

Ashmole Primary School



Special Educational Needs & Disability Report

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Updated on:	Changes made / notes:
October 2016	Reviewed and reformatted Names of staff amended

Introduction

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within Ashmole School and ways in which parents, children and young people may access the support required.

Brief Description of school

Ashmole Primary School is a mainstream, community school. It is a one form entry school with a Nursery; therefore it only has one class in each year group. Admission to Ashmole Primary is made via the Local Authority's Admissions Department.

Key Contacts 2016 - 2017

SENCo (special educational needs coordinator)	Keith Chambers
Head of School	Adam Hickman
Deputy Headteacher	Rebecca Dwyer
Governor with responsibility for SEND	Karen Foster

Staff can be contacted via the school admin office in person, by telephone (0207 735 2419), by email (info@ashmoleprimaryschool.org.uk) or by writing (Ashmole Primary School, Ashmole Street, London, SW8 1NT).

A PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND) and how can I talk to them about my child if I need to?

School based person	Summary of responsibilities
<p>Class teacher (It is recommended that parents talk to the Class teacher if they have any concerns about their child initially).</p>	<p>The Class teacher is responsible for:</p> <ul style="list-style-type: none"> • Making sure that all children have access to good/outstanding teaching. • Ensuring that all lessons are appropriately differentiated so that all children make progress. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary. • Contributing towards the target setting, within children's Individual Educational Plan (IEP) • Reviewing targets set out in an Individual Education Plan (IEP) in conjunction with the Inclusion Coordinator and class teaching assistants. • Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Making sure that all staff working with your child, within the classroom and in small groups, are supported in delivering the planned work for your child, so they can achieve the best possible progress. • SENCorporating specialist advice and resources in to the planning. • Making sure that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND. <p><i>The class teacher can be contacted at the end of a school day, or by telephoning the school office to arrange an appointment.</i></p>
<p>SEN Coordinator (SENCo)</p>	<p>The SENCo is responsible for:-</p> <ul style="list-style-type: none"> • Following the Code of Practice • Liaising regularly with pupils, parents and staff to ensure that children are given the most appropriate • Supporting and resources for children's individual needs • Ensuring that any requests for information on individual children are passed onto the relevant agencies and that parents are kept fully informed of this • Timetabling extra support and resources for pupils with SEN • Meeting with parents of pupils with SEN to discuss progress • Making referrals to and liaising with outside agencies • Contributing to the in-service training of staff • The day to day operation of the school's SEN Report • Advising staff on strategies for meeting pupils' SEN through the consultation process • Maintaining the SEN register • Establishing and maintaining an individual SEN record for each child with special educational needs

School based person	Summary of responsibilities
	<ul style="list-style-type: none"> • Tracking the progress of children with SEN; • Applying for an Educational Health Care Plan where required. <p><i>The Inclusion Coordinator can be contacted by email inclusion@ashmole-primary.lambeth.sch.uk, by telephone 020 7735 2419, or by arranging an appointment via the school office.</i></p>
<p>Teaching Assistant (TA) may be allocated to some pupils with SEN and or disabilities, or may be specialist in a particular type of support or intervention</p>	<p>A Teaching Assistant (TA) may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example literacy. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the class teacher. The class teacher and SENCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions.</p> <p>A child may receive support from a number of adults, and a conversation with the class teacher or SENCo will give you a fuller picture than may be obtained from a single supporting adult.</p> <p>Of course, as a school we welcome regular dialogue between parents and all staff, in particular the designated teaching assistant, on how a child's day has been and we do actively encourage this continued feedback.</p>
<p>Head of School</p>	<p>The Head of School is responsible for:</p> <ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, which includes the support for children with SEND. The Head of School delegates responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress. • Making sure that the Governing Body is kept up to date about all issues in the school relating to SEND. <p><i>The Head of School can be contacted via the school Office, or before and after school.</i></p>
<p>SEND Governor</p>	<p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Report • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the school's SEN funding is appropriately spent. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. • To quality assure the work of the SLT in regards to SEND decisions <p><i>The SEND Governor can be contacted via the school office.</i></p>

B HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Educational Psychologist (EP) or Speech and Language Therapy (SALT) Service.

