Ashfield Junior School SEN Information Report.

At Ashfield Junior School, our motto is central to our aim that all children should thrive in our school in all aspects of their personal development. We aim to identify and support children who have specific areas of difficulty, so that they can achieve their full academic and social potential and have equal access to a broad, balanced curriculum.

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?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015)

- The needs of a child or young person with SEN will fall into one or more of the following four areas- *Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Physical and Sensory.*
- Information gathered during transition from the local infant schools helps to identify children who are already on the SEN register. This ensures that progress can continue to be closely monitored and additional support can be put in place quickly.
- Pupil Progress Meetings are held every term, during which pupils, who are not making age expected progress or are performing below the age expectation, are discussed. If it is felt that the lack of progress is due to a Special Educational Need, the pupil will be discussed with the SENCO.
- Class teachers have regular contact with the SENCO to discuss concerns about pupils who may be displaying Special Educational Needs. Information will be gathered by the class teacher and the SENCO may spend time in class observing the child and carrying out specific activities to identify their particular learning needs.
- School have access to a large range of professionals and external agencies, who provide advice and information that may indicate that a child should be placed on the SEN register.

- If you have concerns regarding your child's progress or well-being, initially please speak to your child's class teacher. You may also wish to request an appointment with the Special Educational Needs Co-ordinator (SENCO), Jessica James.
- If a child's learning progresses to a level where they no longer need ***additional to or different from*** support, they will be removed from the SEN register.

How will school staff support my child?

- Pupils will receive high quality teaching and class teachers set high expectations for all pupils in their class. The class teacher and teaching assistants will provide additional support for individual pupils, with support from the SENCO.
- At Ashfield Junior School, we have a large team of highly experienced Teaching Assistants, who provide support for all children, including those who require additional support.

In line with the SEND Code of Practice, we follow a graduated ' **assess, plan, do, review'** approach to identify and support our pupils with SEN:

- School staff are familiar with and use the Ordinarily Available document alongside adaptive teaching methods to provide children with the most effective teaching and learning strategies to enable them to progress at their own level.
- Pupils on the SEN register will have a Learning Plan with SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) targets to help them progress academically. The Learning Plans are usually made up of a combination of academic and social targets.
- Support Plans will be written three times a year, in October, February, and June. The targets set in June are carried over into the start of the next academic year so that new targets can be written once the new class teachers have got to know the children.
- Targets are regularly monitored and amended where necessary to ensure they are always relevant, in order for the child to make progress.
- Pupils may be provided with specialist resources that are specific to their needs, for example wobble cushions, sloped writing boards, coloured reading overlays and enlarged keyboards.
- All children are assessed for their suitability to sit the KS2 SATs test following the guidance laid out by Department for Education (DfE) Whether or not a child is eligible for exam access arrangements is related to the child's abilities or needs – it is not related to a child having a specific diagnosis or condition.

How will the curriculum be matched to my child's needs?

- At Ashfield Junior School, we have worked hard to develop a broad and varied curriculum, with sport and arts having a high focus, which makes learning meaningful and enjoyable for all pupils.
- Lesson activities match the needs and abilities of all pupils, with appropriate resources and adaptive teaching methods in place where necessary.
- Children are encouraged to self-reflect and assess their own work in order to develop an independent way of thinking and promote self-belief.
- Additional support through the use of TAs or specialist resources is provided where appropriate to ensure all children, including those with SEND, can access the curriculum.
- PIVATS will be used to assess the children that are working significantly below their chronological age to help target their learning.
- The AET framework (Autistic Education Trust) is used for children who are accessing Treetops to help identify personal, social and developmental targets within their learning.
- The children in Treetops access the 'Sensory Curriculum' which is more tailored to meet their needs.
- We have a new Alternative Provision classroom for children to access for parts of the school day when they need some regulation time away from their main classroom and a quieter space to complete activities in order to meet their needs. In this classroom, they will also focus on the development of key Maths and English skills as well as hands on practical tasks built around their interests.

How will I know how my child is doing and how will school help me support my child's learning?

- At Ashfield Junior School, we hold two parents' evenings a year, one in the Autumn term and the second in the Spring term. These meetings are an opportunity for parents to discuss their child's progress with class teachers. In the Summer term parents will receive an end of year report.
- Appointments are available during parents' evenings with the SENCO should you wish to discuss your child or have any concerns relating to their needs.
- Parents do not have to wait until parent's evenings to discuss their child, if there are questions or concerns, these can be addressed through our Class Dojo communication system or by making an appointment to see the child's class teacher.

