

Ashchurch Primary School

SEND Information Report



1. How does the school know if my child needs extra help?

We have a number of methods to help us identify if a child needs extra help. These include:

- Information from your child's pre-school or previous school.
- Home visit by class teacher at start of Reception year.
- Class teacher visit to feeder pre-school to observe your child and speak to their key worker.
- Information from other services who have worked with your child - for example a speech and language therapist.

2. Who are the best people to talk to about my child's difficulties?

It is always best to talk to your child's class teacher in the first instance. They may draw on support from the SENDCo, Deputy Head, Headteacher, Intervention Leaders or the SEND Governor if appropriate. Your concerns will always be taken seriously, as your views are very important to us.

3. How do we support parents and families?

Staff are always available to discuss any issues at the start and end of the school day. If more time is needed, an appointment can be made to discuss in more detail. Parents' evenings and regular reviews provide support. We have an open communication policy. Access to the SENDCo and/or Intervention Leads for support and advice is always available through a call to the office. My Plan and My Plan+ reviews are regularly conducted and may involve Team Around the Child (TAC) meetings.

4. How will the school involve children in their education?

All of our children are encouraged to be active learners and are provided with effective feedback and support with their learning. All children's voices are actively encouraged during learning. Children self-evaluate their learning and have input in how they will progress. Pupil conferences are held each term with specific foci so that staff get an insight into pupil thoughts and feelings which informs practice.

5. How does the school provide support for my child and who will provide this?

Once your child's needs have been identified, an education plan is written, if appropriate. This informs the level of support your child will receive and identifies the nature and detail of that support. These plans are regularly reviewed with parents and pupils and their input is valued and used. Class teachers and Teaching Assistants can support children both in class, small groups and 1:1 intervention. The class teacher and SENDCo will decide how this support is implemented and by whom. Any children with additional needs are enabled to attend all school trips and residential trips with appropriate risk assessments.

6. How will both you and I know how my child is doing... ...and how will you help me to support my child's learning?

- Tracking and assessment enables each class teacher to analyse the progress of all children, specific groups and individuals.
- Pupil progress meetings are held three times a year with the Head Teacher, SENDCo and class teacher to discuss progress, successes and barriers to learning.
- Learning targets for your child are reviewed three times a year with the SENDCo and class teacher and new programmes of support are organised as necessary, leading to personalised learning.
- Targets are set to support children's individual needs and are regularly updated.
- We use the school website, home-school reading records, homework books and, in some cases, individual communication books to keep you informed and progress and next steps.
- Information is shared with parents through parents' evenings, education plan reviews and reports.

7. How is the expertise of staff developed?

This is ensured through regular SEND training, both regarding specific difficulties (autism, diabetes etc) as well as more general needs. All of our teachers are teachers of SEND. Our support staff, too, receive regular training. Shadowing and peer observation regularly take place and skill audits happen regularly to identify areas where training and support are needed.

8. What specialist services and expertise are available at or accessed by the school?

Where necessary, advice and support is sought from external agencies dependent on the identified need(s). This may include accessing an Educational Psychologist, the Health Services, a Speech & Language Therapist or a member of the Advisory Teaching Service. We may also access support from our cluster schools.

9. How do we support your child transferring in to our out of our school

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between SENDCo, teachers in Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition
- Transfer of all SEND information.
- Previous schools contacted for information sharing.
- Flexible entry to Early Years Foundation Stage class in Reception
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New school are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups)

10. Where can I find the SEND policy?

The SEND policy can be found on the school website. A printed copy is available from the office on request.

11. What role to the governors have? What does the SEND governor do?

The governing body acts as a 'critical friend' to our school and are a source of support. They have a duty to ensure parents are kept informed through the policy and reports to parents. They can also be a line of communication for parents. The designated SEND governor meets regularly with the SENDCo and attends relevant meetings regarding SEND provision.