



Ashfield Junior School

Special Educational Needs Information Report (Updated Sept 2018)

Below are some frequently asked questions and answers to which parents/carers of SEND children may find helpful regarding how Ashfield Junior School supports children with Special Educational Needs and Disabilities.

	QUESTION	RESPONSE
1.	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<p>The identification of any SEN is built into the school's overall approach to monitoring the progress and development of all pupils. Children's progress is continually assessed as part of quality first teaching, through observation, questioning, listening and giving feedback. At the end of each term, summative (formal) assessments are made of each child's progress. These are then discussed in Pupil Progress Meetings, which are held at least termly, and involve class teachers, SENCo and the Head Teacher. These meetings identify where pupils are falling behind or making inadequate progress and involve discussion regarding potential barriers to learning as well as next steps for these pupils.</p> <p>Discussion and analysis from Pupil Progress Meetings form the basis of the Year Group Provision Maps which are drawn up by the SENCo and shared with class teachers and teaching assistants. Provision is closely monitored to ensure that it is having the desired impact. Children having additional provision may or may not be identified as having SEN.</p> <p>If your child is identified as making less than expected progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have and plan any additional support your child may need. We have an 'open door' policy at Ashfield and encourage parents to speak to their child's class teacher, in the first instance, if they have any concerns regarding their child's progress or educational needs.</p> <p>The Code of Practice (2015) defines SEN as: <i>"A child or young person may have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i></p> <ul style="list-style-type: none"><i>a) Has significant greater difficulty in learning than the majority of others of the same age</i><i>b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind that are provided for others of the same age in mainstream schools settings"</i>

<p>2.</p>	<p>How will school staff support my child and how will the learning and development be matched to my child's needs?</p>	<p>Class teachers are responsible for the progress and development of all of the children in their class and this is addressed through Quality First Teaching. For your child, this could mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is built on what your child already knows, can do and can understand. • That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning or use of particular equipment. • That specific strategies (which may be suggested by the Inclusion Co-ordinator) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. <p>All classes have the support of trained teaching assistants, who provide targeted support for children, under the direction of the class teacher.</p> <p>Additional support, to that already offered through Quality First Teaching, may be offered through:</p> <ul style="list-style-type: none"> • small group work • 1:1 booster support • Specialist resources • Pastoral support <p>This additional support is known as 'booster support' and is offered to children both with and without identified SEN. These sessions may be run in or outside of the classroom by a teacher or teaching assistant. The types of groups provided by the school will vary to meet the needs of the children.</p> <p>Specialist support from outside agencies can also be accessed, within the limits of the relevant referral criteria, for children who have been identified as needing specialist support from a professional outside the school. Specialist support could include support from:</p> <ul style="list-style-type: none"> • Speech and Language Therapist • Occupational Therapist / Physiotherapist • Educational Psychologist • Outreach Support from Educational Support Centres e.g. Chessbrook and Specialist Schools e.g. Colnbrook • Advisory Teachers supporting children with visual or hearing impairments or ASD
-----------	---	---

<p>3.</p>	<p>How will I know how my child is doing? And how will you help me to support my child's learning?</p>	<p>We hold regular meetings for all parents. These include:</p> <ul style="list-style-type: none"> • Meet the Teacher Evening – this is held at the start of the academic year to ease transition between year groups and for those new to school. • Parents' Consultation Evenings in the Autumn and Spring terms - these are used to discuss pupil progress and keep parents informed of children's social development. • Additional SEND Planning Meetings, for parents/carers of children with Special Educational Needs, are held termly in order to review and discuss any additional support children are receiving and to plan next steps through the Personal Provision Map process. • Annual Reports are produced in July. These are a written summary of children's achievements and next steps • Open Afternoons to celebrate children's work take place during the course of the year • The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. • The Inclusion Coordinator is available at parents' consultation evenings and by appointment to meet with you to discuss your child's progress or any concerns/worries you may have which have already been highlighted to the class teacher. • All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
<p>4.</p>	<p>What support will there be for my child's overall wellbeing?</p>	<p>We have an effective behaviour policy, which is based on the principles of Herts STEPS programme, in which all Ashfield staff have received training. The school are currently participating in the Herts WellBeing Programme with a focus on Emotional Health & Well Being. We use programmes such as 'R' Time which promotes positive relationships to accelerate learning and achievements are celebrated both in class and through our Friday Achievements Assembly.</p> <p>We recognise that some children may have additional emotional and social needs or medical needs that require support for a variety of reasons.</p> <p>For pupils requiring support in this area, we have access, where appropriate and within the limits of the appropriate referral criteria, to a range of services including;</p> <ul style="list-style-type: none"> • School Health • Family Support Workers • Small number of hours from Safe Space Counselling Service • Staff trained in Drawing and Talking Therapy • Outreach teachers from Educational Support Centres such as Chessbrook and Colnbrook • School based Pastoral Lead and assistant Pastoral Lead who act as learning mentors for identified children.

