

Ashwood Park Primary School

SEND Information Report 2026 - 2027

About this report

Welcome to our SEND information report.

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the Dudley 'local offer'. <https://www.dudley.gov.uk/residents/dudley-local-offer/>

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also the information we provide to the Dudley local offer which show the support that is available for children and young people with special educational needs and disabilities in Dudley
<https://www.dudley.gov.uk/residents/dudley-local-offer/>

We review this report every year and will involve pupils and parents. If you want to give us your views about the report, please contact the school office on 01384 818545.



Meet our SENDCO

The SENDCO is Mrs Francis

The Special Educational Needs Coordinator (SENDCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENDCO also provides guidance to school staff and works closely with parents and other services that provide for children in the school.

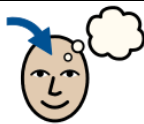
If you would like to contact Mrs Francis, please call school on **01384 818545** or email on **info@ashwood.dudley.sch.uk**.



Special Educational Needs

At Ashwood Park Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

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.

At Ashwood Park we work closely as a team and if staff have a concern about a child, they discuss concerns with parents and the SENDCo. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After this process, we will decide, in conjunction with parents, if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the Dudley AAT, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access Dudley's Ordinarily Available Guidance to help support children's learning within the classroom.

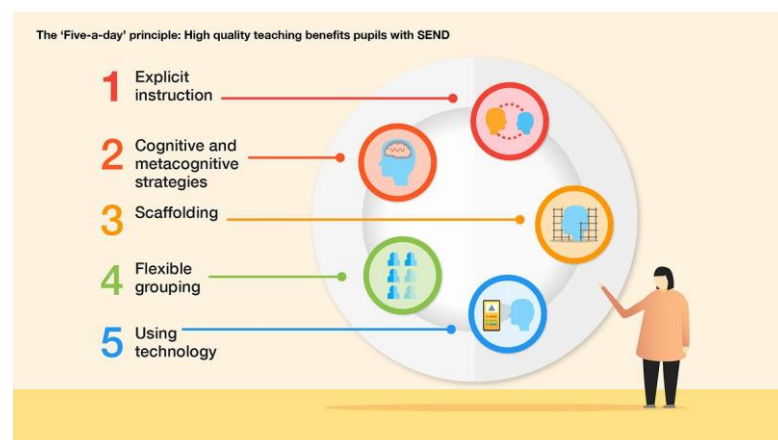


Our approach to teaching children with SEND

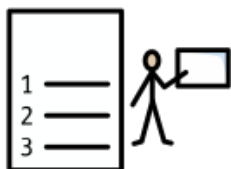
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

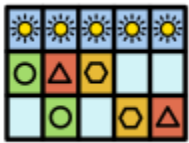
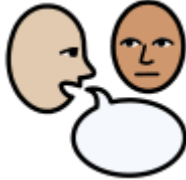
We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching.



Curriculum adaptations

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Ashwood Park Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold parents' evenings each term to discuss any concerns. For children who have an Education, Health and Care Plan or are on the SEND register, we share their support plan which looks at the progress they have made against the targets set, discuss new targets set and the next steps to be taken to meet these targets. A copy of this will always be sent home after the meetings.

We also hold coffee mornings where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEND provision at Ashwood Park, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

	During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.						
 Child Consultations	Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to: <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table>				Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
							
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.					
 Evaluating SEND Provision	Review progress in pupil progress meetings and discuss next steps. Discuss and share ideas in staff meetings to ensure up to date research and policy is in place. Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term. Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. Asking our children if they feel the adjustment or intervention is helpful and makes a difference. Monitoring by the SENDCO. Regularly use a tracking tool to update targets and measure progress. Holding annual reviews for children with Education Health Care Plans.						



Staff Training

At Ashwood Park, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

Play Therapy	Lego Therapy	Child Development	Bucket time
Autism (Level 1)	Signed Supported English	Phonics (catch-up)	Team Teach
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
De escalation	Attachment	Reading for those who struggle	Sensory needs



Transition Support

Foundation Stage

Our Foundation lead teacher, Miss Reynolds and Nursery teachers, Miss Bayliss/Mrs Manville, visit all children in their home/nursery setting prior to them starting school. Where concerns are raised Mr Perkes (Deputy/Acting Head) or Mrs Francis (SENDCo) 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.

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.

End of Year transition

When children move up a year, we provide transition sheets which include pictures and information of the teacher, TA and classroom environment.

We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Support Plans.

Secondary Transition

Secondary school staff visit pupils prior to them joining their new school.

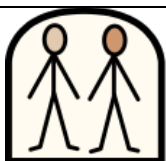
Year 6 staff meet with secondary schools to discuss pupils' individual needs.

The SENDCo contacts/meets the SENDCos from the secondary schools to pass on information regarding SEND pupils.

Children attend a transition day(s) at the school they are going to.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside

We work with the following agencies to provide support for children with SEND:

Dudley Learning Support,
Communication, Interaction, Physical and Sensory Advisory Service (CIPS)
Dudley Educational Psychology Service,

Agencies	School Nursing Team, Speech and Language Therapy, Visual and Hearing impairment team Sycamore Outreach Behaviour Support. We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips, including residentials. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
 Complaint Procedure	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 SENDCo • Mr Perkes (Deputy/Co Head and DSL) • Mr Butler (Head Teacher) • Miss Thompson (Teacher in Charge Resource Base for the Deaf) Appointments can be made with any of these people through the school Office. Tele: 01384 818545



Dudley Local Offer

The Dudley Local Authority Local Offer can be found at
<https://www.dudley.gov.uk/residents/dudley-local-offer/>

Links

Links with other policies and documents

This report links to our policies on:
SEND POLICY (add link)
ACCESSIBILTY PLAN (add link)