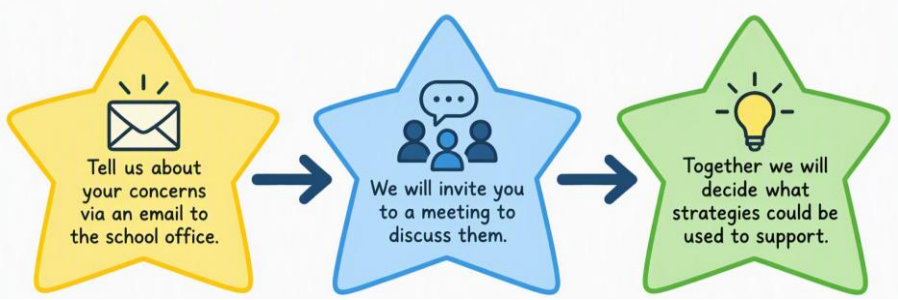
Special Educational Needs and Disabilities (SEND) Information Report

Ashton Keynes Primary School

Our aim is to work in partnership with families so that every child receives the support they need to learn, participate and thrive.



What should I do if I think my child has SEND?

If you have concerns about your child's learning, development, wellbeing or progress, please speak to your child's class teacher in the first instance.

You can contact your child's teacher by emailing the school office at office@ashtonkeynes.wilts.sch.uk and marking your email for the attention of the class teacher.

Your child's class teacher will listen to your concerns and discuss the support that may help. Where appropriate, they will also discuss your child's needs with our Special Educational Needs Coordinator (SENCo).

Our SENCo is Miss Sarah Igoe. She oversees SEND provision across the school and is available to meet with parents and carers to discuss their child's needs.

You can contact Miss Igoe directly at sendco@ashtonkeynes.wilts.sch.uk.

Our SEND Policy is also available on the school website.

Before starting school, your child may already have an identified special educational need or disability. Where this is the case, we will work closely with you, your child's nursery or pre-school and any professionals involved to help make their transition to Ashton Keynes Primary School as smooth as possible.

How does the school identify SEND?

We recognise that every child is different and that children may need additional support at different stages of their school life.

Teachers regularly assess and monitor children's learning, progress and wellbeing. If a child continues to experience difficulties despite high-quality classroom teaching and appropriate

support, we will look carefully at their individual strengths and needs and consider what additional provision may help.

You know your child best. We will listen to your concerns, share what we are seeing in school and work with you to decide what support your child may need.

The four broad areas of SEND

Communication and interaction
This can include social communication differences and autism.

Cognition and learning
This can include difficulties with learning and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health
This can include difficulties with emotional wellbeing and mental health challenges, behaviour, attention and concentration, including ADHD.

Sensory and/or physical needs
This can include visual, hearing, sensory and physical needs.

These areas help us to understand and plan for a child's needs. However, we recognise that every child is an individual and their needs may change over time.

What happens if my child needs additional support?

Our starting point is high-quality teaching and our Universal Provision (UP), which sets out the support and strategies available to all children.

Universal-Offer.pdf

If a child continues to experience difficulties despite this support, their class teacher will work with the SENCo, the child and their parents or carers to consider what additional support may be needed.

We use a four-stage process called the graduated approach:

Assess – We identify your child's strengths, needs and any barriers that may be affecting their learning, development or wellbeing.

Plan – We agree the outcomes we would like your child to achieve and the support and strategies that will be put in place to help them.

Do – The agreed support is put in place. This may be delivered by the class teacher, a teaching assistant or, where appropriate, another professional.

Review – We look at your child's progress and decide how well the support is working. We then decide whether support should continue, change or come to an end.



Parents and carers will be involved throughout this process. Children will also be involved in decisions about their support in a way that is appropriate to their age and understanding.

If we decide that your child requires SEN Support, we will let you know in writing and your child will be added to the school's SEND Register.

This is an ongoing process. As we learn more about what works well for your child, we will review and adapt their support.

How will my child be supported?

At Ashton Keynes Primary School, we take a needs-led approach to supporting children. Support may be provided at different levels depending on your child's individual needs.

Universal Provision

Most children's needs can be met through high-quality teaching and the support available to all children in the classroom. Teachers adapt their teaching, activities, resources and the learning environment where appropriate to help children access the curriculum and make progress. We make reasonable adjustments to the learning environment where needed. This may include adaptations to classroom layouts, use of quiet spaces, visual supports, sensory resources, assistive technology and accessibility arrangements. Teachers make every effort to ensure that children with SEND are fully included in the life of their class and school. Our Universal Provision offer provides further information about the support available to children across the school.

