



## SEND Information Report 2023-2024

### **The name and contact details of the SENCo-Ordinator:**

Rachel Edkins/Rebecca Brackley Ashby Fields Primary School 01327 [310068](tel:01327310068) [Rachel.edkins@afps.inmat.org.uk](mailto:Rachel.edkins@afps.inmat.org.uk)

### **The name and contact details of the Designated Teacher for Looked After Children:**

Emma Ramm Ashby Fields Primary School 01327 310068 [Emma.Ramm@afps.inmat.org.uk](mailto:Emma.Ramm@afps.inmat.org.uk)

All teachers at Ashby Fields Primary School share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.

<p>The kinds of Special Educational Needs which are provided for in our school</p>	<p>At AFPS we support a diverse range of Special Education needs and pride ourselves on the nurture that we offer every individual child in our care. We are a inclusive school and offer a range of provision to support children with EHC plans in addition to others who may be placed on our SEN register or require healthcare support.</p> <p>We work in partnership with specialist provisions and schools within our trust and are able to provide specialist support from private professionals who are part of our school-based provision, on site. This year our children have access to Occupational Therapy, Speech and Language therapist, educational physiologist and our children's counsellor, where this is identified as essential to support their development.</p> <p>We offer the following range of provision to support children with:</p> <ul style="list-style-type: none"><li>- Cognition and learning – dyslexia, dyspraxia, dyscalculia and varying degrees of learning difficulties.</li><li>- Communication and interaction- Speech, Language and Communication Needs, Autistic Spectrum Disorder.</li><li>- Social, Emotional and Mental Health – Attachment disorders, ADHD, ADD including children with anxiety difficulties.</li></ul>
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	<p>- Sensory or Medical and Physical needs - Hearing Impairments, Physical disabilities, Visual Impairments (this includes supporting and understanding a range of medical needs, including those that may require specialist training.)</p> <p>We currently have 5 children who have an Educational Health Care Plans which has been produced by West Northamptonshire County Council. Children may also have an individual education plan (IEP), One Page Profile or high needs funding to ensure their needs are met. We fully comply with: SEN Code of Practice 2015 Equality Act 2010 Children and Families Act 2014</p> <p>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. 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.</p>
<p>Our school's policies for identifying children and young people with SEN and assessing their needs</p>	<p>All children identified on our SEN register will work in partnership with their teacher to create an IEP. This focusses on their strengths, pupil and parent voice and aspirations for the year. These documents are essential to ensuring that staff are aware of difficulties and adaptations associated with the school day. Where additional support or interventions may be in place, teachers, support staff and the school's SENCO work in partnership to create learning plans that ensure the cycle of assess, plan, do and review is clear. Learning plans take account of parental views and parents are offered the opportunity to respond to these using Edu key, our online provision mapping system. Targets are individual to each child and carefully monitor the progress they are making and the levels of support that they require.</p> <p>Annual review meetings for children with EHC plans will be held annually and documentation will be submitted to West Northamptonshire County Council for review and agreement. Parent and child views will form a large part of this process as will observations made by class teachers and the SENCO. AFPS has an established Inclusion team who work together to meet regularly and ensure that support and referrals are provided where needed. Prior to fortnightly meetings class teachers are required to complete an internal referral form to raise concerns they may have. These are then reviewed and allocated to a member of the team to review and implement support. The school's Inclusion team currently consists of our head teacher, SENCOs, Pupil Premium Leader, Behaviour Lead and Pastoral and Family Support Worker. Where concerns are identified by parents or carers, it is requested that the SENCO be made aware of difficulties, behaviours and reasons for referral requests in writing as a first action. This will be reviewed by our Inclusion team and a 6-week period of observation and evidence gathering will begin. Where identified difficulties are not observed within the school environment, parents and carers will be advised to seek the support of their GP in the first instance. It is often requested that children's eyesight and hearing should be checked to ensure that this is not a barrier to learning for the child.</p>
<p>Our school's arrangements for</p>	<p>For all children at AFPS, progress is reviewed via termly parent's evenings and written reports at the end of the Academic year. Children who may be placed on our SEN register will additionally have progress reviewed through their termly learning plan</p>

assessing and reviewing children and young people's progress towards outcomes.

updates. Staff at AFPS will share learning plans and progress made during their parent consultations before continuing the cycle of assess, plan, do, review. Where children may have a diagnosis of need but do not require high levels of support, a learning plan may not be necessary. All children follow our yearly PIXL assessment plan to assess progress in relation to their stage of development. Where specialist assessment is required, evidence of need will be gathered and referrals made to outside agencies, including:

- Educational Psychology
- Specialist Support Service
- NHS Speech and language
- Community Paediatrics
- CAHMS - The school nursing service
- Other key agencies accessed via the referral management centre.

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 adapt 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.

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.

