



Offer of support for children and young people with SEND at  
Ashfield Primary School 2024-25

<p>What is SEND?</p>	<p>According to the special educational needs and disability code of practice: 0 to 25 years (2015) , SEN is defined as: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"><li>• has a significantly greater difficulty in learning than the majority of others of the same age, or</li><li>• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</li></ul> <p>The Equality Act 2010 defines disability as: A physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.</p> <p>Not all children and young people with a disability have SEN but there is often overlap.</p> <p>Some children may have SEND because of a medical condition or disability, other children may have SEND without a diagnosis or disability.</p>
<p>What are the areas of SEND?</p>	<p>SEND can be considered as falling under four broad areas:</p> <p><u>Communication and interaction</u> Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism.</p> <p><u>Sensory and/or Physical needs</u> These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require on going support and equipment to access all the opportunities available to their peers. It also includes children with medical needs.</p> <p><u>Cognition and Learning</u> Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning</p>



	<p>difficulties (SpLD), affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> <p><u>Social Emotional Mental Health (SEMH)</u> Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</p>
Who are the best people to talk to in school about my child's difficulties with learning/SEND?	<p>Class teacher: If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance.</p> <p>SENDCOs: Miss McLaughlin and Mrs Archer are our SENDCOs. They work closely with class teachers to put in place strategies and interventions to help remove your child's barriers to learning.</p> <p>Learning Mentor: Mrs Hey works with children in and out of class who are having difficulties with behaviour, learning or need emotional support. She also runs groups for children to help them cope with change and challenging situations such as transition to secondary school.</p> <p>SEND Governor: Sandra Perring is our SEND Governor. She challenges Mrs Archer and Miss McLaughlin to ensure children's needs are being met and shares this information with the Governing Body.</p>
What do I do if I think my child may have special educational needs?	<p>Speak to your class teacher initially and ask to arrange a meeting with the SENDCO. The school will work with you to establish what additional help your child may need.</p>
How will school support my child?	<p>The class teacher and the SENDCO will develop a plan for your child. This may be adaptations to their provision in class or it may be an Individual Provision Map which will have specific modifications and a learning plan for your child. The targets will involve the teacher, the teaching assistant, your child and yourself. It will be shared with you. The school leaders will monitor how effective this provision is. When necessary, the school will access additional help for your child, for example through outside agencies from the local authority or the health service.</p>
What are the different types of	<p>1. Universal Provision:</p>



<p>support available for children with SEND at Ashfield?</p>	<p>Quality first teaching forms the basis of provision for all children. Lessons are correctly pitched to allow all children to make progress from their individual starting points. The school's approach to teaching means that a significant amount of the teaching is delivered in small groups by the class teacher at an appropriate level. All teaching staff regularly receive up-to-date training to meet the needs of their class. (Wave 1)</p> <p>2. Targeted Provision: Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support, such as phonic catch ups, pre-teaching or evidence based interventions. (Wave 2)</p> <p>3. Specialist Provision: External agencies are employed as appropriate to provide additional support and guidance for example, speech and language therapists or educational psychologists. (Wave 3)</p>
<p>What policies support my child with SEND?</p>	<p>These policies have been written to further support your child within school. They are available to read on the website under policies.</p> <ul style="list-style-type: none"><li>• Inclusion/SEN</li><li>• Behaviour</li><li>• Teaching and Learning</li><li>• Safeguarding/Child protection</li><li>• Health and Safety</li><li>• Anti Bullying</li></ul>
<p>What interventions are available at Ashfield to support my child?</p>	<p>The school has a range of interventions at its disposal and staff have had training in order to deliver these effectively.</p> <ul style="list-style-type: none"><li>• Phonics Booster</li><li>• Read Write Inc. catch up</li><li>• Bespoke reading and writing interventions directed by teachers</li><li>• Toe by Toe</li><li>• SENIT programme</li><li>• Dynamo maths</li><li>• Sessions with Learning Mentor to support Emotional Needs</li></ul> <p>Your child may need to access one or more of these interventions over a variable period of time. Their progress will be monitored and class teachers will share this information with you.</p>
<p>What training do staff at Ashfield have to support pupils with SEND?</p>	<p>All staff receive quality training throughout the year to ensure they meet the needs of SEND pupils. This might be delivered by the SENDCo or by other agencies. Training provides staff to develop their skills, knowledge and expertise in specific areas of SEND e.g. speech and language, dyslexia. All our staff have attended SENIT training provided by the Leeds Authority. Support is sought from other agencies where necessary in order to maximise learning potential e.g. Speech and Language Service, Occupational Health Service,</p>



