

SEND Report – 2022-2023



Part of the Cheshire West and Chester Local Offer for Learners with Special Educational Needs and Disabilities (SEND)

This SEND Information report is part of the Cheshire West and Chester Local Offer for Learners with special needs. All schools are supported to be as inclusive as possible with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Ashton Hayes Primary School we treat and know every child as an individual and, therefore, the educational needs of every child can differ; this is certainly the case for children with Special Educational Needs and Disabilities.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Ceri Bacchus (SENDCo) to discuss your concerns.

<i>Our School Details</i>	
School Name and Address	Ashton Hayes Primary School Church Road Ashton Hayes Chester CH3 8AB
Telephone Number	01244 307408
Website Address	www.ashtonhayes.cheshire.sch.uk
Age range within your school	4-11

1) How does our school know if children / young people need extra help and what should I do if I think my child / young person may have special educational needs?

At Ashton Hayes Primary School the staff assess the attainment, progress and specific need of each child on a regular basis and formally three times per year. We share information about the additional needs of individual children at transition meetings before they enter Reception. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance, parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher and Special Educational Needs and Disability Coordinator (SENDCo) to discuss next steps. The identification of special educational needs (SEND) may also arise as part of our usual practice of teachers meeting with senior leaders, including the SENDCo, on a termly basis in order to monitor and discuss the development and progress of all pupils. These are called pupil progress meetings.

Where pupils' progress is significantly below age related expectations, or areas of particular difficulty have been identified (despite high quality teaching targeted at specific areas of difficulty), provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Ceri Bacchus (SENDCo) to discuss your concerns further.

2) How will the early years setting / school staff support my child / young person?

The classroom teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENDCo and the headteacher where necessary. The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of usual classroom practice. If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist services then the SENDCo will talk to you about this and seek your permission to proceed. The SENDCo then becomes the lead person for working with outside services and keeping you, and everybody in the team around your child, informed of key events and information.

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENDCo) know as necessary.
- Writing Child Profiles with specific, measurable targets where a special educational need has been identified and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map (constructed by the class teacher and SENDCo).
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo, Mrs Ceri Bacchus is responsible for:

- Providing professional guidance to colleagues and working closely with staff, parents and other agencies.

- Write SEND Information Report which MUST be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on a graduated approach to provide SEND Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEND
-
- Liaising with Early Years providers, other schools, Educational Psychology, Health and Social Care professionals and independent or voluntary bodies, LA
- Managing any transitions to and from the school
- Ensuring school keeps the records of pupils with SEND up to date
- Working with the Headteacher and designated school governor with regards to reasonable adjustments and access arrangements

The Headteacher, Mr Jon Gilbert, is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Giving responsibility to the SENDCo and class teachers for the provision of SEND within the school and ensuring that all children's needs are met.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor, Mrs Sharon Varey is responsible for:

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Headteacher and SENDCo with full regard to SEN within the school setting

3) How will curriculum be matched to a child's needs?

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. For example, a child will be given the opportunity to record information in different ways such as using a laptop or iPad. This type of teaching is known as differentiation and will enable your child to access a broad, balanced and relevant curriculum. You can find out more about differentiation in the school's Learning & Teaching Policy.

If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children. These interventions may be run:

- in the classroom or outside;
- by a teacher or a teaching assistant who has been trained to run these groups;
- by a specialist from outside the school such as a Speech and Language Therapist.

These interventions do not necessarily mean that your child has special educational needs. Interventions are used for children to boost their confidence, understanding and for social and emotional skills as well.

If a child is identified as having special educational needs, we will provide support that is **additional to** or **different from** the differentiated approaches documented above. This support is recorded on the school's Provision Map, which details the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess – gather and consider all the information from discussions with parents / carers, the child, the class teacher and assessments.

Plan – identify the barriers for learning, intended outcomes and detail what additional support is needed to help overcome the barriers. Develop a Child SEND Profile, which outlines areas of difficulty and any support given. It targets support through small, achievable goals and clear success criteria for interventions.

Do - provide support – extra assistance for learning – as set out in the Child SEND Profile..

Review – measure the impact of support provided, and consider whether changes to that support need to be made. All of those involved – child, parents or carers, teacher, SENDCo and outside agencies. This then informs the next targets on the Child SEND Profile. Targets on the profile are set out three times a year.

We are committed to giving all our children every opportunity to achieve the highest of standards. As our Inclusion Policy states, we ensure quality education for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

4) a. How will both you and I know how my child / young person is doing and how will you help me to support my child's / young person's learning?

We have an open door policy for daily information that needs to be shared between school and home – parents should discuss things with the class teacher in the first instance or, where appropriate, the designated teaching assistant. Parents and teachers can arrange a more private meeting with the class teacher or with the SENDCo if there is anything of a more serious or private nature to be discussed. In some instances, a home-school communication book may be used. The Headteacher is available most days and on the majority of days is present at the school gate before and after school in order to speak to parents or carers.

