



## SEND Report 2024-2025

School:	Ashfield Primary School
SENCO with mandatory qualification/experience	Miss S McLaughlin Mrs L Archer (Training)
Date of report:	17 <sup>th</sup> September 2024
SEN Governor:	Mrs Sandra Perring
Key Information	Our SEND Information report including accessibility can be found on our school website at: <a href="#">here</a> . Our policy for supporting pupils with medical needs can be found on our school website <a href="#">here</a> . Our Admissions policy can be found <a href="#">here</a> . Our Equality and Diversity Policy can be found <a href="#">here</a> . Leeds Local offer for children with SEND can be found <a href="#">here</a> . Complaints should follow our trust-wide complaints policy <a href="#">here</a> . Local Advice and Support services for parents can be found <a href="#">here</a> .

‘Pupils with special educational needs and/or disabilities (SEND) learn the same ambitious curriculum as their peers. Leaders work tirelessly to remove any barriers that pupils might face to their learning. They do this by making sure that all staff have the expertise to help pupils with SEND. These pupils receive exactly the support that they need. They master new knowledge quickly and are confident learners.’

OFSTED School Inspection Report June 2023

### Intent Statement

Ashfield Primary School is a one form entry, inclusive mainstream primary school. At Ashfield Primary School, we are passionate in the belief that all children make good progress from their starting points. We identify barriers to learning early and work with parents and carers to remove barriers. We formally review the children on the SEND register 3 times per year. Every term a meeting takes place between parents, class teacher and the SENDCO. We also ascertain pupil voice through a pupil passport or through the attendance of the pupil (where appropriate). During the meeting we discuss the child's progress to date and the impact of current intervention. We then identify appropriate provision for the following term. This consistent 'assess, plan, do and review' cycle (the graduated approach) ensures that we are able to track progress closely and ensure the best outcomes for our pupils.

### Implementation Statement

<b>What do I do if I am concerned my child has a barrier to learning?</b>	<ul style="list-style-type: none"> <li>• Contact your class teacher in the first instance.</li> <li>• Contact our SENDCo via <a href="mailto:info@ashfieldprimary.co.uk">info@ashfieldprimary.co.uk</a> or telephone 01943 463341. Where appropriate an appointment can be made to discuss your child in more detail. Your child will be placed on our school tracking systems.</li> <li>• If a staff member has concerns about your child they will discuss this with the SENDCo and Inclusion Leader and you will be contacted directly at the earliest opportunity.</li> </ul>
<b>How does the school identify learners with SEND?</b>	<p>The school follows a comprehensive identification process.</p> <p>Click <a href="#">here</a> to see our Early Identification of Need Flowchart for Practitioners under the Graduated Approach section of the webpage.</p> <p>Your class teacher &amp; SENDCo will guide and support you through this process. At the point of investigation your child will be added to our SEND watch list <b>not</b> the SEND register.</p> <p>To identify as early as possible we look out for particular indicators such as</p> <ul style="list-style-type: none"> <li>○ Poor learning behaviours</li> <li>○ Slow progress</li> <li>○ Working well below expected level – at least 2 years, even with additional catch-up support</li> <li>○ Changes in behaviours</li> <li>○ Developmental delay – speech, physical, social-emotional</li> </ul> <p>We will consider whether a child has a disability under the Equality Act 2010 and what reasonable adjustments may be necessary.</p> <p>It is recognised that children with a disability may or may not have SEN. Children with who have an identified disability only, will have their needs met under the accessibility plan.</p>

	<p>If a child reaches the 'no or limited impact' section of our flow chart a decision will be made on whether a child has SEND in one or more of the 4 'broad areas of need' defined in the Code of Practice and <b>at this point they are placed on the SEND register</b>. This will be in discussion with the parent/carer.</p>
<p><b>Provision, Access and Support.</b></p>	<p>A full list of SEND provision within the broad areas of need can be viewed on our SEND webpage <a href="#">here</a>.</p> <p>All pupils have access to a broad and balanced curriculum adapted to support individual need where appropriate. Quality first teaching ensures an inclusive environment as far as possible. This is monitored closely by class teachers and senior leaders to ensure SEND pupils receive high quality learning with consistent use of effective support and resources.</p> <p>Evidence based interventions are used where need has been identified. Some children may need an individual timetable, curriculum or other individualised resources. We work hard to ensure these needs are met within the constraints of a mainstream setting.</p> <p>Support is personalised to individual pupil and reviewed regularly. To view our Assess, Plan, Do, Review cycle please click <a href="#">here</a>.</p> <p>Interventions are identified using our graduated approach and allocated according to need by the class teacher, SENDco or outside agency. A list of interventions that our staff are trained in and a list of external specialist services who work with the school can be found in the SEND Report-Core offer document <a href="#">here</a>.</p> <p>Additional funding may be applied for when pupils reach the 'no or limited impact' of our identification process.</p>
<p><b>Quality of provision</b></p>	<p>School leaders are responsible for monitoring the quality of SEND provision. Class teachers continually assess the quality and effectiveness of provision for SEND pupils on a daily basis and adjust where necessary. The quality and effectiveness of provision is known by:</p> <ul style="list-style-type: none"> <li>• Daily &amp; weekly checks by the class teacher.</li> <li>• Termly check in between parent/carer and class teacher.</li> <li>• Termly data and progress discussions between the SENDCo and teaching staff.</li> <li>• Calendared class teaching observations by the SENDCo and senior leaders who give their judgement on the effectiveness of this teaching for SEND children.</li> <li>• At least once a year, the SENDCo reports on how well children with SEND achieved to the Headteacher and the Local Governing Committee.</li> </ul> <p>The outcome of this monitoring informs the impact of the provision and any changes to adaptations, resources, staffing re organisation that is necessary and highlights any further referrals to supporting agencies that are required. We ensure our staff are trained to the level appropriate to their role.</p>
<p><b>Child and Parental Voice</b></p>	<p>Parents are vital partners in their child's journey through school. Our identification process clearly outlines points within your children SEND identification process when you will be invited to meet and discuss progress and provision. If your child is placed on the SEND register you should expect to meet 3x a year to review their individual provision map (IPM).</p> <p>A child with an EHCP will have an annual review that includes any outside agency reporting and local authority support.</p> <p>If you wish to meet with the school SENDCo they are available via an informal 'drop in' during parent's evenings or by appointment at the school office.</p>
<p><b>Transition</b></p>	<p>It is essential that pupils transition smoothly to ensure continued progression and reduced anxiety. Pupil's transitioning to and from our school are supported in the following ways.</p> <ul style="list-style-type: none"> <li>• Documentation is sent and received from transferring and receiving schools.</li> <li>• SENDCo/senior leader speaks directly with transferring or receiving school/nursery.</li> <li>• Parent/carer is offered a 1-1 meeting with SENDCo.</li> <li>• Class teacher and/or SENDCo visit child in current setting.</li> <li>• Child attends pre planned transition visits.</li> <li>• Pupil portrait is completed preferably before arrival if possible, leading to placement on schools identification process and relevant documentation completed.</li> </ul>