

In September 2014 a new SEN Code of Practice was put into place. One of the main alterations was replacing the old categories — School Action and School Action Plus — with a new single category—'additional SEN support'. The Code says that a graduated approach should be used to put effective SEN support in place for a pupil.

This approach relies on the following four actions:

1. *Assess* — find out what the pupil strengths and needs are
2. *Plan* — what strategies need to be put into place to help the pupil overcome their difficulties
3. *Do* — work with the strategies that have been put into place — assessing and reevaluating the pupils individual needs constantly
4. *Review* — each half term Pupil Progress meeting take place — at this meetings the progress of individual pupils are discussed in depth .

With this highly focussed targeted support it is hoped that gaps the pupil might have in their learning will be considerably narrowed.

Another change in the Code is related to children who have complex or sever needs, children who have a Statement of SEN. From September all children and young people from 0-25 who have significant needs will undergo an Education Heath and Care (EHC) assessment. EHC plans will set out how services will work together to meet the child or young persons needs and aspirations.

As mentioned on page 3 one in five children will need extra support during their school life, at Ashbury Meadow we work closely with parents and carers to ensure that the best outcomes for the child is achieved.

Support for your child at Ashbury Meadow Primary School



It is the job of
Ashbury Meadow to
achieve the very

while attending our school. During the time they
are with us they may need some additional help or
support for some or all of their time at school.

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This booklet is to inform you of the types of
support available for your child at Ashbury Mead-
ow.



All children at Ashbury Meadow receive 'quality first teaching'. This means that a range of teaching and learning styles are used and age appropriate learning intentions are set for all children within a creative curriculum matched to their needs.

All our classes are supported by teaching assistants who work with the children in class, supporting small groups, providing one-to-one support or delivering 'catch up' intervention programmes where needed.

Some children also need support at break or lunchtime – the



children at Ashbury Meadow have the opportunity to play games inside or to join a lunchtime club run in the Acorn Room.

At Ashbury Meadow the progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team and class

teacher. Following these in-depth meetings provision for individual and small groups of children may be adjusted to meet individual needs.

You will be informed about your child's general progress and targets through twice yearly Parents' Evening and annual report.



If a child continues to have difficulty after interventions have been put into place, or a child has a high level of needs when they join our school, they may be considered to have Special Educational Needs (SEN). At Ashbury Meadow we continue to use Individual Education Plans (IEPs) to support the children. IEPs will be shared with parents/carers.

Approximately one in five children will have Special Educational Needs at some time during their school career.

Children with SEN have learning difficulties and/or physical disabilities which make it harder for them to learn at the same rate as most other children at the same age. They may need extra support or different help, for example modified tasks, extra time or breaks in formal assessments. By working together school, home and where relevant other agencies can help most children overcome their difficulties quickly and easily. But a few children will need extra targeted support for some or all of their time in school. This could mean the child may have difficulty with:

- some or all the work in class
- reading, writing or mathematics
- understanding information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour
- making friends or relating to adults.

