



School Name:	Ashby CE Primary School
Address:	Burton Road Ashby de la Zouch Leicestershire LE65 2LL
Telephone Number:	01530 412243
Name of Head teacher:	Liz Powell
Website address:	www.ashbyce.leics.sch.uk
Facebook account details:	n/a
Twitter feed details:	n/a
Age range of students:	4-11
Date of Last Inspection:	3 rd June 2014
Outcome of Last Inspection:	Good
Does school have a specialist designated unit/additional learning support department?	No
Total number of students with special educational needs at setting:	43

Introduction

Ashby CE Primary School is a mainstream school. We are an inclusive school that welcomes and celebrates diversity. We have a highly compassionate and caring team who look after all our children. They show great understanding that pupils may have a variety of needs and that those needs change and require a range of provision and access to other services.

Some children need increased support to access learning because:

- ☐ They have a significantly greater difficulty in learning than the majority of children of the same age;

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- They have a disability as defined under the Equality Act 2010, which affects their ability to access and benefit from educational opportunities generally enjoyed by children the same age.

We try to ensure that any barriers to equal access in our academy are removed or overcome. We closely monitor and track progress of all children so that support provided is as effective as possible. We welcome and encourage the full engagement of parents and carers, and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all pupils.

How do staff at Ashby CE Primary know my child needs extra help, and what should I do if I think my child may have Special Educational Needs?

Children may be identified as having Special Educational needs through a variety of ways including the following:

- Liaison with previous school or preschool setting. The class teacher or SENDCo visit the feeder pre-school settings to meet and observe children and speak with their keyworker;
- Child performing below the age expected levels;
- Concerns raised by parent;
- Through termly Pupil Progress Meetings held between teachers/SENDCo and Head Teacher;
- Concerns raised by teachers and adults regarding behaviour or low self-esteem which may be in term affecting their performance in school;
- Through assessments, such as British Picture Vocabulary Scale III or the Diagnostic Reading Analysis, carried out by the SENDCo following existing concerns raised;
- Liaison with external agencies e.g. Educational Psychologist or Speech and Language therapist;
- Health diagnosis through paediatrician/doctor.

As a school we measure children's progress in learning against the National expectations and age-related expectations. Children are continuously assessed through observation, dialogue, written pieces of work and, less frequently, more structured assessments and are tracked from entry at Foundation Stage through to Year 6.

Children who are not making the expected progress or are a cause for concern are picked up and discussed with the SENDCo or at our termly Pupil Progress meetings with the class teacher, SENDCo and Head Teacher. Discussions will be centred around possible reasons for the concerns or slower rate of progress, what has already been put in place to support the child and what further support can be given to aid and accelerate their progress.

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If you are concerned about your child's progress in school then please initially make an appointment with the class teacher. Following this, the class teacher will meet with the SENDCo to discuss the concerns and the provision and support that is available to support your child.

Can you give me some information about the support available for children with SEND at Ashby CE Primary?

- ☒ Once a child is identified as having a Special Educational Need, parents and the class teacher will meet to discuss what provision should be put into place to meet the needs of the child.
- ☒ Children identified as having additional needs will work with their teachers and families to create a One Page Profile, outlining their strengths and learning needs which can be used in school to support adults' understanding of children's learning styles.
- The child's provision will be set out on the school's provision map and may include: literacy and maths intervention groups such as Read, Write Inc. one-to-one sessions, Moving Reading and Writing on or small group maths support; one-to-one support or tuition; speech and language therapy support; memory skills, social skills or movement group; inference reading group; specialist equipment or technology or a more personalised one-to-one support programme to meet the specific needs of individual children. The impact that this support is having on your children's learning is monitored and evaluated regularly.
- ☒ If required, additional support will be sought from external professionals, such as Educational Psychologists and Speech and Language Therapists.
- If you have any questions regarding your child's One Page Profile or support in place, please see your child's class teacher. The SENDCo is also available to discuss your questions and concerns at any point in the school year; appointments can be made via the office.
- The class teacher will monitor the progress of your child and regularly keep the SENDCo and headteacher up to date. At pupil progress meetings, staff will discuss how effective the provision has been and consider what intervention or support your child would benefit from next. This will also be discussed at either SEN meetings that happen termly between parents and class teachers, giving the chance to reflect on both academic progress and social and emotional progress and how your child presents at home.
- ☒ Staff meetings, both teaching and support staff, are held at least termly to discuss interventions and how these are impacting upon children's progress. All staff discuss the effectiveness, share examples of good practice and training needs based on the needs of the children in our care.

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What is Ashby CE Primary School's approach to teaching children with special educational needs?

- We endeavour to be an inclusive school and for most children with special educational needs, the quality teaching delivered by our class teachers and support staff will meet the individual needs of our children, either in the classroom or in a room nearby.
- We believe in positive small steps of progress, both academically and emotionally. We are keen to celebrate your child's successes in school but also out of school. We set challenging but achievable targets for children.
- We strongly believe in working in partnership with parents and children and value the contribution that you are able to bring to the partnership.
- We work closely with external agencies and always take on board advice that we receive, adapting our interventions and classroom practice as necessary.