The school places a high priority on the continual monitoring of progress. Class teachers track children's progress regularly. Formal Pupil Progress Meetings take place termly with the Headteacher and Senior Leadership Team.

Parent's Evenings take place twice a year and there is also an opportunity to discuss your child's end of year report. Parents are given information about the level children should be working at for their age and also about the expected rate of progress for maths, reading and writing. Teachers make clear the attainment against age related expectation and the level of progress made. Outside services involved with some children provide reports and information about attainment and expected progress for health based needs, such as speech and language or physical development.

At the end of each Key Stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Targets set on a Child's SEND Profile are reviewed at regular intervals, three times a year or more frequently if required. The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review and all adults involved with the child's education are invited to attend.

The Headteacher and SENDCo will monitor the progress made by SEND children in their class work and any intervention that has been put into place. The Headteacher and other members of the Senior Leadership Team carry out termly book scrutinies and regular lesson observations to ensure that the needs of all children are met and that the quality of learning and teaching is high.

4)b. What support will there be for my child's overall well-being?

Regular class newsletters with information about things that have happened are sent to parents. Further information can be found on the school website including photographs, planning, homework and useful links. Where necessary we also communicate via home/school link books and School Spider notifications. With specific permission, work and success is communicated on social media via Facebook. We are an inclusive school and we welcome and celebrate diversity. All staff believe that children's high self-esteem is crucial to their emotional well-being and academic progress. We have a caring, understanding team who look after all our children. Trained first aiders and paediatric first aiders are available in school (please see the school's Health and Safety Policy for more information about this). If your child needs medication to be administered in school then you are asked to provide details of this.

The school adopts the 'Conscious Discipline' model for behaviour management. Through Conscious Discipline, we will build upon already good foundations in behaviour, encouraging our children to think about their own behaviour and make good choices that have a positive impact on their relationships with one another and their learning. Additional behaviour management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties. Ashton Hayes Primary School prides itself on the use of positive reinforcement of values. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. We offer support from our ELSA for these children and all classes follow a structured PSHE curriculum to support this development. Our school is a family and all staff are aware of the particular needs of all children and the importance of supporting them.

The school runs a system of buddies to support social and emotional skills development at break times for pupils new to the school. Also, there are various opportunities for pupils to have a voice on decision making in the school. The school has an active Pupil Parliament that meet regularly to discuss school issues and to organise events. Pupils have input into planning at the start of a topic where they discuss

elements of the topic they would like to find out. Subject Co-ordinators speak to groups of children half-termly to discuss what is happening in their lead subject – children bring examples of their work for discussion and celebration. Prior to SEND review meetings, pupils have the opportunity to share their views.

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

There are a range of Local Authority Agencies that work in school. These include:

- Autism Team
- Educational Psychology Service
- Physiotherapy
- Occupational Therapy (OT)
- Parent Partnership service
- Speech and Language Therapy (SALT)

In addition some of our staff have undertaken specialist training. Trained staff members include:

- TAs trained in the use of Makaton;
- TA trained in Speech and Language Support (ELKLAN)
- Trained Teaching Assistants in delivering Numicon (Maths) intervention programme.
- TA trained in Mental Health First Aid
- Qualified teachers offering small group interventions

Within Health, a School Nurse is available as well as services through Occupational Health, Physiotherapy and CAMHS.



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

- Elklan Specialist Course (Speech and Language) –Mrs Conery
- Inference Training – all staff
- ELSA (Emotional Literacy Support Assistant) – Mrs Barlow
- Makaton – Mrs Cuthbert and Mrs Conery
- Supporting pupils with social and communication difficulties – all staff
- Autism Awareness – all staff
- ADHD awareness course – Miss Binns, Mrs Holloway, Mrs Evans
- Social Skills – Mrs Mochrie
- NUMICON interventions – Mrs Mochrie, Miss Binns
- Dyslexia and Dycalculalia – Mrs Bacchus
- NASENCo – Mrs Bacchus

7) How will my child be included in activities outside the classroom, including school?

Risk assessments are carried out for school visits including residential trips and adjustments are being made where required. For example, pre-visits and suitability risk assessments were made for a child in a wheel-chair in order to access a trip to Keswick in the Lake District. Where needed, the risk assessment would include a meeting with parents as well as taking account of any medical advice. The destination of these trips will be taken into account when assessing the needs of all children.

On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary. After school clubs are available to all pupils. Adjustments will be made to support vulnerable pupils during participation.

Health and safety audits are conducted annually to ensure that the school provides a safe environment for all pupils.

At Ashton Hayes Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make adjustments to ensure participation for all.

8) How accessible is the school environment?