What are the different types of support available for all children, children with SEN and /or disabilities in this school?

Types of support provided, also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
<p>Class teacher input via good/outstanding classroom teaching. (Quality First Teaching)</p>	<ul style="list-style-type: none"> • The teacher will have high expectations for your child and all pupils in their class. • All teaching is based upon building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing additional resources adapted for your child. • Putting in place specific strategies and resources (which may be suggested by the SENCo) to enable your child to access the learning task. This support may be delivered by a Teaching Assistant, however directed by the class teacher. 	<p>All children in school receive this</p>
<p>Where the class teacher and the school SENCo, on the basis of high quality evidence, conclude that a pupil needs the additional targeted support given by SEN Support:- Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. <p>Specialist groups run by</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • The class teacher will plan interventions to support your child's learning. These interventions will have clear targets to help your child make more progress. • Interventions may include small group work or individual sessions on a specific theme. These may be organised by a phase team leader, the Deputy Head or the SENCo 	<p>Any child who has specific gaps in their understanding of a subject/area of learning</p>

Types of support provided, also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
<p>outside agencies eg Speech and Language Therapy or Occupational Therapy groups and/or Individual support This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service 	<ul style="list-style-type: none"> • Where small group sessions are put in place they will be run by a Teaching Assistant, teacher or an outside professional (like a Speech and Language Therapist)) using a recognised programme. • You will be involved in discussions and decisions. • Where specialist professionals work with your child to understand their needs and make recommendations, these may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional eg Speech and Language Support. ○ A group or individual work in school run by an outside professional. • You will always be involved in decisions about how the support will be used and what strategies that will be put in place. • You will be provided with the contact details for any agencies or services outside the school who are or will work with your child and consent will be sought prior to an outside Agency working with your child. 	
<p>Support provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p>	<ul style="list-style-type: none"> • If, despite the good and outstanding class room teaching, the intervention groups and referrals to outside agencies to advise and support that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer. • This is done in full partnership with you and 	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>

Types of support provided, also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
<p>Usually, if your child requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need) Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS 	<p>your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment.</p> <ul style="list-style-type: none"> If this is the case they will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought. If they do not think your child needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your child's needs are met. After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. The school must make its best endeavours to put in place the support identified in the plan. The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes. 	

C HOW WILL WE SUPPORT YOUR CHILD WITH IDENTIFIED SEND STARTING AT SCHOOL?

- If your child has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school with your child to have a look around and speak to the SENCo and the class teacher who will work with you and your child.
- If other professionals are involved, a multi-agency meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- Your child's key person may make a home visit and also visit your child if they are attending another provision or school; this will automatically happen if your child is starting in the school the nursery class

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- We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the multi-agency meeting
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group
- Following the settling in period, the class teacher or SENCo will arrange an early meeting with you to review your child's learning and progress.
- The class teacher or SENCo will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

- D HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?**
- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
 - If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCo
 - If you are still not happy you can speak to the Deputy head or the Head of School
 - If you are still unhappy then please contact the school SEND Governor.

- E HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD'S LEARNING IN SCHOOL?**
- When a teacher or you have raised concerns about your child's progress, and high quality differentiated teaching has not met your child's needs, the teacher will raise this with the SENCo. If you have raised the concern the school will invite you in to discuss it and plan a way forward.
 - The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
 - A termly meeting is timetabled between each class teacher and the SLT to discuss the progress that the children are making. This is another way your child may be identified as not making as much progress as expected.
 - If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with teaching assistants) in order to support their progress in learning
 - If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Any further interventions or referrals to outside professionals to support your child's learning
 - How we could work together, to support your child at home/school.

F WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO CHILDREN WITH SEN IN THIS SCHOOL?