- Children on the SEN register will have a Learning Plan which is shared electronically with parents. These plans are written and reviewed three times a year and show clear targets that the child is working towards, as well as information to parents about support they can give at home.
- Teachers are continually assessing pupils to ensure they know where each child is academically and what their next steps for learning are.
- Formal assessments are carried out each term and the results from these are tracked on DCPro, so senior leaders have a clear overview of not only individual progress, but also class and whole school.
- Following assessments, class teachers, the Headteacher and the Assessment Lead hold pupil progress meetings, which determine what extra support and intervention is needed.

<u>What support will there be for my child's overall well-being?</u>

- Our safeguarding team at Ashfield Junior School, consists of Sandra Stainton, (Designated Safeguarding Lead), Sue Frost (Head and Deputy DSL), Caroline Gibson (SLT) and Richard Bishop (Deputy Head). They meet on a regular basis to discuss the well-being needs of pupils and identify where additional support may be required.
- We have two members of our Teaching Assistant team who are trained to carry out the Emotional Literacy Support Assistant (ELSA groups), which is a huge asset in supporting our pupils with social and emotional needs.
- Information about individual medical needs is held in the school office and by relevant class teachers. Where necessary, Individual Health Care Plans are written with parents to support pupils with specific medical needs. This information is readily available to share with appropriate adults working in school.
- Staff are given necessary training for specific medical needs e.g. epi-pen training, diabetes, asthma and epilepsy awareness.
- Ashfield Junior School have a clear Behaviour policy and all staff are expected to lead by example and take responsibility for behaviour. Parents are involved in the positive behaviour approach that we take to incidents of negative behaviour.
- Detailed risk assessments are undertaken before any educational visit off site, with ratios of adults to children being thought about carefully, including extra support that may be needed to support SEND pupils.

- Pupils are encouraged to contribute their views about school life, through the school council, which meets regularly throughout the school year. There are representatives from each class in the school.
- Each year, pupils with an Education, Health and Care Plan (EHCP) complete a Pupil Profile page to express their views about school, before their Annual Review meeting.

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

- In order to access support and advice from external specialists, a Request for Involvement form needs to be completed. This form is completed by Jessica James (SENCO) or an Early Help form is completed by Sandra Stainton (DSL) in conjunction with class teachers and parents, who must give consent for the information to be shared with the appropriate services. The views of the parents and school are expressed in the form, in order to build a big picture of the support needed and the desired outcomes for the child.
- Support from the following services can be accessed through Request for Involvement or Early Help:-
    - **Educational Psychologist** – this will provide information about a child's general learning ability. An assessment may identify where a pupil would benefit from the support of the **Behaviour and Emotional Wellbeing Officer** (BEWO)
    - **Access & Inclusion Officer**
    - **Specialist Advisory Teachers** (SATs) – This broad team cover Speech & Language, Visual or Hearing Impairment, Physical & Medical difficulties and Autism Spectrum Conditions.
- Referrals can also be made to **Occupational Therapists**, **Physiotherapists**, the **Continence Team**, **Child & Adolescent Mental Health Service** (CAMHS), **Barnardo's** and **Family Action**.
- If advice is given by an external agency, this will usually be incorporated into a child's Learning Plan, so specific targets and strategies can be adopted.

What training have the staff had who are supporting children with SEND?

Since September 2021 the school has been directly involved with the professional development opportunities provided through the local WELL Project. Initially this was in the role of EEF Cumbria Research School and more recently as the Education Research Alliance. This work ensures that staff have regular access to the latest evidence and

research and can be directly involved in professional development opportunities, including working with external 'experts' and other schools.

We currently have members of staff who are trained in the following areas:

- ACEs Training
- Medical condition awareness training – Anaphylaxis and Epi-pen, Diabetes (Advanced Level), Certificate in Administering Mediation in Schools, First Aid in Schools, Paediatric First Aid
- Areas of SEND Awareness Training – AET Autism training, Numicon, Phonics (Little Wandle), Decider Skills, Positive Behaviour in the Playground, Behaviour Management Masterclass, Drawing and Talking Therapy, Team Teach- positive handling strategies
- Understanding Behaviour that Challenges, Understanding Children's and Young People's Mental Health ➢ Kidsafe
- Friends Resilience
- Emotional Literacy Support Assistant (ELSA)
- ELKLAN Speech and Language Support
- Counselling Skills
- Making best use of TAs
- Being an Outstanding TA
- MITA- Maximising the Impact of Teaching Assistants
- Our SENCO, Mrs James has recently passed the NPQ SENCO programme which is the national award for SEN coordination.