We have a disability and accessibility action plan and policy that is available on request. The school site is fully wheelchair accessible. We have two disabled toilets that are large enough to accommodate changing. After-school provision and extra-curricular activities are accessible to all children, including those with SEND. The school is fully compliant with DDA requirements. Visual timetables and Safe Spaces are used in all classrooms. We ensure that the learning environment is fully accessible and inclusive for all learners. The school has a "Quiet Area" and Outside learning area.

9) How will you prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school, we will contact the school SENDCo or Headteacher and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school, information will be passed on to the new class teacher and a transition meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful. Provision maps, Child SEND profiles, Education Health Care Plans and SMART targets will be shared with the new teacher.

In Reception, there are induction events during the summer term for all children who are joining Kestrel Class in September. The Reception class teachers and teaching assistants arrange individual home visits. The SENDCo may arrange additional visits for children identified as having SEN and additional meetings will be arranged with parents and any other agencies and Nursery settings – this is an Action for Inclusion Meeting. The school has strong links with the local early years providers with on-going communication.

At the end of KS2 the Year 6 teacher and/or SENDCo will discuss the specific needs of your child with the SENDCo / Inclusion Manager of their secondary school. The new school are invited to attend any reviews

that we hold before your child transfers to them. Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, during the Summer Term, some children visit other Primary settings if their chosen secondary school is not the feeder secondary school. This allows for friendships to be formed before entry into secondary school.

10) Provide examples of interventions, equipment, resources that the school may allocate to match children's / young people's special educational needs.

- Phonics interventions
- Speed up Write
- Time to Talk book and game
- Inference intervention
- Reading A-Z
- Memory skills programme
- Social Stories / Games
- Managing Autism stories and games
- ELS phonics programme.
- Elklan programme and resources
- 1:1 after school tuition for Writing and Mathematics
- Visual Timetables in every classroom
- PM Benchmarking
- Beat Dyslexia
- Sensory resources - Sensory Circuits
- WellCome – Speech and Language
- ELSA support
- Beanstalk reading programme

This is not an exhaustive list and is a snapshot of what is available. Many interventions are written by teachers or teaching assistants, specifically for individuals or groups.

11) How is the decision made about what type and how much support my child / young person will receive?

Each child is assessed individually according to the SEND Code of Practice and Local Authority guidance and a personalised support programme will be developed. All class teachers meet with the Headteacher and the Senior Leadership Team (SLT) formally every term during the school year to discuss pupils' progress. Further evidence forms part of the monitoring process including whole-school book scrutinies, moderation of work, lesson observations and Appraisals.

The school budget, received from Cheshire West and Chester LA, includes money for supporting children with SEND. The Headteacher and the SENDCo discuss all the information they have about SEN in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they, alongside class teachers, decide what resources / training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

12) How are parents and carers involved in the school? How can I be involved?

The school works in close partnership with parents and maintains regular and purposeful communications between school and home. Communication tools include:

- The school website: www.ashtonhayes.cheshire.sch.uk
- Newsletters informing parents of dates, events and items of school news
- Facebook
- School Spider notification and email

Parents also receive a termly learning overview information sheet, which outlines the work your child will be doing in class for that term, as well as providing ideas for how you can support your child at home. Parents are invited to “Share the Learning”, several times per year.

The school’s fundraising group, the PTFA (Parents, Teachers and Friends Association) organise fundraising events throughout the year to raise money for additional resources.

We value the importance of building positive relationships with parents and families within our School community. The Headteacher places this as a priority and endeavours to be on the playground or at the gate wherever possible before and after school.

Parent helpers are invited in to school but are often placed in a class other than their child’s or to support in administrative tasks (e.g. changing reading books, setting up computers).

13) Who can I contact for further information?

The class teacher is the first point of contact but parents are also welcome to contact the SENDCo directly about any concerns. Any important information should be shared with the class teacher rather than the teaching assistants who may be within the team supporting your child.

Useful contact details:

Name of person & Job Title	Mrs Ceri Bacchus
Contact telephone number	01244 307408
E-mail	cbacchus@ashtonhayes.cheshire.sch.uk

Name of person & Job Title	Mr Jon Gilbert – Headteacher
Contact telephone number	01244 307408
E-mail	head@ashtonhayes.cheshire.sch.uk

Name of person & Job Title	Mrs Sharon Varey – SEND Governor
Contact telephone number	01244 307408
E-mail	admin@ashtonhayes.cheshire.sch.uk

If you are considering applying for a place at Ashton Hayes Primary School and your child has Special Educational Needs, then the first action to take is to telephone the school and arrange an initial visit with the Headteacher/SENDCo. It is an important decision when choosing the school for your child and it is essential that the provision on offer meets the needs of your child. We will be happy to meet with you. Other services that may help you if you are applying for a school place are:

Admissions and transport

Admissions:

http://www.cheshirewestandchester.gov.uk/residents/education_and_learning/school_admissions.aspx

Transport:

<http://www.cheshirewestandchester.gov.uk/default.aspx?page=320>