

SEND'14EDUCATION
HEALTH
SOCIAL CARE
WORKING TOGETHER**Information About ...****School Response**

- **The kinds of special educational needs that are provided for**

- Ashford Park is a mainstream, inclusive setting with an attached unit (Acorn Centre) for pupils with learning and additional needs. (For Acorn Centre please refer to SEN information report – Acorn centre on our school website)
- Staff have been trained so as to be able to cater for learners who may have difficulties with
 - Cognition and learning
 - Communication and interaction
 - Social, emotional and mental health
 - Sensory and/or physical
- We make reasonable adjustments to our practices so as to comply with the Equality act (2010)

- **Policies for identifying children and young people with SEN and assessing their needs**

- Good quality whole class teaching is clearly defined at Ashford Park and we expect all staff to deliver this. We have monitoring systems in place which regularly track the progress our learners make. We are able to quickly identify pupils who have not made enough progress through whole class teaching and require additional support for their learning.
- All our staff are vigilant at supporting and raising any concerns about pupils who may require additional support.
- In the first instance parents/carers are encouraged to speak to the class teacher about any concerns they have. Further support can also be given by the school Special Educational Needs Co-ordinator (SENCo)
- The SEN policy on our school website outlines the assess, do, review cycle which we use to identify and monitor all SEN children.
- The SENCos name is Lynsey Makepeace and she can be contacted via the school office 01784 250 305

	<ul style="list-style-type: none"> • Arrangements for consulting parents of children with SEN and involving them in their child's education 	<ul style="list-style-type: none"> • We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. • We regularly share progress feedback with our learner's families through termly reports and parent consultation meetings in the Autumn and Spring Terms. Further consultations with parents are welcome and should be arranged with the class teacher via the school office. • All learners take part in Home Learning Projects where the learning in the classroom can be supported by learning at home. These are sent home with the child and are also on the school website. • We also offer a number of curriculum focus evenings throughout the year where parents can learn more about the ways in which we teach children maths or writing for example. • Should more regular contact between parents and teachers be required, our staff will make suitable arrangements to ensure this is put in place. • We believe in supporting the development of parenting skills and are able to sign post parents to support services/agencies who offer this type of support. • We have a Home school Link Worker who is able to liaise between home and school and is able to offer advice to parents requiring more support. • Parents are invited to contribute though a number of means including parent consultations and curricular meetings. • Parents are consulted periodically over school aims and policies and to give feedback about school. • We have an active parent Teacher association which welcomes volunteers. • Our Governing Body includes parent representatives.
	<ul style="list-style-type: none"> • Arrangements for consulting young people with SEN and involving them in their education 	<ul style="list-style-type: none"> • Children receive daily feedback on their learning, verbally and through the marking of their work. • Children complete one page profiles to help inform staff working with them of their needs. • We use an Assertive Mentoring approach to learning where each child, on a half termly basis, discusses their learning with their class teacher in a 1:1 conversation. Together the learner and teacher identify the best ways to meet the learner's needs and to discuss next steps for learning.
	<ul style="list-style-type: none"> • Arrangements for assessing and reviewing children's 	<ul style="list-style-type: none"> • The Headteacher, Senior Leadership Team, SENCo and Governors regularly monitor the quality and impact of special educational needs provision. • The extra support children receive, which is additional to and different from their usual classroom experience is planned by the SENCo and class teacher. This additional

	<p>progress towards outcomes</p>	<p>support may be provided by a teacher, higher level teaching assistant (HLTA) or learning support assistant (LSA). All additional support is overseen by the SENCo.</p> <ul style="list-style-type: none"> • We monitor and measure the progress of all children receiving additional support to ensure the support is having the necessary impact. • All interventions which are put in place to provide additional support for children are carefully chosen based upon research and clear evidence that the interventions are successful. • Children receive daily feedback on their learning, verbally and through the marking of their work. They also receive half termly feedback on learning and progress during their 1:1 Assertive Mentoring meetings with their class teacher. • We regularly share progress feedback with our learner's families through termly reports and parent consultation meetings in the Autumn and Spring Terms. For children taking part in interventions there are further opportunities to meet with the class teacher and SENCo on a more regular basis.
	<ul style="list-style-type: none"> • Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood 	<ul style="list-style-type: none"> • Induction is important to us and we invest time in welcoming our new learners and their families to our school community. • Children who join the school in reception will be offered a variety of induction opportunities including visits to the school for story times or a school lunch and a parent's information evening. Children will also receive a home visit before they start school so the teacher can get to know the child and parents can share any concerns they have in private. The SENCo joins the teachers on the home visits of children who have already been identified as having a special need. • Children moving onto secondary school take part in transition activities to prepare them for the changes ahead. They have the opportunity to visit their new schools and a teacher representative from the secondary school visits them in school. The SENCo meets with Secondary SENCos to discuss children with SEN and how they can best be supported.
	<ul style="list-style-type: none"> • The approach to teaching children and young people with SEN 	<ul style="list-style-type: none"> • Good quality whole class teaching is clearly defined at Ashford Park and we expect all staff to deliver this. We have monitoring systems in place which regularly track the progress our learners make. We are able to quickly identify pupils who have not made enough progress through whole class teaching and require additional support for their learning.