	<p>Childhood and Mental Health Service (CAMHS) and Local Authority. We are part of the Traded Speech and Language offer and thus have support from a Speech and Language Therapist every other half term. We have a staff member trained to lead on EHPs and 5 members of staff trained to deal with child protection issues. All staff have been trained in positive handling and de-escalation strategies.</p>
<p>What other agencies can school use to support my child?</p>	<p>For some children school support may not be enough and with your agreement, school will make the decision to increase the level of support provided. This external support might be from:</p> <ul style="list-style-type: none"><li>• Educational Psychologist</li><li>• Speech and Language Therapist</li><li>• Occupational /Physiotherapist</li><li>• Specialist Advisory Teachers</li><li>• Play Therapist</li><li>• School Nurse</li><li>• CAHMS</li><li>• STARS</li></ul> <p>This graduated support could mean that your child makes expected levels of progress. We will then discuss with you whether to continue to monitor your child's progress or whether to decide they no longer need additional support at this time.</p>
<p>What happens if my child still requires extra support?</p>	<p>Only a very small percentage of children require support of an additional nature to that provided by external agencies. In this case the Inclusion Team will discuss the possibility of asking the Local Authority to undertake an Education Health Care Needs Assessment of your child's needs. In this instance we will begin by discussing the process and ask for your permission to proceed. We will:</p> <ol style="list-style-type: none"><li>1) Collect information from all agencies involved.</li><li>2) Evaluate strategies and interventions that have been put in place.</li><li>3) Send all the information to the Local Authority.</li></ol> <p>The Local Authority will the hold a panel meeting to discuss your child's needs and requirements.</p>
<p>How does the school environment meet my child's needs?</p>	<p>Work will be adapted for your child when needed. Ensuring all children are able to access Quality First Teaching is essential for continued progress. At times your child may be taught in small groups with a teacher or a teaching assistant. Your child may need additional resources or they may require environmental adaptations. These adaptations are all set out in your child's Individual Provision Map. The school is on one level. The external doors are wide enough for wheelchairs. There is a disabled toilet, located by the main entrance, which is accessible by wheelchair.</p>
<p>How will my child be included in activities outside the classroom?</p>	<p>Whenever possible, your child will be included in every aspect of school life. You will be consulted about how the school can organise events. School will ensure staffing ratios for special events and visits are appropriate to ensure children with SEND can take as full part in</p>



	<p>an activity as possible. After school clubs are available. Activities, such as PE, will be differentiated to allow your child to take part.</p>
<p>How will my child's learning needs be assessed and their progress monitored?</p>	<p>As part of the Assessment and Inclusion Cycles pupils are set aspirational targets based on their starting points and staff's knowledge of the child. Every term the SENDCO will analyse the SEND data to evaluate the progress children with SEND are making. This will be reviewed and new targets set. You will be invited to parent consultation evenings 2 times a year, as well as SEND review meetings which are held termly. If your child receives additional funding due to their special educational need, a formal review will be held each term, one of which will be an Annual Review at which reports from all professionals involved with your child will be shared and discussed. Both you and your child will have an opportunity to make a similar contribution. All children will be given the opportunity to attend reviews or make a written contribution to the review. They are always included in the target setting process.</p>
<p>How are the school's resources and funding allocated and matched to children's needs?</p>	<p>The school spends the money it receives wisely to ensure everyone can succeed. Where necessary, additional teaching assistants are employed to support your child. This will usually be in a small group as most children do not need 1:1 support. If a child needs this support, then the money is spent on staffing. The SENDCO, Head teacher and class teacher will discuss what will best support your child. Parents are often involved in these decisions. Some money is spent on additional resources e.g. sloping desk tops, laptops, changing equipment. The school is funded on a notional formula per pupil. Schools are expected to find the first £6,000 from within the school's budget to support children and young people with SEND who are on the school's inclusion register. The school can apply for a 'top-up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the notional budget. The school uses the funds to put appropriate support in place to meet the specific needs of a child. The school is committed to supporting parents whose child has a personal budget and we will work together to ensure the funding is used appropriately to best meet the needs of your child.</p>
<p>What partnerships do we work with to provide support for children with SEND?</p>	<p>As well as working closely with parents, support is sought from other agencies where necessary in order to maximise learning potential. We regularly engage with, Educational Psychologists, Attendance, Autistic Spectrum (STARS team), Early Years SEN, Speech and Language, School Nursing service, Child and Adult Mental Health Services, Parent Partnership, Children's Social Work Service, Complex Needs Team, Behaviour Support, school paediatrician. The school works closely with the other local schools (Otley Cluster, Collaborative Learning Trust and Children's Centre) The cluster has a family support worker and three counsellors. Referrals from each school can be made for these services. The school is part of the North</p>



	<p>West Leeds Area Inclusion Partnership. This ensures that there is additional provision for pupils with high levels of complex needs and enables them to access alternative placements if necessary.</p>
<p>What support do we have for you as the parent of a child with SEND?</p>	<p>As a parent you can arrange to meet the class teacher before or after school by phoning the office. Where we will be happy to discuss your child's progress and any concerns you may have. Teachers are happy to share successful strategies used in school which can be used by parents at home.</p> <p>Mrs Archer and Miss McLaughlin are also available to help answer any further questions you may have about your child's needs. Within school Mrs Hey (learning mentor) can offer you a range of support to help meet your child's needs both in school and at home. All information from outside agencies will be shared with you personally or through written reports. Class teachers will share educational plans with you on a termly basis and discuss the progress made towards individual targets.</p> <p>Sometimes many agencies are involved in supporting your child and to help manage and coordinate all these people an Early Help Plan may be set up so that you can meet regularly with all agencies involved.</p> <p>If you would like more information about the Leeds local authority offer, please visit the authority website <a href="https://www.leedslocaloffer.org.uk/">https://www.leedslocaloffer.org.uk/</a></p>
<p>How will we support your child when leaving this school or moving to another class?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school or moving into Year 7:</p> <ul style="list-style-type: none"><li>• We will contact the new school SENDCO and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival.</li><li>• We will make sure that all records about your child are passed on quickly to the receiving school. *Wherever possible we arrange additional transition visits for children with SEND.</li><li>• Wherever possible we will arrange further parents information visits.</li></ul> <p>When moving classes in school:</p> <ul style="list-style-type: none"><li>• Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term.</li><li>• Children will have opportunities to spend 'Transition' days with their new class teacher in their new class during the last half term in Summer</li></ul>



## Identification and support at Ashfield Primary School flowchart