<u>How will my child be included in activities outside the classroom, including school trips?</u>

- At Ashfield Junior School, we strongly believe all learners are entitled to the same access to extra- curricular activities, including after school clubs as well as trips off the school site.
- We are committed to make reasonable adjustments to ensure our SEND pupils can participate in all areas of the school curriculum.
- When coaches deliver after school clubs, where necessary, they are supported by an experienced member of staff, to ensure consistency for individual pupils' needs.
- Extensive risk assessments are carried out before any off site visit, ensuring staff are fully informed of specific needs and the adjustments which may have to be made, to ensure participation.

How accessible is the school environment?

- Ashfield Junior School is all on one level, which is fully accessible for a wheelchair. The playground and field areas are accessible via a ramp.
- We have a large disabled toilet, with changing facilities.
- We have created a 'sensory room' with a sensory pod and other sensory resources, which provides a calm, quiet space for anyone who needs it.
- Disabled parking is available on the school site.
- Technology is available to assist pupils with their learning as appropriate.

How will the school prepare and support my child to join the school or transfer to a new school?

Year 2 to Year 3:

- During the summer term, transition meetings are held between class teachers from Ashfield Infant School and Ashfield Junior School, where all Year 2 children are discussed. Discussions are held with staff from other local infant schools as necessary.
- The SENCOs from both schools meet to discuss pupils with SEND and pass on information confidentially.
- If a child in on an Early Help, staff from our school will attend Team Around the Family (TAF) meetings, during the summer term.
- Transition activities are planned in the second half of the summer term for all Year 2 pupils.
- Enhanced transition is made available for children who are identified as needing it, by the infant schools.

Year 6 to Year 7:

- During the summer term, class teachers meet with secondary schools to pass on relevant information about all children in Year 6.
- The SENCO will have a conversation with the SENCOs and Heads of Year from the secondary schools, these may take place in person or via TEAMs. All paperwork is passed on confidentially at the end of the school year.
- Transition visits are arranged for all year 6 pupils. Pupils with SEND may have additional transition, during which they will become familiar with new school buildings and key members of staff.

- Secondary school SENCOs are invited to attend year 6 annual review meetings for pupils with EHCPs. Parents are then given the opportunity to discuss the provision that their child will receive with relevant staff, either at these meetings or by contacting the school directly.

How are the school's resources allocated and matched to children's special educational needs?

- Individual children's needs are discussed by class teachers and the SENCO to establish the most appropriate support. This will include the type of support to be given, additional resources needed and the amount of time these will be implemented for.
- Different children will require different levels of support in order to aide them to achieve age expected levels.
- The SEN budget is allocated on a needs basis. School closely monitors the expenditure of the SEN budget and the range of interventions, resources and support it provides to SEND pupils.
- We have a team of experienced teaching assistants, who are funded from the SEN and wider staffing budgets. They are trained to support a wide range of Special Educational Needs for both individuals and groups of children.

How are decisions made about the range of support my child will receive?

- Decisions are made in consultation with the class teacher, the SENCO, the Senior Leadership Team as well as with the parents.
- These decisions are based upon termly tracking of pupil progress and assessments as well as classroom observations and any information about pupils' wider barriers to learning- this includes emotional well-being and attendance.
- Decisions may also be made in consultation with other agencies where appropriate, such as the advice of an Educational Psychologist or a Specialist Advisory Teacher.

How are the Governors involved in SEND?

- Our governor for SEND is Mrs Joanna Hicklin who is our AP lead and class teacher at Ashfield. She meets with the SENCO on a regular basis to discuss areas of SEND and identify any areas of concern or development.
- The SENCO provides a report to governors termly.

- The governors agree priorities for spending within the SEN budget to ensure that all children receive the support they need in order to make progress.

Who can I contact for further information?

- If you have concerns regarding your child's progress or well-being, initially please speak to your child's class teacher.
- You can request an appointment with the Special Educational Needs Co-ordinator (SENCO), Mrs Jessica James.
- Our website has useful SEND information, including relevant policies http://www.ashfieldjuniorschool.co.uk/information/sen-information/
- Cumbria's SEND Local Offer can be found through the following link:- https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5
- Contact **IPSEA (**Independent Parental Special Educational Advice) www.ipsea.org.uk
- Contact the **Cumbria SEND Information, Advice and Support Service**. The SEND IAS service coordinator for West Cumbria is Susan Eastwood susan.eastwood@cumberland.gov.uk
- SEND Alliance Cumbria (SENDAC) is the official Parent Carer forum for parents and carers of children and young people with additional needs and disabilities in Cumbria. https://www.sendac.org/
- If you are considering whether your child should join the school, please contact the School Office to make an appointment to meet our Headteacher Mrs Frost.

(Updated September 2026)