



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

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the SEN Code of Practice 0 -25 Years, September 2015.

At Ashwood we are committed to working together with all members of our school community. This information has been produced in line with the current SEND code of practice and with the help of pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us if you would like to be involved.

### **What kinds of SEND are provided for at Ashwood?**

Our school currently provides additional and/or different provision for a range of needs, including

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## **How do we identify pupils with SEN and assess their needs?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting pupils moving between phases and preparing for adulthood**

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 teachers, Mrs Hodgkiss/Mrs Manville, 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.

### **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Nessy
- Precision Teaching
- Rapid Reading
- Daily Reading support
- Reading between the lines
- Inference intervention
- Br@p
- Toe by Toe
- Talkboost
- Welcomm
- Boxall profile
- Numicon
- Active Maths
- Rapid Maths

- Get moving
- Social groups

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions such as the ones listed above. Teaching assistants may also be allocated to support pupils in small groups or on a 1:1 basis.

We work with the following agencies to provide support for pupils with SEN:

- 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.

### **Expertise and training of staff**

Our SENCO, Mrs Francis, is in her fourth year in role and has completed the National Award in Special Educational Needs Co-ordination at Birmingham University. She is allocated 2 days a week to manage SEN provision. She is also on a temporary secondment for Dudley Learning Support as a specialist teacher.

We have a team of number of teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been further trained in supporting children on the autistic spectrum, Team Teach (behaviour management programme) de-escalating challenging behaviour, emotional and behavioural support training accessed through the Sycamore Short Stay School, Precision Teaching, Safer Handling, supporting children with complex needs and speech and language training.

We use specialist staff from the Learning Support Service, Speech and Language therapy, Educational Psychology, Occupational Therapy and Autism Outreach.

### **Securing equipment and facilities**

We make the following adaptations to ensure all pupils' needs are met

- Differentiating our curriculum to ensure all pupils are able to access it for example, by grouping, 1:1 work, teaching style, content of the lesson etc..
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc..
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc...

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s) to the Pioneer Centre. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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.

## **Support for improving emotional and social development**

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.
- For pupils with emotional and social needs the Sycamore 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, 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. 'Anger Gremlin' 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.

## **Working with other agencies**

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

## **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO or headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEN**

Information and support from outside of school is available to parents through **SENDIASS** (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

### **Contact details for raising concerns at school**

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 Mrs Raine
- For foundation stage, the foundation stage lead teacher: Miss Reynolds
- Mrs Francis SENCo
- Mrs Lister (Deputy Head and DSL)
- Mr Butler (Head Teacher)
- Mrs Straw (Teacher in Charge Resource Base for the Deaf)
- Appointments can be made with any of these people through the school Office. Tele: 01384 818545

### **The local authority local offer**

Our local authority's local offer is published here:

<http://www.dudley.gov.uk/resident/localoffer/>

### **Monitoring arrangements**

This policy and information report will be reviewed by Caroline Francis (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **Links with other policies and documents**

This policy links to our policies on:

**SEN POLICY** (add link - staff, SEN, SEN POLICIES, SEN POLICY)

**ACCESSIBILTY PLAN** (add link - staff, SEN, SEN POLICIES, ACCESSIBILITY PLAN)