



Ashford Park Primary School

SEND Information Report 2024 - 2025

Information About:	School Response
<p>What are the kinds of special educational needs that are provided for?</p>	<ul style="list-style-type: none"> • Ashford Park is a mainstream, inclusive setting with a specialist centre (Acorn Centre) for pupils with Autism (ASC) (also referred to as High COIN). • Staff have been trained to be able to cater for learners who may have difficulties with: <ul style="list-style-type: none"> - Cognition and learning - Communication and interaction - Social, emotional and mental health - Sensory and/or physical. • We make reasonable adjustments to our practices in line with the Equality Act (2010).
<p>What is the Acorn centre?</p>	<ul style="list-style-type: none"> • All the pupils within the Acorn Centre have an Education, Health and Care Plan. Places within the Centre are allocated by the local authority's Panel, following Surrey's Special Educational Needs Placement Criteria. As a result, our pupils can live some distance from the school and these pupils may travel to and from school by taxi. The Acorn Centre is currently staffed with Class Teachers and Learning Support Assistants. The Centre staff are skilled in supporting the additional needs of children with behaviours associated with Speech, Language and Communication difficulties and Autism. The Acorn Centre is very much part of whole-school life at Ashford Park Primary School with Centre pupils reintegrating into their mainstream school classes mostly in the afternoons. In addition, we work closely with other professionals to ensure that the educational needs of all the children are met.
<p>What are the policies for identifying children and young</p>	<ul style="list-style-type: none"> • High quality 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

<p>people with SEN and assessing their needs?</p>	<p>make. We are able to quickly identify learners who have not made expected progress and require additional support.</p> <ul style="list-style-type: none"> • All our staff are vigilant at supporting and raising any concerns about learners 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 and Disability Co-ordinator (SENDCo). • The SEN policy on our school website outlines the assess, plan, do, review cycle which we use to identify and monitor all children with SEND. • Ashford Park has one SEND Coordinator (SENDCo) Mrs Durkin. She can be contacted via the school office 01784 250305 or via email at info@ashford-park.surrey.sch.uk
<p>What are the arrangements for consulting parents of children with SEN and involving them in their child's education?</p>	<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 parent consultation meetings in the autumn and spring terms. If your child/young person has an EHCP, a third consultation takes place through the annual review process. 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, which supports learning in the classroom. These are sent home via Arbor and are also on the school website. For students who do not have access to this, a paper copy may be sent home instead. • We also offer Share Our Learning sessions and subject-specific information sessions throughout the year where parents can learn more about the ways in which we teach learners in phonics or maths for example. • We believe in supporting the development of parenting skills and are able to signpost 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 consulted periodically over school aims and policies and to give feedback about school.

		<ul style="list-style-type: none"> • We have an active Parent Teacher Association (PTA) which welcomes volunteers. • Our Governing Body includes parent representatives.
	<p>What are the arrangements for consulting young people with SEN and involving them in their education?</p>	<ul style="list-style-type: none"> • Learners with an EHCP and on the SEN register have learning plans, which include a one-page profile that outlines their needs and how best to support them. This informs staff working with them of their needs. • Learners with SEND are involved in their education as much as possible. Their learning plan and one-page profile are jointly shared and reviewed each term. • Adjustments and support are put in place to help learners to engage in discussions and make choices about their education. For example, the use of Widget to support reading and understanding. • Where a learner is not yet able to understand or contribute to discussions about their education, the views of their parents/carers and key staff are sought to make joint decisions. • Learners receive daily feedback on their learning, verbally or through the marking of their work.
	<p>What are the arrangements for assessing and reviewing children's progress towards outcomes?</p>	<ul style="list-style-type: none"> • The head teacher, senior leadership team (SLT), SENDCo and governors regularly monitor the quality and impact of special educational needs provision. • The extra support learners receive, which is additional to, and different from, their usual classroom experience is planned by the class teacher, with the support of the Inclusion Team. This additional support may be provided by a teacher or learning support assistant (LSA). All additional support is overseen by the SENDCo. • We monitor and measure the progress of all learners receiving additional support to ensure the support is having the necessary impact. • All interventions, which are put in place to provide additional support for learners, are carefully chosen based upon research and clear evidence that the interventions are successful. • We regularly share progress feedback with our learner's families through parent consultation meetings in the autumn and spring terms. For learners who are receiving SEN support there are further opportunities to meet regularly with staff to discuss their child/young person's progress.