How does Ashby CE Primary School match the curriculum to my child's?

- ☒ The SEN budget is allocated every financial year, providing additional support, resources and training dependent on the needs of the children. We try to ensure that their needs are met to best of our ability.
- ☒ We provide funding to release our SENDCo for one morning or afternoon per week to ensure the support in place is effective, to carry out assessments and work with individual children, to liaise with staff and outside agencies regarding individual children. We also have a team of support staff who deliver programmes designed to meet the individual needs of the children.
- ☒ Quality First Teaching is vitally important at Ashby C of E Primary. Class teachers plan their lessons and organise their classroom, adapting to the needs and interests of the children and taking into account recommendations from external agencies as necessary
- Planning is constantly adapted and evaluated, taking into account children's previous learning and the next steps needed. The SENDCo and Senior Leadership Team will monitor this regularly.
- ☒ Our Key Stage 1, lower Key Stage 2 and upper Key Stage 2 will all teach children in groups according to their need, if necessary.
- Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.
- When necessary, the SENDCo will liaise with specialist teachers (for example, teachers

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Specialising in Visual Impairment) to provide more tailored advice to class teachers, ensuring that all children are able to access their learning in an effective manner. This, in turn, can lead to the school using specialist equipment in cases where this has been recommended by a specialist teacher.

How will me child be included in activities outside the classroom including trips?

- The curriculum is planned to be accessible and enjoyed by every child.
- We carry out risk assessments on all trips and ensure a suitable number of adults are in attendance based on the needs of the children on the trip.
- Parents/carers may be invited to accompany their child on a school trip/after school activities if this ensures access.
- Extra-curricular school clubs are available to all children and if possible and needed, adjustments will be made to support the participation of SEND and vulnerable children.
- Health and safety audits will be carried out as and when appropriate.

What support is available for improving the emotional and social development of pupils with SEND?

Support may include:

- ☒ PSHCE activities in class or small groups;
- ☒ Nurture groups;
- ☒ Social skills and friendship groups;
- ☒ Behaviour programmes including rewards and sanctions
- ☒ Support from a named adult in school;
- ☒ Peer support or shadowing;
- ☒ Home/school contact books;
- ☒ Medicines can be administered in school with signed parental permission, provided that the medicine is prescribed by a doctor. We have nominated first aiders and most members of staff have paediatric first aid qualifications. If your child has significant medical needs, please speak to your child's class teacher, SENDCo or head teacher to discuss how we can best support your child.
- ☒ The class teacher has overall responsibility for the overall well-being of every child in their class. If you have any concerns, speak to the class teacher first. If further support is needed, the class teacher will speak to the SENDCo or Headteacher.

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What training have staff supporting SEND had or what are they having?

- ☐ Our SENDCo will achieve the Special Educational Needs and Disability Award within three years.

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- ☒ All out teaching staff are fully qualified teachers
- ☒ Our nursery nurse and HLTA are qualified to Level 3.
- ☒ All our support staff are qualified to level 2 as a minimum.
- ☒ Most of our staff are epipen trained.
- ☒ Some of our staff are trained in supporting children with stoma and colostomy bags
- ☒ Several of our staff have paediatric first aid training.
- ☒ All staff are given regular teaching and developmental updates regarding SEND, e.g. ADHD, Dyslexia, ASD.
- All support staff are trained in delivering Moving Reading and Writing On, a programme to support children with Literacy difficulties. KS1 staff are trained to deliver 'TalkBoost' – a programme aimed at supporting children with language and communication difficulties and Read, Write Inc. – a Literacy scheme that supports children at both a whole-class and intervention level.
- ☒ One teacher is a qualified Educational Visits Coordinator.
- ☒ Three senior staff are designated senior persons for Safeguarding and all staff have regular safeguarding training.

School can also seek support and guidance from the following services:

- ☒ Educational Psychology Services including School Anxiety Team and Family Steps
- ☒ Autism Outreach services
- Specialist Teaching Services – includes support for children with Literacy difficulties, hearing, sight and medical difficulties.
- ☒ CAMHS (Child and Adolescent Mental Health Service)
- Children's Therapy Team (Speech and Language/Occupational Therapy/Hearing)
- ☒ ADHD Solutions
- ☒ Paediatricians
- ☒ Social Services
- ☒ School Nurse
- ☒ Counsellor (Relate2U)
- Specialist education settings such as Forest Way School.

How accessible is Ashby CE Primary School, both indoors and outdoors?

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- The school site is partly wheelchair accessible with ramps in place in parts of school. The library is currently not accessible to wheelchair users but all classrooms hold a wide range of fiction and non-fiction books.
- Raised banking and slopes onto the school field allow access to wheelchairs.
- We have a disabled parking bay which allows safe access to school.
- We have a disabled toilet large enough to accommodate changing and suitable for wheelchair users.
- Visual timetables are used in classrooms.
- We have an Accessibility Plan to further improve our facilities and disability friendly practices.