Targeted Support

Some children need additional or targeted support. This might include:

- small-group work;
- individual interventions;
- additional classroom strategies;
- additional adult support;
- targeted literacy, phonics, speech and language or maths support; or
- social, emotional and wellbeing support.

Specialist Support

Some children have more complex needs and may require advice or support from specialist professionals or services. We work with families and relevant professionals to make sure that specialist advice is reflected in the support provided at school. Where appropriate, the SENCo and class teacher may ask for further advice from an external professional or service. Parents and carers will be involved in this process.

Does my child need a diagnosis to receive support?

No. A child does not need a formal diagnosis before we can provide appropriate support.

At Ashton Keynes Primary School, support is based on a child's individual needs rather than solely on a diagnosis or label.

We monitor children's learning, progress and wellbeing and adapt provision when needed so that they can access learning and participate fully in school life.

Some children may receive support through the Needs Led Approach (NLA) with HCRG Care Group without necessarily being placed on the school's SEND Register.

What plans might my child have?

Individual Education Plans (IEPs)

Every child on the SEND Register will have an Individual Education Plan (IEP). An IEP sets out important information about the child, the support they need and the outcomes they are working towards.

The class teacher develops the IEP, involving the child where appropriate so that their views are heard. IEPs are shared with parents and carers three times a year.

My Support Plans

Some children with more complex needs may have a My Support Plan (MSP). A My Support Plan brings together information and advice from the child, their family, school and other professionals involved with them. It identifies the child's needs, agreed outcomes and the support that will be put in place.

The plan is reviewed regularly with parents and carers and, where appropriate, the child and other professionals. As parents and carers, you will be involved in decisions about your child's provision and will know the outcomes they are working towards and the strategies being used to support them.

How do we know whether additional support is working?

Before beginning some targeted interventions, we may complete an assessment to understand your child's starting point. This is sometimes called a baseline assessment.

This helps us to see the difference the intervention makes and whether your child is making progress. We monitor your child's progress towards their agreed outcomes and review the support they receive.

If a review shows that a child has made good progress and no longer needs SEN Support, we will discuss this with parents and carers. For other children, the Assess, Plan, Do, Review cycle will continue and their outcomes, strategies and provision will be reviewed and adapted.

How are children involved in decisions about their support?

We listen to the views of children and young people when planning, reviewing and evaluating support. Children contribute to their Individual Education Plans, My Support Plans and review meetings where appropriate. Staff gather pupil voice through conversations, observations and other age-appropriate approaches.

How will I know how my child is progressing?

We believe that communication between home and school is an important part of supporting children effectively.

Parents and carers receive autumn report, a mid-year report and an end-of-year report. These provide information about your child's learning and progress.

Teachers meet with parents and carers at least twice a year to discuss their child's progress. If your child has an IEP, this will be shared with you three times a year.

If your child has a My Support Plan, this will usually be reviewed every 6–12 weeks, depending on your child's individual needs. Reviews may involve the SENCo, class teacher, parents or carers, the child where appropriate, and any relevant external professionals.

If a child on the SEND Register is making less progress than expected, we may seek advice from an external professional or service.

Where a child's needs are more complex, or where they continue to make less progress than expected despite appropriate support, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment.

If a child has an Education, Health and Care Plan (EHCP), an annual review will take place to consider their progress, provision and outcomes.

Who will support my child?

Class teachers

Your child's class teacher is responsible for their learning and progress and will usually be your first point of contact. All teachers receive SEND training and are supported by the SENCo to make appropriate adaptations and put strategies in place to meet children's individual needs.

Teaching assistants

We have a team of 12 teaching assistants (TAs), including two Higher Level Teaching Assistants (HLTAs). Teaching assistants support learning in the classroom and may also deliver targeted interventions.

Staff have training and experience in areas including:

- SNIP Literacy;
- speech and language;
- phonics interventions;
- Number Sense;
- social and emotional wellbeing support.

Emotional Literacy Support Assistants

Our ELSA team is Mrs Lang and Mrs Thomas. Our ELSAs provide targeted emotional literacy support for children where this is appropriate.

Senior Mental Health Lead

Our Senior Mental Health Lead is Mrs Samantha Saville, Headteacher.