		<ul style="list-style-type: none"> • Learners with an EHCP have key stage outcomes set when writing their EHCP. These outcomes are reviewed and updated at the learner's transition review (Year 1 and 5). • Yearly targets are set to provide smaller steps to achieve these outcomes. • These yearly targets are broken down into termly targets on the learner's Learning Plan. These are reviewed termly with parents/carers and the learner.
	<p>What are the arrangements for supporting children and young people in moving between phases of education and preparing for adulthood?</p>	<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. • Learners who join the school in reception will be offered a variety of induction opportunities including visits to the school for story times and a parent's information evening. • Parents and carers are invited to meet with their child/young person's class teacher to share key information, including any concerns. The SENDCo will join meetings for learners who have already been identified as having SEND. • Learners 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 SENDCo meets with secondary SENDCos to discuss learners with SEND and how they can best be supported.
	<p>What is the approach to teaching children and young people with SEN?</p>	<ul style="list-style-type: none"> • High quality 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 learners who have not made expected progress through whole class teaching and require additional support for their learning. • The extra support learners receive, which is additional to and different from their usual classroom experience is planned by the class teacher, with the support of the Inclusion Team. This additional support may be provided by a teacher or learning support assistant (LSA). All additional support is overseen by the SENDCo. • We monitor and measure the progress of all learners receiving additional support to ensure the provision is having the necessary impact. • All interventions which are put in place to provide additional support for learners are carefully chosen based upon research and clear evidence that the interventions are successful.

<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEN?</p>	<ul style="list-style-type: none"> • At Ashford Park, our teaching and learning approach is inclusive meaning that lessons and accompanying learning tasks are adapted to the needs of the individuals within each class. • The APPS Teaching and Learning Approach is based on core adaptive teaching strategies (Walkthrus), to ensure the needs of all learners are met. We provide a broad and balanced curriculum for all pupils to meet their full potential academically, socially and emotionally. • Each learner, 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. • During the academic year we receive visits from theatre and sports groups which provide other opportunities for our learners to widen their knowledge and skills. • Your child/young person will have many opportunities to attend off-site visits to support experience-based learning. • We have an Accessibility Plan in place and we consider our environment to be fully accessible. • The building is accessible for wheelchair users with wide corridors and ramps for wheelchair users. We make reasonable adjustments to the environment to support our learners. There is a disabled toilet within the Centre and three further disabled toilets around the school. One disabled toilet also has changing and showering facilities. • 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.
<p>What is the expertise and training of staff to support children and young people SEN, including how specialist expertise will be secured?</p>	<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. This includes training from expert colleagues and external partners. Such training covers a range of topics such as adverse childhood experiences (ACEs) and trauma, emotional literacy, supporting children with English as an Additional Language (EAL), speech, language and communication skills and supporting children with Autism. • 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 learners who have a particular need, receive bespoke training from the Inclusion Team or other professionals to be advised on the most appropriate ways to support the learners. • All of our teachers hold qualified teacher status. • The Inclusion Team consists of the SENDCo (Mrs Durkin), Pastoral Lead (Mrs McKenna) ELSA (Miss Dawkins) and Specialist Intervention and Wellbeing Lead (Mrs Hudson). • In the Acorn Centre, we have dedicated weekly time from a Speech and Language Therapist/Assistant. In addition, we have two “communication partners” who work alongside Surrey SALT to ensure targets are met and provision is delivered. • We have strong established relationships with professionals including the Surrey Specialist Teachers for Inclusive Practice Service (STIPS) and Freemantle's Outreach and Surrey Educational Psychology service. • 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 (CAMHS) and Social Care.
	<p>How will the school resources be secured for my child?</p>	<ul style="list-style-type: none"> • The school is allocated a budget for SEND and the Acorn Centre, which is dedicated to providing appropriate levels of staffing and resources for personalised learning. Small items of equipment (such as wobble cushions, fidget aids, ear defenders and ergonomic pencil grips) will be purchased from within the school’s budget. Large pieces of specialist equipment would be secured by applying to relevant agencies e.g. the Physical and Sensory Support Service • If a child has an EHCP, the SENDCo will work with SEN case officer linked to the school in order to secure additional funding. This may require additional information to be shared and/or the submission of a costed provision map. • As a school we buy into external speech and language therapy (SALT) support in order to support SEND learners across the school. • Additionally, private educational psychology support can be accessed where appropriate.

<p>How do we evaluate the effectiveness of the provision made for children and young people with SEN?</p>	<ul style="list-style-type: none"> • The head teacher, SLT, SENDCo and governors regularly monitor the quality and impact of special educational needs provision through lesson observations, learning walks and monitoring the progress of the children. • Our SEN finances are monitored regularly by the SLT 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 learners 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.
<p>How are children and young people with SEN are enabled to engage in activities with children and young people who do not have SEN?</p>	<ul style="list-style-type: none"> • Our SEND Policy promotes involvement of all our learners in academic activities and the wider curriculum. • We plan opportunities for learners with and without SEND to engage in activities together. For example, social skills groups, clubs and within the class. • Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils and provide a wider range of experiences for our learners than could be provided on the school site alone as well as promoting the independence of our children as learners. • All learners have the opportunity to take part in residential trips in KS2. • All visits and activities are risk assessed to ensure they are appropriate for individual learners. • Parents/carers take an active part in discussions around residential visits and these are discussed during whole school information evenings. An additional meeting can be arranged to address any additional considerations around their SEND.
<p>What is the support for improving emotional and social development?</p>	<ul style="list-style-type: none"> • Some learners may have targets focused on their emotional and/or social development written within their learning plan and reviewed termly. • Staff know individual learners very well and will liaise with parents/carers and the Inclusion Team to ensure their needs are met. • Our staff provide a high standard of pastoral support and we continue to train our staff on emotional and social development.

