



Welcome to our SEND information report which is part of the Dudley Local Offer for Learners with Special Educational Needs and Disability (SEND)



The local offer provides parents/carers with information about how to access services in the Dudley area and what they can expect from those services. This can be accessed through this link <http://www.dudley.gov.uk/resident/localoffer/>

With regard to Education, Ashwood Park will let parents, carers and young people know what they can expect and how school will support them. This information will be outlined in this information report. The school information report, details how Ashwood Park Primary School will do its best to ensure that the necessary provision is made for any pupil, regardless of age, race, culture or gender, who has special educational needs and how those needs are made clear to all who are likely to teach him/her. The school will ensure that all teachers are able to identify and provide for those pupils who have Special Educational Needs.

1) How does Ashwood Park Primary School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, or the pupil's previous school
- there is a lack of progress
- they are working below age related expectations
- there is a change in the pupil's behaviour
- a pupil asks for help
- Information provided by external agencies prior to entry
- Specialist Inclusion Services are involved
 - Hearing Impairment Service (HIS)
 - Visual Impairment Service (VIS)
 - Physical and Medical Inclusion Service (PMIS)
 - Specialist Early Years Support (SEYS)
 - Autism Outreach (AO)



2) What should I do if I think my child may have special educational needs?

If you have concerns then contact your child's teacher, Mrs Francis the SENCO or Mrs Lister (Deputy Head), Mrs Payton (Teacher in Charge Resource Base for the Deaf).

3) How is the decision made about how much support my child will receive?

Class teachers in consultation with: their phase colleagues, Key stage co-ordinator and SENCO will agree the level of support needed. This will also be discussed at pupil progress meetings alongside the head and deputy head teacher. This support may take the form of additional individual or small group support in class or in other focus groups tailored to the pupils needs.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged, e.g. outside agencies may become involved.

Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom.

4) How will I know how Ashwood Park Primary School supports my child?

- Some pupils will have an Individual Education Plan (IEP) which will be drawn up by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs, setting individual targets. A copy of the targets will be given to parents. This may include additional general support by the teacher or teaching assistant in class or use of particular resources (e.g. a writing slope.).
- If a pupil has needs related to more specific areas of their education or social skills, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for half a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded and kept in a folder updated half termly and accessible in phase areas. This is a record of the intervention sessions, timings and outcomes. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Pupil Progress Meetings are held three times a year. This is a meeting where the teacher meets with the Head and /or Deputy Head Teacher, SENCo, Teacher in Charge RBD, Key Stage Leaders, Foundation Lead Teacher to discuss the progress of the pupils in their

class. This shared discussion may highlight any potential problems in order for further support to be planned.

- Occasionally a pupil may need more expert support from an outside agency such as the Learning support service, educational psychology etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
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5) How will the curriculum be matched to my child's needs?

- All staff will follow guidelines of SEN code of practice (2014)- Assess, plan, do, review.
- Teachers plan from children's levels differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher or specialist teachers to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- Specialist teachers may be used to plan a differentiated curriculum
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, radio aids, concentration cushions, pen/pencils grips or easy to use scissors, weighted cushion, busy feet board, foot support boxes, individual work station, task boards.

6) How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents Evenings.
- Class teachers are regularly at the class room door at the end of the day if you wish to raise a concern.
- Appointments can be made to speak in more detail to the class teacher, key stage co-ordinators, SENCo, Teacher in Charge RBD, deputy head or head teacher by visiting the school office.
- If a child has an IEP (Individual Education Plans) these are sent home each term. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the IEP.
- Home School books may be used for some pupils as a daily dialogue between school and home
- Review meetings for pupils with external agency involvement, EHCP/Statement annual reviews
- Regular meetings for pupils with a CAF or TAC.
- Annual school reports

7) How will you help me to support my child's learning?