SENCo

Our SENCo is Miss Sarah Igoe. Miss Igoe oversees SEND provision across the school and supports staff in identifying and meeting the needs of children with SEND. She is currently undertaking the NPQ for SENCOs and has two allocated SENCo days each week, on Tuesday and Wednesday.

What SEND training have staff received?

We are committed to developing staff knowledge and understanding of SEND. Recent SEND-related training has included:

- ADHD and PDA;
- understanding and using IEPs to support children with SEND;
- EHCPs;
- speech and language;
- de-escalation;
- Dreikurs training.

Teaching assistants receive regular training from both internal and external providers, including training relating to SEND and our school provision. The SENCo also provides staff with advice and support to ensure that identified needs and recommended strategies are understood and implemented.

What support is available for my child's social, emotional and mental health?

At Ashton Keynes Primary School, we believe that children need to feel safe, happy, valued and supported in order to thrive personally and academically. We recognise that a child's learning, emotional wellbeing, behaviour, relationships and wider needs can be closely connected.

ELSA support

Our Emotional Literacy Support Assistants (ELSAs), Mrs Lang and Mrs Thomas, can support children with areas such as:

- emotional wellbeing;
- friendships and relationships;
- confidence; and
- other difficulties that may affect a child's ability to engage positively in school.

ELSA referrals are completed by the child's class teacher and shared with the SENCo and ELSA team. ELSA support typically takes place in blocks of 6–8 weeks. At the end of the block, the agreed outcomes are reviewed.

Our Senior Leadership Team works closely together to make sure that children's needs are considered as a whole. Our PSHE curriculum follows the Jigsaw scheme, and our Behaviour Policy sets out consistent expectations across the school. All staff receive regular safeguarding training and follow the school's Safeguarding Policy, which is available on the school website.

What specialist services can the school access?

We work with a range of professionals and specialist services to support children and their families. Depending on a child's individual needs, these may include:

- speech and language therapists;
- educational psychologists;
- Wiltshire Specialist SEN Service;
- Wiltshire behaviour support services;
- visual impairment advisory services;
- hearing impairment advisory services;
- occupational therapists;
- the Special Educational Needs and/or Disabilities Team;
- GPs and pediatricians;
- school nurses;
- Child and Adolescent Mental Health Services (CAMHS);
- education welfare services;
- social care and other local authority services; and
- voluntary sector organisations.

We will work with parents and carers when specialist advice or involvement is needed.

How will my child access school trips and activities?

We want all children to take part fully in school life, including school trips and extra-curricular activities.

Where a child needs additional support to participate safely and successfully, we will:

- involve parents and carers in relevant discussions;
- provide additional adult support where appropriate;
- follow advice from relevant professionals or advisory services;
- make appropriate reasonable adjustments; and
- complete relevant risk assessments.

Our aim is to identify and remove barriers so that children with SEND can participate alongside their peers wherever possible.

How will my child be supported when starting or moving school?

We recognise that transitions and changes to familiar routines can be more difficult for some children. We therefore plan additional support where it is needed.

Starting school

We work closely with parents and carers, nurseries, pre-schools and other professionals involved with a child. Where appropriate, Transition Inclusion Support Meetings (TISMs) may be held. These can involve parents or carers, the school, the child's nursery or pre-school and other professionals. Home visits and opportunities to visit the school also help children prepare for starting at Ashton Keynes.

Moving to a new class

All children have an opportunity to spend time with their new teacher during our Move Up Morning. For children who may need additional transition support, we might also provide:

- opportunities to meet their new teacher before Move Up Morning;
- several shorter transition visits;
- photographs of the new teacher and teaching assistants;
- transition booklet
- additional communication between the current and new class teachers; and
- meetings involving the SENCo, parents or carers and the child, where appropriate.

Moving to secondary school

We work with secondary school SENCOs and pastoral teams to share relevant information and discuss individual needs. Some children may benefit from additional visits to their new school, a One Page Profile or other personalised transition support. Where appropriate, transition arrangements will also be discussed as part of a My Support Plan or EHCP review.

How are looked-after and previously looked-after children with SEND supported?

Miss Sarah Igoe is our Designated Teacher for looked-after and previously looked-after children. Children who are looked-after or previously looked-after and have SEND will receive appropriate SEN support in the same way as other children with SEND, while also taking account of their individual circumstances.

Looked-after children will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support, My Support Plan or EHCP work together to provide consistent support for the child.

How do we monitor vulnerable children?