5.	What specialist services and expertise are available at or accessed by the school?	<p>The school has access to outside agency support, where appropriate and available, including health provision. This includes:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Advisory Teachers for Communication Disorders, Specific Learning Difficulties and Physiological and Neurological Impairments • Educational Psychology Service • School Nurse • Occupational Therapy & Physiotherapy • Family Support Worker • Outreach teachers from specialist schools such as Colnbrook or Chessbrook • Specialist teachers from the Specific Learning Difficulties Base
6.	What training have the staff, supporting children and young people with SEND, had or are having?	<p>The Inclusion Coordinator has the OCR Level 5 Certificate in Teaching Learners with Specific Learning Difficulties (Dyslexia).</p> <p>All support staff have training from our Specific Learning Difficulties Outreach Base Staff regularly attend courses to update their training. The INCO and Senior Leadership team provide training for all staff including support staff and Teaching Assistants.</p> <p>Ashfield has staff trained in:</p> <ul style="list-style-type: none"> • Herts Step On Training • ELKLAN (Speech & Language qualification) • Turn Tables Multiplication Booster Programme • Write Away Together • Clicker 6 Computer Programme • Reading Recovery • Effective Mentoring • Social Concept Stories • Drawing and Talking Therapy • Protective Behaviours • Teaching English as a Foreign Language (TEFL) • First Aid for Mental Health • Anaphylaxis • Epilepsy • Diabetes

7.	How will I be involved in discussions about and planning for my child's education?	<p>Both the class teacher, in the first instance, and the Inclusion Coordinator are available to meet with you to discuss your child's progress or any concerns/worries you may have.</p> <p>All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.</p> <p>Personal Provision Maps detailing targets and support will be reviewed, with your involvement, each term.</p>
8.	How will my child be included in activities outside the classroom including school trips?	<p>After-school provision is accessible to all children, including those with SEN and a range of clubs are on offer</p> <p>Extra-curricular activities, such as a wide range of musical opportunities, are accessible for all children, including those with SEN.</p> <p>School staff will liaise with parents and carers to plan for the needs of those children with special requirements in advance of trips. Risk Assessments (both general and specific) are carried out before any off site visits take place.</p>
9.	How accessible is the school environment?	<p>Ashfield is built on the side of a hill and the school is on 6 different levels, only accessible by stairs. Unfortunately the site is not easily accessible for wheelchair users. Adjustments have been made to the buildings, steps widened where possible and handrails and grab rails fitted to ease access for those with mobility difficulties. The school works closely with the Occupational Therapy Service to make adjustments for children with specific physical needs.</p>
10.	How will the school prepare and support my child to join the school or transfer to a new school?	<p>The majority of our children who start in Y3 transfer from our local feeder Infant School. Both schools work together in the transition process where all pupils are discussed prior to transition to Ashfield. The Inclusion Co-ordinators from both schools meet to discuss the specific needs of children who have already been identified as having Special Educational Needs, prior to the children starting at Ashfield. Where children are transferring from other schools, where possible, the Inclusion Co-ordinator will meet/contact the school to ascertain further information. An established transition programme is in place for all children starting in Y3 at Ashfield.</p> <p>For children with Special Educational Needs starting mid-year at Ashfield, we encourage parents/carers to meet with us prior to them taking up a place for their child. The Inclusion Co-ordinator can then consider support and possible booster support for the child as well as discussing the child's needs in further detail with their parents/carers.</p> <p>For children with Special Educational Needs in Y6 who are transferring to local secondary schools, a programme of transition, appropriate to the child, begins during the Summer Term of Y6; this can include additional visits to their receiving secondary school as well as access to 'T Time' resources in school which are designed to address issues surrounding transition. Where necessary, the Inclusion Co-ordinator meets with the appropriate professional from the receiving secondary school such as the Inclusion Co-ordinator, Pastoral Support Lead, Head of Year etc. to discuss</p>

		specific needs of the child. If a child has an Education Health Care Plan, the representative from the receiving secondary school will be invited to the annual review at Ashfield Junior School. All files and information regarding a child's Special Educational Needs are delivered to the receiving secondary school prior to the child starting at the school in September.
11.	How are the school's resources allocated and matched to children's special educational needs?	<p>The school budget, received from the Local Authority, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the Inclusion Coordinator discuss all the information they have about SEND in the school, including</p> <ul style="list-style-type: none"> • the children getting extra support already, • the children needing extra support, • the children who have been identified as not making as much progress as would be expected. <p>From this information, they decide what resources/training and support is needed.</p>
12.	How is the decision made about how much support my child will receive?	<p>Support is carefully matched to children's individual needs. The Assess, Plan, Do, Review model (outlined in our School SEN Policy) is used as a basis for deciding appropriate support for each child. All support is closely monitored to ensure its effectiveness.</p> <p>Whenever possible, the decision is made jointly by the school and parents/carers as to whether a child will be placed on the SEN Register.</p> <p>Class teachers agree, in consultation with the SENCo, as to suitable boosters and support for individual pupils. This is usually discussed in Pupil Progress Meetings where provision for all children is considered.</p>
13.	How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?	<p>Hertfordshire County Council's Local Offer can be accessed online at: www.hertsdirect.org/localoffer</p> <p>In addition to this, our school falls within the DSPL9 area which publishes a wealth of support including how to access a solution focused triage service. This can be accessed online at: www.dsplarea9.org.uk</p> <p>Ashfield Junior School has also produced its own School Local Offer, detailing the range of provision available for children with SEN/D. This is available on our website https://www.ashfield.herts.sch.uk/wp-content/uploads/2016/10/Ashfield-School-Local-Offer-Policy-2016.pdf</p>

14.	Who can I contact for further information?	<p>The School Office is open from 8.30am to 4.30pm each day except Friday when the Office closes at 3.30pm.</p> <p>Mrs Smyth, our Inclusion Coordinator (INCo as well as SENCo) can be contacted through the school office on 02089502350 or by email admin@ashfield.herts.sch.uk</p> <p>Mrs Dalziel, the Headteacher can be contacted through the school office on 02089502350 or by email admin@ashfield.herts.sch.uk</p> <p>A copy of our full SEN Policy is available on our website</p>
------------	--	--