		<ul style="list-style-type: none"> • The extra support children receive, which is additional to and different from their usual classroom experience is planned by the SENCo and class teacher. This additional support may be provided by a teacher, higher level teaching assistant (HLTA) or learning support assistant (LSA). All additional support is overseen by the SENCo. • We monitor and measure the progress of all children receiving additional support to ensure the support is having the necessary impact. • All interventions which are put in place to provide additional support for children are carefully chosen based upon research and clear evidence that the interventions are successful.
	<ul style="list-style-type: none"> • How adaptations are made to the curriculum and the learning environment of children and young people with SEN 	<ul style="list-style-type: none"> • At Ashford Park, good quality whole classroom teaching is the cornerstone of our practice and learning opportunities which are matched to a child's ability and interests are a key part of this. • We use an Assertive Mentoring approach to learning where each child, on a half termly basis, discusses their learning with their class teacher in a 1:1 conversation. Together the learner and teacher identify the best ways to meet the learner's needs and to discuss next steps for learning. • We have an Accessibility Plan in place and we consider our environment to be fully accessible. • Our buildings are on one level with ramps, providing easy access for wheel chair users. We make reasonable adjustments to the environment to suit our learners. • We monitor the languages spoken by families in our school. Where appropriate we try to ensure that home/school communications are clearly explained to parents either verbally, through use of pictures/written translations or translators
	<ul style="list-style-type: none"> • The expertise and training of staff to support children and young people SEN, including how specialist expertise will be secured 	<ul style="list-style-type: none"> • We are vigilant in training our staff so they have the knowledge and skills to provide good quality classroom teaching which enables all learners to make progress. • Staff are regularly trained to support children with Special Educational Needs and past training has included speech, language and communication skills and supporting children with Autism. Future training will share strategies to support children who have Attention Deficit Disorders. • Staff have the opportunity to attend training led by outside providers including Special Schools.

		<ul style="list-style-type: none"> • Where appropriate, staff who support individuals/groups of children who have a particular need receive bespoke training from the SENCo or other professional to be advised on the most appropriate ways to support the learners • All of our teachers hold qualified teacher status. The Special Educational Needs Coordinator (SENCo) is a qualified teacher and has over nine years of experience of working with pupils with SEN. • Five of our learning support assistants hold a Higher Level Teaching Assistant Qualification. • We have a number of strong established relationships with professionals including the Learning and Language Support Team, Behaviour Support Team, Educational Psychologists and Physical and Sensory Support Team. • We are able to make referrals to and work closely with health professionals, including School nurses, Speech and Language Therapists, Occupational Therapists and Physiotherapists. • We are able to make referrals to Child and Adolescent Mental Health Services and Social Care.
	<ul style="list-style-type: none"> • Evaluating the effectiveness of the provision made for children and young people with SEN 	<ul style="list-style-type: none"> • The Headteacher, Senior Leadership Team, SENCo and Governors regularly monitor the quality and impact of special educational needs provision through lesson observations, learning walks and looking at the progress of the children. • Our SEN finances are monitored regularly by the Senior Leadership Team and Governing Body. • We utilise our resources to support the strategic aims of our school as well as individual learner needs. • We seek to ensure value for money service, so interventions are costed and evaluated. • Some children may require a substantial amount of additional support. In these instances we apply to the local authority for additional funding in order to meet their needs.
	<ul style="list-style-type: none"> • How children and young people with SEN are enabled to engage in activities with children and young people who do not have SEN 	<ul style="list-style-type: none"> • Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom ranging from short trips to the locality to longer residential trips. • Risk assessments are in place for all trips. • At Ashford Park there are a wide range of extra-curricular clubs which take place during lunchtimes and after school. These clubs are made accessible to all pupils.

		<ul style="list-style-type: none"> • Where there are concerns of safety and access to trips/clubs, parents/carers are consulted and a plan is put in place to ensure the child's needs are met.
	<ul style="list-style-type: none"> • Support for improving emotional and social development 	<ul style="list-style-type: none"> • Our staff provide a high standard of pastoral support and relevant staff are trained to support medical needs including epilepsy and diabetes. We are happy to administer medication to children in line with our medical policy. • Our Behaviour for Learning Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. • We employ a Higher Level Teaching Assistant who provides additional targeted support for children with behaviour or friendship difficulties. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We work closely with Educational Welfare Officers to strive to ensure all our children have good attendance and arrive at school punctually. • We have a Home School Link Worker who provides support for families who have difficulties with attendance or require support with school issues. • Children's views are encouraged in a variety of ways and pupils have the opportunity to join our school council or become House Captains or prefects in the later years. Children's opinions on their learning are sought by teachers through regular discussions with individuals and groups of learners as part of our monitoring systems.
	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<ul style="list-style-type: none"> • At Ashford Park, good quality whole classroom teaching is the cornerstone of our practice and learning opportunities which are matched to a child's ability and interests are a key part of this. • We use an Assertive Mentoring approach to learning where each child, on a half termly basis, discusses their learning with their class teacher in a 1:1 conversation. Together the learner and teacher identify the best ways to meet the learner's needs and to discuss next steps for learning.
	<p>How the school involves other bodies including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young</p>	<ul style="list-style-type: none"> • At Ashford Park we are concerned with the overall development of all learners which may necessitate at times working with agencies outside the school setting. • We have a number of strong established relationships with professionals including the Learning and Language Support Team, Behaviour Support Team, Educational Psychologists and Physical and Sensory Support Team. • We are able to make referrals to and work closely with health professionals, including School nurses, Speech and Language Therapists, Occupational Therapists and Physiotherapists.

<p>people's SEN and supporting their families</p>	<ul style="list-style-type: none"> • We are able to make referrals to Child and Adolescent Mental Health Services and Social Care.
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>	<ul style="list-style-type: none"> • In the first instance, parents are encouraged to talk to their child's class teacher about any questions or concerns they have. • Further information and support can be obtained from Lynsey Makepeace the school's SENCo, who can be contacted via the school office on 01784 250305 • If the matter cannot be resolved with the class teacher and SENCo the issue will be referred to Deputy Head or Head teacher • A copy of our complaints procedure can found on our school website www.ashford-park.sch.uk