in KS1
- 11. New behaviour management systems (please see our behaviour policy)
- 12. Sensory room

**Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

In accordance with Section 6 of the SEN Code of Practice 2014, Miss Brackley is a qualified teacher and has obtained the specific training for this role.

Miss Brackley and Mrs Edkins (Designated Teacher for LAC) regularly attend local network meetings which ensure that their training is kept up to date and is relevant to the needs within the school.

All of our staff at Ashby Fields are trained in how to best support vulnerable learners to maximise their achievement. This forms part of the ongoing CPD and will sometimes be supported through the process of performance management.

At Ashby fields, we have commissioned a specific amount of time to work with outside agencies to support vulnerable learners in our school. The school has commissioned this time through their service level agreement and will be monitored by Miss Brackley and Mrs Edkins.

As part of our growing school and our commitment to providing the best for our children, we may appoint members of staff to work with specific individuals. All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school has an SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.

This can be:

- Providing specialist equipment to support a need e.g.: a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion
- Providing additional intervention programmes to help a child learn and progress
- Providing a Teaching Assistant to support small group learning
- Providing any resources to support learning in any area

**How our 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 special educational needs and supporting their families**

At Ashby Fields Primary School, we will identify sources of support as they develop and evolve and make referrals through the referral management centre as needed. We seek to respond quickly to emerging needs and work closely with other agencies including :

- EHA team
- CAMHS
- Educational Psychology Service
- IASS
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Early Years SEN support service (Inc Portage team)
- Multi-Agency Safeguarding Hub

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school.

**Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

**When moving to another school:**

We will contact the new schools SENDCo and share information about special arrangements and support that has been in place for your child to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.

**When moving classes / forms in school:**

An information sharing meeting will take place with the new teacher. Children will also be given the opportunity to visit their new class and teacher. All children on the schools SEND list will receive a transition booklet to support them to get to know their new class, new teachers and teaching assistants. One page profiles will also be developed for those children who find transition particularly difficult.

**Year 6-7 transition**

Miss Brackley and/or class teacher will attend a transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school to see your child in their current setting.

**Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and Miss Brackley (Inclusion Leader), then, if unresolved, by Mrs Edkins (Head teacher.) The Governors may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

**The contact details of support services for the parents of pupils with special educational needs.**

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 364770

Education Entitlement Team : Contact number : 0300 126 1000

IASS (Parent support service) Contact Number: 01604 636111 [www.iassnorthants.co.uk](http://www.iassnorthants.co.uk)

Virtual School for Looked After Children : Contact number : 0300 126 1000

Primary Behaviour Outreach Support: Maplefields 01536 409040

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

**Local authority local offer:** [www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)