



Ash Green
Primary School

SEN INFORMATION REPORT

Head Teacher - Mrs Ruth Foster

SENCO – Mrs Claire Gilbert

Ash Green Primary School includes children with a range of Special Needs. We can accommodate the needs of children with Communication and Interaction Difficulties, Cognition and Learning Difficulties, Social Emotional Needs and Sensory and Physical Difficulties, where the degree of difficulty makes a mainstream education setting appropriate.

How we know if a child needs extra support. What you should do if you feel your child needs help.

At Ash Green Primary School we closely track the progress of all our pupils through assessment, from the Early Years, through to the end of Key Stage 2. We regularly review their progress to see if a pupil may need extra help.

Sometimes a pupil may enter school with special needs which have already been identified. In this case the school works closely with other settings and support agencies, to be sure the correct help is in place when the child starts school.

If you feel your child may need extra help, ask to meet with the class teacher, or Key Worker in the Early Years, who will talk through your child's progress and discuss ideas to help your child, both at home and at school.

You can also contact Claire Gilbert who is the Special Educational Needs Coordinator for advice.

How will the school staff support my child?

We meet the needs of all children primarily through Quality First Teaching in the classroom or nursery.

If a child is identified as needing extra help, the Class Teacher, or Key Worker will talk to you about ways they can help your child in the classroom and suggestions for you to help at home.

If a pupil continues not to make progress, the Special Educational Needs Coordinator will complete a more full assessment along with the Class Teacher or Key Worker to see what kind of support may be required, and what help can be given.

In some cases a pupil may be placed on the Special Educational Needs Register. A passport will then be created in collaboration with the child, the parents and the class teacher, which will be a profile of the child and their needs.

In a very few cases, where a pupil has a high degree of difficulty, The School, in consultation with the parents and Educational Psychologist, may take the decision to apply for an Education Health Care Plan. If this is successful, additional funding will then be allocated from the Local Authority to provide support for the pupil. Parents will be informed and involved at every stage of this process.

How will the curriculum be matched to my child's needs?

The school follows the National Curriculum and prides itself on high expectations for all pupils. All teachers differentiate the curriculum to match the needs of the pupils. All classes have a Teaching Assistant or an Early Years Practitioner, who works alongside the teacher to help deliver different activities where appropriate.

Additional learning aids may be provided if it is felt to be appropriate.

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

All parents are invited to attend a Parents Evening 3 times a year, to discuss their child's progress with the class teacher.

Where a child has Special Needs it may be appropriate for the Special Educational Needs Coordinator to attend the meeting, and for a little more time to be allocated. Parents will be invited to help review their child's passport.

Parents will also receive an annual report.

Where a parent has concerns about progress, they can ask to make an appointment with the class teacher or the Special Educational Needs Coordinator.

We also try to give children appropriate homework for you to help them with at home. Teachers are always willing to give advice on helping children with their homework.

How will my child be included in setting and reviewing their targets?

We try to encourage children to have a sense of ownership of their learning. We have an active Schools Council, made up of children who are elected by their classmates. Children with SEN have an interview to help write their passports and are involved in their target setting and in their review.

What support will there be for my child's overall wellbeing?

We try to create a supportive and nurturing environment for all our children to feel happy.

We do not tolerate bullying and have anti bullying procedures in place.

For children with Social and Emotional Needs we use the Chances service to provide nurture group support.

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

We access the support from Stoke LA including SEND, Educational Psychology services and Primary Behaviour Support. We also work with the health services, including CAMHS and Speech and Language Therapy. We sometimes ask for support from outreach services from the local special schools.

What training are the staff supporting children with SEND have had or are having?

Training for the staff is ongoing.

During the Autumn Term we are all training in Attachment Issues and in the New Special Needs Code of Practice. The SENCO attends the termly SENCO forum and other conferences and courses to keep up to date with current practice. During the Autumn Term she will be attending a conference on children's mental health.

Support staff have been trained to deliver interventions appropriate to the age of the children, such as Better Reading Partnership and Precision Teaching, or Spirals Speech and language programme.

Learning Support Staff have ongoing training to help to meet the needs of specific children, such as for Autistic Spectrum Disorder. We use a variety of organisations to deliver training including the Local Authority.

How will my child be included in activities outside this classroom including school trips?

We attempt to include all children in all activities in line with our risk assessments. We make every effort to provide support and care for pupils on school trips and make any special arrangements that might be necessary for their inclusion, such as additional staffing.

How accessible is the school environment?

There are disabled toilets in both buildings and a stair lift in the junior building. We review accessibility through our ongoing Accessibility Plan.

How will the school prepare and support my child to join the high school or the next stage of education and life?

Close links and good communication with local high schools enable us to make effective transition arrangements. High school teachers attend review meetings and visit children. Additional visits to the high school can be arranged and photograph books can be compiled. Where children have a Statement or EHC plan, The Learning Support Provider will accompany the children on their visits. We also provide support for transitions between classes and key stages within school, such as additional visits and photograph books when appropriate.

How are the school's resources allocated and matched to children's special educational needs?

The majority of Special Needs can be met through quality teaching and interventions from the resources in the classroom. Where a child needs additional support the school seeks to allocate this fairly on a basis of need. All Statements and EHC plans are fully funded and the stated level of support provided.

How is the decision made about what type and how much support my child will receive?

Decisions about the type and level of support are made by the Senior Leadership Team in consultation with the SENCO, and with regard to the advice of outside agencies, such as the Educational Psychologist. The school seeks to allocate support fairly, on the basis on the needs of the children. Statements and EHC plans are always followed and the stated level of support provided. Parents will be involved in the review of provision and the type of support provided.

How are parents involved in the school? How can I be involved?

Parents are involved in the school in many ways. Parents are represented on the Governing body. There is a thriving Parent, Teachers Association, which parents are encouraged to join. The school staff aim to work collaboratively with parents of children with Special Needs to provide the very best education, meeting the needs of the individual child.

How can I make a complaint about the support which has been provided for my child?

If you have been unable to resolve your complaint with the class teacher or the SENCO, please follow the school's complaints procedure. A copy is available from the school office.