	<p>Annual reviews are held for EHCP children as per the guidelines and dates placed by West Northamptonshire County Council. Where concerns, observations and assessment meet the criteria for an EHCP assessment, evidence is collated in partnership with staff, the family and the child and applications are submitted by the schools SENCOs. Children with English as an additional language, will be monitored by Emma Ramm.</p>
<p>How our school evaluates the effectiveness of its provision for children and young people with SEN</p>	<p>The monitoring and evaluation of the effectiveness of our SEN provision is carried out as follows:</p> <ul style="list-style-type: none"> <li>• Pupil voice is collected for One Page Profile's at the beginning of the year and is requested at the end of each term, as part of the evaluation of learning plans.</li> <li>• End of year progress reports written by class teachers</li> <li>• Eduky Provision Mapping software is used. This keeps track of whole school, class and individual progress and this is clearly visible on the SENCOs main screen.</li> <li>• Discussion with parents and carers, at parents' evenings and via appointments made with staff members or the SENCOs</li> <li>• Observations and learning walks carried out by the head teacher, subject leaders, senior leaders or colleagues from INMAT trust schools.</li> <li>• Book scrutiny completed by senior leaders/curriculum leads</li> <li>• Pupil progress meetings between class teachers and members of the senior leadership team</li> <li>• Tracking and monitoring of pupil progress using PIXL and itrack primary online tools</li> <li>• Annual review meetings</li> <li>• EHA meetings- where an Early Help Plan is relevant to the family</li> <li>•Analysing of attendance records</li> <li>• Analysing of behaviour logs or class records</li> <li>• Through the use of intervention trackers and teaching assistant intervention logs</li> <li>• Governor learning walks</li> <li>• Creation and regular reviewing of the SEN action plan- led by the SENCOs</li> </ul>
<p>Our approach to teaching children and young people with SEN. Including how adaptations are made to the curriculum and learning environment of</p>	<p>At AFPS we understand high quality first teaching is crucial to the development of all of our children. For children with SEN it is important that they feel part of our whole school community, in addition to the community they are part of in their classroom. Access to teaching opportunities led by a qualified teacher are important and we work to ensure that where possible time spent out of the classroom environment is minimal. To enable our children to fully access learning opportunities, key adaptations and intervention is applied. We have worked hard to develop the provision for learners who experience sensory difficulties. We have transformed our sensory room, this can be accessed by any child attending our school and provides a calm and welcoming space to support self-regulation. The social, emotional and mental health of our children remains a priority and this space promoted this further. Other key approaches used may include:</p>

<p>children and young people with SEN.</p>	<ul style="list-style-type: none"> <li>• An attachment focussed ‘Team around the child approach’ to support children who may find establishing trusting relationships difficult</li> <li>• Home school communication books</li> <li>• Sensory boxes and baskets within classrooms which will be situation in the calming corner. Many of our classrooms use flexible seating to support regulation.</li> <li>• Sensory/ heavy work breaks during learning to support concentration and attention</li> <li>• Specialist equipment including the use of technology where children find recording work difficult</li> <li>• Access to outside agencies, counsellors, nurture support and specialist private services onsite- especially where NHS waiting lists can be long</li> <li>• Lessons planned to meet a range of learning styles and active practical learning opportunities</li> <li>• The opportunity to learn through experiences such as visitors and Educational Visits</li> <li>• Interventions designed to support resilience, self-esteem and confidence</li> <li>• Personalised reward systems to support motivation</li> <li>• Outreach work with alternate provisions where specialist support is needed</li> <li>• Access to the curriculum via adapted activities and outcomes</li> <li>• Access to pastoral support and the support of support staff with a broad range of expertise and skills</li> <li>• The use of visual timetables and resources</li> <li>• Lunch club for children who find accessing the playground difficult</li> <li>• Focussed targeted intervention to support with core skills in reading, writing and maths</li> </ul>
<p>Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>	<p>The children at AFPS are appreciative and understanding of the uniqueness of others. Differences and individuality are celebrated. Children attending our school have open access to our Pastoral Family Support Worker and an array of experienced support and teaching staff. The school are working hard to become attachment and dyslexia friendly and value the supportive and trusting relationships that are built and maintained. The senior leadership team have recently attended some specialist attachment training. The SENCO and head teacher provide training opportunities for staff to support their understanding of SEN and professional development. The school used the My Concern system for safeguarding and additionally this is used to monitor where wellbeing and emotional concerns may be present. All staff follow a code of conduct and the school’s behaviour policy. IEP’s ensure that adults working with specific children with SEN understand how best to communicate with them to understand any concerns of worries they may have. Children have access to a worry box and classrooms around the school use a daily wellbeing check in to ensure that children are emotionally ready to learn. The school has an anti-bullying policy which is managed by the behaviour lead. Adults focus on providing children with positive social role models and encourage children to be respectful, tolerant and kind. Where specialist intervention is needed the school has access to a weekly children’s counsellor, who works with specified children on the school site. The school has good links with The School Nursing Service and the Specialist Support Service and referrals can be made to support with emotional concerns. The school have access to a range of services via the referral management centre</p>