<p>Directly funded by the school</p>	<ul style="list-style-type: none"> • Counselling • Family Support Worker • Additional Speech and Language Therapy input to provide a higher level of service to the school • Educational Psychology input • Play Therapy • 1:1 or small group teacher • Dyslexia support from The Bloomfield Centre
<p>Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority) • Occupational Therapy • Physiotherapy • Parent Partnership Service (to support families through the SEN processes and procedures)
<p>Provided and paid for by the Health Service</p>	<ul style="list-style-type: none"> • School Nurse • National Autistic Society • MENCAP

The contact details for the support services can be found on the Local Offer website.

www.younglambeth.org

The Lambeth Local Offer website contains full information of the services available to children, young people and their families under the Lambeth Local Offer.

G HOW ARE THE ADULTS IN SCHOOL HELPED TO WORK WITH CHILDREN WITH AN SEND AND WHAT TRAINING DO THEY HAVE?

- The SENCo has completed and received the National Award for SENCOs
- Larkhall Autism Outreach Team provide support and advice
- All staff receives training and support relating to special educational needs.
- Early Years Support assistants have completed Makaton training
- Support assistants who are assigned to pupils with a “statement of educational need” or an “educational health care plan” receive training in relation to the child’s specific need.
- The Speech and Language Therapist regularly supports and advise teachers and teaching assistants in how best to support those pupils with a language difficulty.

H HOW WILL THE TEACHING BE ADAPTED FOR MY CHILD WITH SEND?

- Class Teachers plan lessons according to the specific needs and abilities of all groups of children in their class, and will ensure that activities are adapted to enable your child to access their learning as independently as possible.
- Teaching Assistants can support the delivery of the teachers differentiated planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, in groups and as part a whole class, so that they can learn effectively, and where necessary to be included in the full life of the school. These will be included in your child’s IEP.
- Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to what is on offer.

I HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD IN SCHOOL? AND HOW WILL I KNOW ABOUT THIS?

- Your child’s progress is continually monitored by the class teacher.
- Their progress is reviewed formally every term and a National Curriculum level given in reading, writing and maths as well as progress in other areas, as appropriate, such as attendance and progress against their specific targets.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called ‘P levels’.
- At the end of each key stage (ie at the end of year 2 and year 6) all children are more formally assessed and the levels are reported to the Local Authority.
- IEP targets are set and reviewed, termly, in consultation with the child, parent, class teacher SENCo and all relevant agencies
- The progress of children with an EHC Plan or Statement of Educational Need is formally reviewed at an Annual Review with all adults, including parents, involved with the child’s education.
- A range of ways will be used to keep you informed of progress, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

J WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT OF CHILD WITH AN SEN/AND OR DISABILITIES?

- We would like you to talk to your child’s class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that

we are doing similar things to support them both at home and school and can share what is working in both places.

- The SENCo is available to meet with you to discuss your child's progress and any concerns or questions that you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.
- IEPs (will be reviewed with your involvement each term).
- Home Learning will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We can put you in touch with the school's Family Support Worker or Parent Partnership to support you
- We will be happy to consider any ideas in order to support your child.

If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

K HOW HAVE WE MADE THIS SCHOOL PHYSICALLY ACCESSIBLE TO CHILDREN WITH SEND?

- The downstairs classrooms are accessible for children with disabilities
- Year groups change classrooms to accommodate children with disabilities
- There are two disabled toilets in school
- We ensure that equipment used is accessible to all children regardless of their needs.

L HOW WILL WE SUPPORT YOUR CHILD WHEN THEY ARE LEAVING THIS SCHOOL? OR WHEN MOVING ON TO ANOTHER CLASS?

We recognise that 'moving on' 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 talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
 - We liaise with the new school's SENCO and ensure they have all relevant information.
 - We will support a visit to the new school in advance of the move.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - You will be invited to meet with the new teacher and teaching assistant at the beginning of the school Year.
 - Information will be passed on to the new class teacher, in advance and in all cases. All IEPs will be shared with the new teacher.
 - If your child would be helped by a book to support them understand 'moving on' then it will be made for them.
 - In Year 6 your child will visit their new school and in many cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS	
IEP	Individual Education Plan
SENCo	Inclusion coordinator
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs

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SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
SLT	Senior Leadership Team
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder

Monitoring and review

This information report is reviewed annually by the governing body.