How does Ashby CE Primary ensure children with SEND are treated no less favourably than their peers?

By creating and sharing One Page Profiles, teaching staff have a clear overview of the strengths and needs of pupils in their classes, supporting an understanding of techniques to implement to support the learning of all children in their classes. As a school, we celebrate all achievements and talents; not just academic successes. On Mondays, children can bring in certificates, photos and medals etc. to share their achievements in assembly.

How does Ashby CE Primary ensure parents and children's views are listened to?

All parents are actively encouraged to take part in the school community. We value your support and expertise regarding your child and feel that it is vitally important that home and school work closely to increase the aspirations and achievement of your children.

- We operate an open-door policy and encourage parents to contact their child's class teacher, either at the end of the school day, via the school office or telephone conversation.
- ☒ The headteacher will see parents without an appointment wherever possible.
- Parents are invited to two parents' evenings and an Open Evening throughout the year.
- ☒ If your child has an identified Special Educational Need or Disability, you will be invited to review progress, share successes and agree new targets termly. Children review their own progress against their targets with their teacher and take part in setting their own new targets.
- If your child has an Education, Health and Care Plan, you will be invited to attend and contribute towards your child's Annual Review, as will your child.
- ☒ Parents are encouraged and invited to become involved in school-life through a number of means. This may involve PACE (Parents of Ashby C of E), volunteering in classes, supporting

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readers and ongoing invitations to attend school events such as parental workshops, Celebration assemblies, parents evenings and open evenings or afternoons, nativity and carol services, harvest festivals, sports days etc.

- ☒ We also host information meetings for parents for events such as residentials, SATS, phonics, reading and maths.
- There is the opportunity to send school a message, arrange a meeting or ask a question via the school office or school website.

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- ☒ We have an active School Council, which all children are invited and encouraged to be voted into. Children are encouraged to share their views regularly with their school council representatives which in turn return to meetings.
- ☒ PSHCE times give children the opportunities to express their thoughts and feelings.
- ☒ There is a pupil and parental questionnaire every two years where we actively seek the viewpoints of children and parents.

What should I do if I have a complaint?

- ☒ In the first instance, if you have any concerns, please see the class teacher or SENDCo. In most cases, she will be able to answer your questions or concerns and resolve the issue for you.
- In the unlikely event that the issue is not resolved, the head teacher and SEND Governor can be contacted via the school's Complaint Policy, available on the school website.

Who else has a role in my child's education?

- ☒ As identified previously, The Governing Body delegates responsibility to the SENDCo and head teacher to involve external agencies as needed to support children and their families.
- There is a named SEND Governor with a particular interest in SEND who conducts monitoring visits and keeps abreast of the latest SEND developments. The headteacher and SENDCo's termly reports to Governors includes a section about SEND.

What other support services are there who might help me and provide me with information and advice?

- ☒ If parents would like to contact any of the external services mentioned about e.g. Educational Psychology Services, the SENDCO will happily provide you with up to date contact information for them.

How will Ashby CE Primary School prepare and support my child to transfer to a new setting or phase of their education?

- ☒ We recognise that transition, either between primary settings, to new year groups or onto secondary school can all be upsetting and difficult for all children and their parents, especially those with SEND. We endeavour to ensure that this process is as smooth as possible.

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- ② We have induction events during the summer term for all children who are joining the Foundation Stage.
- ② We ensure close liaison between the Early Years teachers and local nursery and pre-school settings.
- ② Transition arrangements are in place for all year groups, SEND Information is shared with new staff, parents and key adults e.g. support staff invited to transition meetings as necessary. Year 6 teachers will meet Key Stage 3 (secondary) staff ensuring all information is passed on.
- ② The SENDCo will meet with, as necessary, and pass on detailed information regarding children with SEND to the SENDCo of new settings and Secondary schools. This will include information regarding external agency involvement, what the child enjoys, areas of strength and areas of continued development.
- ② If your child is moving onto Ivanhoe College, your child will have opportunity to spend two days with their peers experiencing the typical day and beginning to learn new faces and their way around the school. If necessary, your child will be offered additional opportunities to visit Ivanhoe in a small group with a member of school staff.
- The needs of children with SEND are all very different – children will occasionally require a very individualised approach to transition e.g. staggered induction or part time timetable initially. We will always ensure that the happiness and well-being of your child is met when considering transition.
- If your child has an EHC Plan, a transition and Annual Review will take place in the autumn term prior to your child’s move to secondary school. We will invite yourselves, your child and staff from both schools to attend to support with transition. This may also take place at the pre-school setting when a child with complex needs is due to start in Foundation or if a child is moving from another setting to join us at Ashby CE Primary School.

The name and contact details of the SEN co-ordinator

Mrs Meg McDougall

01530 412243

office@ashbyce.leics.sch.uk

You can find Leicestershire’s local offer using this link:

http://www.leics.gov.uk/index/children_families/local_offer.htm

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