- Teachers suggest ways of supporting all children's learning through: drop in sessions, the curriculum newsletters, (sent out termly) and on the website. The class teacher may suggest additional ways of supporting your child's learning through a note in the reading record, at parents' evenings or by arranging a meeting with you.
- Mrs Francis (SENCo)/ Mrs Payton may meet with you to discuss how to support your child.
- Ideas can be exchanged with other parents at our 'special invitation' parent groups run by Mrs Grove from the Learning 4 life/ Wordsley School. These courses have included literacy, numeracy, cooking and sports clubs.

- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- Parent/carer workshops and drop in sessions are arranged throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged

8) **How will I be involved in discussions about and planning for my child's education?**



All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parents' evenings
- During discussions with Mrs Lister, Mrs Francis or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.
- Review meetings with services, e.g. psychology, learning support, speech and language
- For children with a statement annual reviews/ ECHP meetings will give opportunity for group discussion.

9) **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. These include:

- Members of staff such as the class teacher, teaching assistants, SENCO, Teacher in Charge RBD are readily available for pupils/parents who wish to discuss issues and concerns.
- Members of staff run wellbeing groups targeting social skills, self-esteem, emotional wellbeing, deaf identity and anger management both in small groups and 1:1
- Pupils who find lunchtimes a struggle can access support via Mrs Lister
- If thought appropriate, following consultation and with permission from parents, pupils may be referred to the Educational psychology service. Home visits can also be offered from the psychologists and they can write letters to the child's GP advising a referral to CAMHs (child and adolescent mental health services.) Parents will always be informed of involvement and outcomes.
- For pupils with emotional and social needs the Mere outreach support may be used to provide 1:1 sessions with pupils. They can also facilitate parent child sessions and contribute to meetings about the pupil.
- Our school nurse, Laura Bickley, offers support for parents and children.

- TA's are often used as mentors giving children an adult in school, who they can talk to without fear of judgement. This can be used daily/weekly as required.
- Specific anger programmes, e.g. 'fireworks in my tummy' can be used 1:1 with identified children.
- Playground pals are used to facilitate games in the playground with the aim of including all children and teaching them how to play together.
- Social stories are used to target specific issues, e.g. fear of toileting, personal hygiene and appropriate behaviours with adults/other children.
- Autism outreach can provide support.

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled by the school health advisor and parents/carers. These are discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers, prescribed medicines are administered in school where a consent form has been signed.

Other support available to parents: Information and support from outside of school is available to parents through **SENDIAS** (information advice services, previously known as Dudley Parent Partnership) the service is led by Victoria Townsend.

- **Contact Details:**

Address Trafalgar House, 47-49 King Street, Dudley, DY2 8PS
Telephone 01384 236677
Fax 01384 818096

10) What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- SEYS (specialist early years services)
- Children's centres
- Educational Psychology service
- Autism Outreach Team
- Sycamore short stay school- behaviour support
- Learning support service- specialists in learning needs
- PIMIS (Physical, medical inclusion services)
- Hearing impairment Service
- Visual impairment Service
- Children's Therapy services: Speech & Language/Occupational Therapy/physio therapy
- School Nurse
- Children's services/social care.
- CAMHS (Child & Adolescent Mental Health Service)
- Deaf CAMHS (Deaf children's Child & Adolescent Mental Health Service)
- Children with Disabilities Team
- Deaf Support Services
- IAS (Information, Advice and Support)
- Education investigation Service

- Paediatricians: Russells Hall Hospital, Birmingham Children's hospital.
- Ear Nose and Throat Consultant
- Local audiology service
- Barnardos
- LACES (looked after children services.)
- SPURGENS, Dudley young carers.
- CAF team.

11. What training are the staff supporting children and young people with SEND had or are having?

Staff have received both general training:

- Writing risk assessments
- Anger management
- Child protection training
- Deaf Awareness Training
- Dyslexia awareness

There is also specific training:

- Precision teaching
- Get moving
- Autism awareness, supporting children on the autistic spectrum
- Safer handling
- Speech and language programmes
- Emotional and behavioural training accessed through the Sycamore short stay school.
- PDA training.