<p>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. 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</p>	<p>At AFPS our children have access to NHS. In the previous academic year Teaching Assistants received training focussed on colourful semantics. Following this teaching assistants attend SALT sessions with identified children, allowing skills and further training to be modelled and individual programmes applied. We have also had training from virtual school on attachment and trauma and this remains a priority for further professional development.</p> <p>The school's pastoral and family support worker has a range of experience regarding children's SEMH need and supports other key members of staff in implementing interventions and programmes, she is also ELSA trained. The SENCO and head teacher work in partnership to hold regular teaching assistant meetings where in house training is provided on a broad range of topic linking primarily to SEN. The school adopts a 'team around the child' approach for many individual children in our care. The school continues to work with the Educational Psychology service and other key outside agencies and readily accepts support where needed. Members of staff in EYFS and KS2 are attending selective mutism training, and this has been identified as a valuable opportunity for other members of staff.</p>
<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>Pupil voice is crucial, supporting an understanding and empathy for how children attending AFPS perceive school. Opportunities are regularly taken to talk to children with SEN, our SEN children talk openly and proudly about their experiences, difficulties and strengths. At the beginning of the year, members of staff in each class spend time with identified children to create their IEP and One Page Profile. This document highlights strengths, difficulties, adaptations, aspirations and key information about routines during unstructured times of the day. IEP's/One Page Profile's can be accessed by all members of staff and staff covering absences are directed towards these. Relationships with pupils, especially regarding those with SEMH difficulties are established and trusting. Identified children are allocated a mentor who regularly 'checks in' with their child. The family, pastoral support worker is readily available and facilitates opportunities to talk and listen where this is needed. Where supportive resources are needed or suggested</p>

	<p>by specialist professional, children are offered choice and time is taken to ensure that the type of resource used is as supportive as intended. During SEN transition days, children create a handprint naming 5 members of staff that they would like to be part of their 'team' for the year, stories are shared and time is taken to alleviate worries that they may have. Records of pupil voice and wellbeing are kept using Eduky and My Concern and are monitored closely</p>
<p>Arrangements for consulting parents of children with special educational needs and involving them in their child's education</p>	<p>Parents of children who have been placed on the school's SEN register have IEP's sent home for them to have a look and add any input into the targets. Children's progress is monitored closely across the school and parents are offered consultations via parent's evenings, school reports and review meetings with the SENCO. Parents have access to the SENCO email address and communication is handled sensitively and promptly. Parents are additionally able to communicate with class teachers via email and the class Seesaw app. If a child experiences a challenging day, parents are made aware of this and information is logged on My Concern and the parent is contacted either via phone call, seesaw or asked in for a face-to-face meeting. Following challenging behaviours that may be experienced, children are offered time in a safe space or the school's sensory room before incidences are calmly discussed and the cycle of reparation is considered. During annual review meetings parental voice is recorded. The school has supported a number of parents in more complex cases where EHCP mediation and tribunal may be necessary.</p>
<p>Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)</p>	<p>The majority of children leaving AFPS in year 6 attend The Parker. During the Summer term, key members of staff meet with the school SENCO and transition meetings are held. Additional tours and visits are offered and in some cases children may work directly with the SENCO or her team. Files and key documentation is handled sensitively and securely between settings. In cases where a child with an EHCP may be moving to a specialist provision, an end of key stage annual review is completed and ks3 staff are invited to attend. In these cases transitional arrangements often differ and children may be offered additional transition days that have been arranged by their new school. Prior to our EYFS children joining AFPS, the SENCO and members of the foundation stage team visit preschool settings a number of times. Children quickly become familiar with these visits and are keen to introduce themselves. The SENCO will often observe sessions led by specialist professionals and adaptations that will be required are discussed. Parents of children with medical needs are invited to attend a meeting to enable a healthcare plan to be put into place. Where training is needed AFPS endeavour to have this in place prior to the child attending. Where toileting needs are present the school has an intimate care policy in place.</p>
<p>Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the</p>	<p>Complaints made are treated sensitively and seriously by the headteacher and the governing body. Where parents wish to pursue this, they will be directed to the complaints procedures that AFPS has detailed in relevant policy.</p>

provision made at the school.	
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The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

(Please refer to our school's Safeguarding Policy for details of how we access the Early Help Team and Multi-Agency Safeguarding Hub)

### **Links with Other Services**

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service: Contact Number: 01604 636111 <http://www.npps.info/>

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

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

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

Information on where the local authority's local offer is published. [Local Offer - Local Offer - North Northamptonshire](#)