

# Ashbury Meadow Primary School

## Special Educational Needs & Disability Information Report 2024/25

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<b>Date last reviewed:</b>	<b>26/09/24</b>
<b>Review Schedule:</b>	<b>Annually</b>
<b>Headteacher:</b>	<b>Lucy Thomas</b>
<b>SENDCo:</b>	<b>Martin Fuller</b>

2024/25 Key Information	
SEND Coordinator (SENDCo) in School	Martin Fuller
Contact details	Tel: 0161 989 2999
<i>A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning &amp; monitoring the progress of children with special needs / SEND.</i>	
SEND Governor	Rebecca Moules
Where to access the school SEND policy	<a href="https://www.ashburymeadow.co.uk/uploads/251/page/27767983_page_file.doc">https://www.ashburymeadow.co.uk/uploads/251/page/27767983_page_file.doc</a>
Where to access the Local Authority's SEND offer	<a href="http://www.manchester.gov.uk/sendlocaloffer">http://www.manchester.gov.uk/sendlocaloffer</a>
<i>The Local Offer provides information for children &amp; young people with special educational needs (SEND) &amp; their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health &amp; social care.</i>	
Where to access the school Accessibility Plan	<a href="https://www.ashburymeadow.co.uk/uploads/251/page/29790262_page_file.pdf">https://www.ashburymeadow.co.uk/uploads/251/page/29790262_page_file.pdf</a>
Areas of need as identified in the SEND code of practice report	
Communication and interaction	Yes
Cognition and learning	Yes
Social, Emotional & Mental Health	Yes
Sensory &/or Physical needs	Yes

How we identify if a child needs additional support
<p>At different times in their school career, a child or young person may have a special educational need. The 2014 Code of Practice defines SEND:</p> <p><b>“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:</b></p> <p><b>(a) have a significantly greater difficulty in learning than the majority of others of the same age: or</b></p> <p><b>(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”</b></p> <p>Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) will also support with the identification of barriers to learning. We have a range of assessment tools available, and choose the most suitable for your child.</p> <p>Learners can fall behind in school for lots of reasons. They may have been absent from</p>

school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning.

At Ashbury Meadow Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene.

This does not mean that all vulnerable learners have SEND – for example, having English as an additional language does not mean that a child has SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

### How we consult with parents and children to involve them in their education

At Ashbury Meadow we ensure that assessment and provision for educational needs directly involves the learner and their parents/carers at all stages of the process.

If there is ever a concern that a child may have special educational needs, the class teacher will first raise their concerns with the parents/carers, to gain their views and insight into the child's needs and to see if the concern is shared by the parents/carers. The teacher will complete a SEND concern form, documenting the concerns from home and school, what measures have been put in place to support the child, and what impact these measures are having. The concern form will be shared with the SENDCo who will offer guidance and support as required.

When a child is identified as having SEND, the teacher (with support from the SENDCo) will create an INP (individual needs plan) to specify the learning that the child requires which is additional to, or different from, those of a typical child of their age. The INP will have targets that are made with the child and a meeting held with the parents to discuss the plan and make any amendments so that the child, parents/carers and teachers are confident the provision meets the child's needs. The INPs are reviewed with the child and parents termly to discuss progress, what has gone well, and what may need to be changed. This is followed by the creation of a new INP.

INPs will be reviewed more frequently in cases where the child's progress indicates that the plan or targets are no longer suitable. Children with SEND are consulted through pupil voice, mentoring and child centred approaches to reviews of Individual Need Plans and EHCPs.

Should a child have higher needs, we may involve specialist agencies to work in partnership with the school, such as Speech & Language, Educational psychology or the Child and Adolescent Mental Health Service (CAMHS). Prior to this involvement, parents and children will contribute to the information on the referral. We have a Speech and Language Therapist in school once a week to work with children and staff to ensure the provision meets their needs. All involvement with specialist agencies works closely with parents/carers and with the child themselves.

Where applicable, both the SENDCo and pastoral support work alongside families and third parties, such as social services or healthcare to ensure a holistic approach to supporting pupils' needs.

Where a 'Looked after' child (one who is under the care of the local authority) also has a SEND, the Designated Teacher and pastoral team work closely with the SENDCO to ensure their specific needs are being met. Provision for identified SEND will be included in the child's Permanence Planning Meetings, Personal Education Plan (PEP) and Health Plan. The local authority Virtual School Head (VSH) tracks the progress and promotes the educational achievement of all looked after children.

### How we will assess and review pupils with SEND progress towards outcomes

In the creation of a child's INP and the provision for their needs, we used the 'graduated response' in accordance with the 2014 SEND code of practice to assess and review pupils with SEND. It is a cycle of 4 stages:

1. **Assess:** *we assess the child's progress against current targets. We assess using a variety of tools based on the learners needs, including teacher observation, the national curriculum, Development matters, the B-Squared framework, Dyslexia screening tool and the Boxall profile. We may also involve specialist agencies.*
2. **Plan:** *we use the information from the assess phase to plan what the child's targets are and what provision needs to be in place for them to achieve it. Advice from specialist agencies is used if they have been involved.*
3. **Do:** *This is the phase where the interventions and provision is put in place to achieve the new targets. This is the longest of the 4 stages.*
4. **Review:** *In this stage we look at how the interventions and provision has worked for the child – what has gone well and what might need changing.*

After the review stage, the cycle repeats. This ensures that our provision changes in accordance with the child's progress and changing needs.

### Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND

As an ELKLAN accredited 'Communication Friendly School' a UNICEF 'Rights Respecting School' and 'National Nurturing School', we believe that the best approach for all learners is high quality, targeted, teaching in a nurturing environment where all children and adults respect each other's right to equality and education.

Our ethos to the development of all pupils is based on the 6 principles of Nurture:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Ashbury Meadow are proud of our teachers and their development. Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Adaptive teaching strategies, such as (but not limited to) modelling, scaffolding, questioning strategies, and the chunking of information to reduce cognitive load.
- Visual timetables, prompts and supports
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour reward systems and restorative justice
- Alternative resources to enable SEND pupils access to physical activities.
- Nurture room activities, such as social group work, volcano in my tummy, mentoring and buddying to support pupils' emotional, mental and social development.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on individual learning needs, and is put into place to overcome barriers which may prevent learning taking place. Children with EHCPs may have bespoke curriculums, depending on their individual needs.

An ever changing provision map is kept and evolved as our learners and their needs change.

Examples of additional interventions include:

- The use of ELKLAN communication strategies and techniques across all staff in the school
- Wellcomm is used to identify and target individual speech and language development in EYFS and KS1.
- Lexia, a reading program online that was developed for dyslexia, but supports all who are targeted to develop or catch up on reading and literacy skills.
- Rapid Readers programme.
- Sensory Circuits each morning to support particular children to be ready for learning.
- Therapy with Lego to support communication and interaction.
- Phonics interventions are used to support the development of early reading and writing in targeted groups as identified by class teachers. This is continued where necessary in KS2.
- We run social communication groups across KS1 and KS2 that develop social interaction skills to support those with autism or communication and social confidence needs.
- 'Rainbow Club' is a daily intervention for higher needs children which focuses on building life skills in a social, fun and highly structured environment.
- Our pastoral team have several nurture-based interventions focussing on self-confidence, self-esteem and emotional resilience.

### How we evaluate the effectiveness of the provision made for pupils with SEND

Monitoring progress is an integral part of teaching and leadership within Ashbury Meadow School. We follow the 'graduated response' model to ensure the correct provision is in place to meet a child's needs.

Parents/carers, pupils and staff are involved in reviewing the impact of interventions. This review can be built into the intervention itself, or it can be part of our pupil progress meetings.

Pupil progress meetings take place every half term. This means that we maintain a fluidity of pupils entering and exiting interventions. Our aim is to provide the majority of pupils with short interventions that have a high impact at the right time so they can continue to work at the required level within their class groups.

Some pupils need more long term interventions to support learning and again progress is monitored at pupil progress meetings.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also take part in local moderation groups, so we can ensure that our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted.

If a learner has an Education Health and Care Plan (EHCP), the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENDCo reports to the governors on a termly basis.

### How we train our staff who provide support to pupils with SEND & the existing expertise they have

We value high quality teaching for all learners and actively monitor teaching and learning within the school. Staff are provided with training and updates regarding SEND provision.

We work closely with specialists where specific needs are identified and staff are sent externally for training in that area: e.g. Autism, Downs Syndrome, Moving and Handling, Mental Health and Speech and Language training in a range of areas (such as early interaction skills, non-verbal communication strategies and sign supported language).

We also value the skills and expertise of staff within our school. Where a specific skill is identified that meets the needs of our pupils, we create in-house training to share expertise and good practice within our staff.

### How we will support children in moving between phases of education & / or preparing for adulthood

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Ashbury Meadow Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes

will be discussed with you and your child at their summer term review meeting and an individual transition schedule will be arranged on an individual basis led by the needs of the child. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Children with an EHCP will have a year 5 review that is focused on the individual provision that will be needed for them in secondary school. Please see our policies section of the website to read our transition policy.

We have 9 children with an EHCP that will be moving on to secondary school this year, to either mainstream or specialist settings.

### How we encourage & enable pupils with SEND to engage with activities available to pupils with no SEND requirement

All learners should have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our school office to discuss specific requirements.

During 2024-2025 we are offering a range of additional clubs, activities and roles. These include sports clubs, sports leaders, school council, Rights Respecting group, music & art activities and our 'Ashbury Buds'. In year 6, all pupils are prefects and also all pupils are given 'monitor' jobs to help and support around school. These can be found in our quick links on the home page of our web site.

All staff at Ashbury Meadow Primary School have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

We currently have children with mobility, visual and hearing impairments within the school. We work with LOIS (Lancasterian Outreach and Inclusion Service) and physiotherapy to support children with physical disabilities and mobility needs to ensure that we are doing everything necessary to provide full access to the curriculum.

The access to both school buildings and all rooms is suitable for wheelchair users and those with mobility needs. There are disabled toilet facilities and lift access between floors in both school buildings.

For children with sensory needs, such as impaired vision or hearing, we work closely with the Manchester Sensory Support Service to ensure access to the curriculum. This may be through physical and/or practical changes, such as adaptations to the environment, resources and teaching practice, or the use of assistive technology such as hearing aids/microphones and digital access to teaching materials e.g. through use of tablet computers with specific applications or settings.

### Our arrangements for handling complaints regarding provision for pupils with SEND.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage.

Where a parent or carer has an initial concern regarding provision for a pupil with SEND, we encourage them to first discuss this concern with the child's class teacher.

If the concern cannot be resolved in this manner, parents should arrange a meeting with the SENDCO (Martin Fuller) and Headteacher (Lucy Thomas).

More detailed information can be found in our [complaints procedure](#).