		<ul style="list-style-type: none"> • Our Behaviour Policy which is updated annually, includes guidance on expectations, rewards and consequences, and is fully understood and in place by all staff. • We have a Pastoral Lead who provides support for learners with emotional and/or social difficulties. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We work closely with Surrey Inclusion Officers and strive for all learners to have good attendance and arrive at school punctually. • We have a Home School Link Worker who helps to maintain positive relationships between home and school by supporting parents/carers, families and learners on a wide range of issues. • Pupil voice is encouraged in all areas of the school. Every pupil is a member of the school council and there are many roles of responsibility for children to take on such as prefects, house captains and friendly faces. • Learners' 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, we have a broad and balanced curriculum that aims to reflect all our children in their context. • All subjects are planned and taught to a high standard so that pupils with differing interests and skills can be successful. • All staff use adaptive teaching strategies to ensure learners can access the curriculum and achieve. These strategies include scaffolds to support pupils when learning new or complex concepts. • Children may also receive other interventions. These are sometimes described in their EHCPs. Interventions may include: <ul style="list-style-type: none"> ○ Zones of Regulation ○ ELSA ○ Lego-based therapy ○ Attention Autism (Bucket) ○ TEACCH ○ Word Aware

		<ul style="list-style-type: none"> ○ Hands on maths. ○ Little Wandle SEND or Keep-up
	<p>How do the school and governing body involve other bodies including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people’s SEN and supporting their families?</p>	<ul style="list-style-type: none"> ● At Ashford Park our focus is with the development of the whole child which, may necessitate at times, working with agencies outside the school setting. ● The provision in your child’s EHCP will outline the involvement of other agencies such as Speech and Language Therapy and Occupational Therapy. The therapist will contact you directly to obtain your consent before starting work with your child/young person. ● In some instances, we may feel that input from a health or other professional would be beneficial, in which case we will contact you for consent before making a referral. ● We have strong established relationships with professionals including the Surrey Specialist Teachers for Inclusive Practice Service (STIPS) and Freemantle’s Outreach. ● 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 (CAMHS) and Social Care.
	<p>How does the school make sure the admissions process is fair for pupils with SEN or a disability?</p>	<ul style="list-style-type: none"> ● The Acorn Centre is an integral part of Ashford Park Primary School, but admissions to the centre are determined by the local authority (LA). <p>If you are a parent or carer living in Surrey, and your child:</p> <ul style="list-style-type: none"> ● has an existing Education Health and Care Plan (EHCP) and <ul style="list-style-type: none"> ▪ is due to start a new primary, infant or junior school in September 2025, <p>you will need to follow a separate process to apply for a school place for your child.</p> <p>Choosing a school place for a child with an EHCP - Surrey County Council</p>

		<ul style="list-style-type: none"> • Surrey's SEND Local Offer. Please visit the link below to find SEND services across Surrey, including schools and other education and training providers. If you require further information, you can contact the SEND Local Offer by phone and email or through their website: Surrey Local Offer
	<p>What support is in place for looked-after and previously looked-after children with SEN?</p>	<ul style="list-style-type: none"> • Mrs R McKenna is the designated staff member for looked-after children and previously looked-after children here. • Mrs McKenna will work with Mrs Durkin, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. • Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.
	<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"> • If a parent has a concern or complaint, the SENDCo (Mrs Durkin) is the first point of contact. If the matter cannot be resolved at this stage, then the deputy head (Mrs Allen) or head teacher (Mr Boulton) may become involved and a meeting arranged to discuss the nature of the complaint and look for a resolution. • A copy of the school's complaints procedure can be found on the school website www.ashford-park.surrey.sch.uk. The complaints procedure will outline the formal steps the school will take in handling each complaint.
		<p>If you have any concerns regarding SEND, in the first instance please contact your child's class teacher via info@ashford-park.surrey.sch.uk or 01784 250 305</p> <p>Mrs Durkin – SENDCo 01784 250305 SEND policy Surrey County Council's Local Offer - www.surreylocaloffer.org.uk</p>

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND Family Support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)