At Ashton Keynes Primary School, we have developed a vulnerability tracker. This helps us monitor areas including attainment, attendance, achievement and involvement in school life for children who may be vulnerable. This may include children with SEND, children who have previously received SEN Support and disadvantaged learners, and those known or previously known to social care. The information helps us identify where additional consideration or support may be needed.

What can I do if I have a concern or complaint about my child's SEN support?

We hope that concerns about your child's SEND support can be resolved through open communication between home and school.

If you have a concern, please contact your child's class teacher in the first instance. You can do this by emailing office@ashtonkeynes.wilts.sch.uk and marking the email for the attention of the class teacher.

If your concern remains unresolved, you can raise it with a member of the Senior Leadership Team:

- Mrs Saville, Headteacher
- Mr Hockaday, Deputy Headteacher;
- Miss Igoe, SENCo and Senior Leader;
- Miss Thomas, Senior Leader;
- Mrs Crowley, EYFS Lead.

If the matter remains unresolved, please refer to the school's Complaints Policy, which is available on our website.

Parents and carers of children with disabilities can also make a disability discrimination claim to the First-tier Tribunal (SEND) if they believe that their child has experienced disability discrimination. Further information about the relevant processes and independent advice can be found through the support organisations listed below.

The school's Accessibility Plan is available on the school website.

What support is available for me and my family?

If you have questions about SEND or are finding things difficult, please talk to us. We want to work with you to support your child and your family. Parents and carers can also access independent information, advice and support.

Wiltshire Local Offer

Wiltshire Council's Local Offer provides information about services and support available for children and young people with SEND and their families.

SEND Local Offer - Wiltshire Council

Wiltshire's Ordinarily Available Provision

Wiltshire's Ordinarily Available Provision guidance explains the support that schools are expected to make available for children and young people.

Ordinarily Available Provision - Wiltshire Council

SENDIASS

SENDIASS provides information, advice and support for children and young people with SEND and their parents and carers.

- Wiltshire SENDIASS | SENDIASS
- SENDIASS Gloucestershire | Special Education & Disability

Further information and guidance

- The Special Educational Needs and Disability Regulations 2014 (Schedule 1 – Information to be included in the SEN Information Report).
- SEND Code of Practice (2015) (Paragraphs 6.79-6.83)
- SEND Local Offer - Wiltshire Council
- Wiltshire's Ordinarily Available Provision Guidance
- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle
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Glossary

Access arrangements – Changes or arrangements that help a child with SEND access assessments.

Annual review – A meeting held at least annually to review a child's Education, Health and Care Plan.

Areas of need – The four broad areas used to describe different types of SEND: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

CAMHS – Child and Adolescent Mental Health Services.

EHCP: Education, Health and Care Plan – A legal document that describes a child or young person's education, health and care needs and the provision required to meet those needs.

EHC needs assessment – The assessment process used by a local authority to decide whether a child or young person needs an EHCP.

ELSA: Emotional Literacy Support Assistant – A trained member of staff who provides targeted support to help children develop their emotional wellbeing and social skills.

Graduated approach – The Assess, Plan, Do, Review process we use to understand a child's needs, put appropriate support in place and review how well it is working.

IEP: Individual Education Plan – A plan describing the outcomes a child is working towards and the support and strategies being used to help them.

Intervention – Targeted support or teaching designed to help a child work towards a particular outcome.

Local Offer – Information from the local authority about the SEND services and support available to children, young people and families in the local area.

My Support Plan (MSP) – A plan that brings together information from the child, family, school and other professionals to identify needs, outcomes and support.

Outcome – Something that we would like a child to achieve as a result of the support they receive. Outcomes may relate to learning, independence, communication, wellbeing or other areas of development.

Reasonable adjustments – Changes made to help prevent a child with a disability from being placed at a disadvantage.

SEN – Special Educational Needs.

SENCo – Special Educational Needs Coordinator.

SEND – Special Educational Needs and Disabilities.

SEND Code of Practice – Statutory guidance relating to support for children and young people with SEND.

SEND Information Report – Information published by a school explaining how it identifies and supports children with SEND.

SEN Support – Additional or different special educational provision provided to meet a child's identified SEN.

Transition – A period of change, such as starting school, moving to another class or moving to a new school.

Items to complete before publication

Add the autumn reporting arrangements.

Insert the current Universal Provision/OAP link.

Insert the current SEND Policy link.

Check that staffing numbers, SENCo days, intervention names and recent training remain current.