Staff are also advised by specialists from the specialist services (see 7)

As need arises the SENCO/SLT/Teacher in Charge RBD ensures that staff are supported through training or sharing of expertise so that they can meet a child's needs.

12. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.

13. How accessible is the school both indoors and outdoors.

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into school to make the site accessible to all.
- toilets adapted for disabled users.

- Medical rooms with height adjustable changing tables and showers in both KS buildings.
- Soundfield systems
- Some pathways and playground edging has been adjusted to make them wheelchair accessible.
- We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan.

14) How will the school prepare and support my child when joining Ashwood Park Primary School or transferring to a new school?

Ashwood Park Primary school understands what a stressful time moving schools can be, therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

On entry:

- A planned programme of visits in the summer term for pupils starting in September including "Play and Stay" visits with parents/carers, visit and a visit to their new class (without parent/ carer).
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Our Foundation lead teacher, Miss Reynolds and Nursery teacher, Miss Round, visit all children in their home setting prior to them starting nursery. Where concerns are raised Mrs Lister (Deputy Head) or Mrs Francis (SENCo) may hold a meeting with parents to discuss any issues. In some circumstances individual arrangements may be made for starting school such as shorter hours.

Specific individual transition programmes are put into place for children coming from enhanced nurseries or who have specific additional needs. This may involve meetings: Team around the child, CAF, informal meetings. Transition visits to school, transition photo books for the children. School staff to visit their previous setting to get to know the child.

KS1-KS2:

- Although not officially leaving the school children moving from year 2 to year 3 do move buildings and this can be unsettling for some children.
 - We therefore prepare children for this change by: holding assemblies in the KS2 building on a weekly basis.
 - Transition meetings for parents.
 - Visits to new classes
 - Information sharing sessions between year 2 and year 3 teachers
 - The class teacher is always willing to meet parents/carers prior to the child moving to their class.
 - Where necessary photo books created or additional visits arranged.

Secondary transition:

- Secondary school staff visit pupils prior to them joining their new school.
 - Year 6 staff meet with secondary schools to discuss pupils individual needs.

- The SENCO contacts/meets the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Children attend a transition day(s) particular to the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Year 5 sports/ D&T sessions, science quizzes etc)
- For children with autistic spectrum disorder autism, Autism Outreach offer their own support and arrange visits to secondary schools prior to the children going on the general visits. Photo books and 'passports' (personal cards identifying the child's areas of need) are made and shared with the children. Additional support is arranged for particularly anxious children.

Mid-year transition from other settings :

- We arrange a tour of the school for new children with their parent/carer.
- Where possible staff meet children in their previous setting
- Introduce children to their new teacher and show them where they will put their coats etc.
- Complete an induction form with basic details including how parents feel they were progressing at their last school
- Agree the start date. In certain circumstances such as the child not having attended school before special starting arrangements may be agreed.
- Contact the previous school for the child's records. Where there are concerns the SENCO will be contacted by phone.

15) How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. children's therapy team). Funding may be used to buy in specialist support.

16. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- The child's key stage co-ordinator: KS1 Mrs Williams, KS2 Miss Read
- For foundation stage, the foundation stage lead teacher: Miss Reynolds
- Mrs Francis SENCO
- Mrs Lister (deputy Head)
- Mr Butler (Head Teacher)
- Mrs Payton (Teacher in Charge Resource Base for the Deaf)
- Appointments can be made with any of these people through the school Office. Tele: 01384 818545

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Complaints

As a school we believe that the special educational needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups especially parents/carers.

If a parent is not satisfied with the Special Educational Needs arrangements for their child they are invited to make an appointment to discuss their concerns. Parents are informed of the service SENDIAS provide to support them.

Other support available to parents: Information and support from outside of school is available to parents through **SENDIAS** (information advice services, previously known as Dudley Parent Partnership) the service is led by Victoria Townsend.

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[ACCESSIBILTY PLAN](#)