



SEND Local Offer - A Guide for Parents

25/26

School Name:	Ashby CE Primary School
Address:	Burton Road Ashby de la Zouch Leicestershire LE65 2LL
Telephone Number:	01530 412243
Name of Co -Head teachers:	Shelly Geeson and Jo Trahearn
Website address:	www.ashbyce.leics.sch.uk
Facebook account details:	www.facebook.com/profile.php?id=100075840017923
Twitter feed details:	@ashbycofe
Age range of students:	4-11 years
Date of Last Inspection:	7 th November 2023
Outcome of Last Inspection:	Good
Does school have a specialist designated unit/additional learning support department?	No
Total number of students with special educational needs at setting:	36 children on record (Autumn 25)
Number of children receiving additional support	Total on SEN register Ashby CE – 36 pupils 13.2% National Average – 14.2% (2024/25)
SENDCo: Contact via:	Lynda Brady ashbyce@ashbyce.leics.sch.uk senco@ashbyce.leics.sch.uk

What are special educational needs and disabilities?

Special educational needs and disabilities (SEND) can impact upon a child or young person's ability to learn. The broad areas of special educational needs that we support at school are:

- Cognition and learning difficulties
- Speech, language and communication difficulties
- Social, emotional and mental health difficulties
- Physical or sensory difficulties

Our aims for pupils with SEND

Ashby CE Primary School is a mainstream school. We are an inclusive school that welcomes and celebrates diversity. Our aims for pupils with special educational needs and disabilities are the same

as for all pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets to stretch them. We will support pupils to ensure they are able to learn and develop their personal and social skills. We have a highly compassionate and caring team who look after all our children. They show great understanding that pupils may have a variety of needs and that those needs change and require a range of provision and access to other services. We do not have an on-site Resource Provision, but we endeavour to support all of our children as they progress through their Journey of Joy with us.

Some children need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability as defined under the Equality Act 2010, which affects their ability to access and benefit from educational opportunities generally enjoyed by children the same age.

We try to ensure that any barriers to equal access in our school are removed or overcome. We closely monitor and track progress of all children so that support provided is as effective as possible. We welcome and encourage the full engagement of parents and carers, and where necessary, seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all pupils.

My child has SEND and I would like to look around. What do I need to do?

We welcome visits to our school. Appointments can be made by contacting the school office by phone or email. It would be useful to mention that your child has some additional needs when making this initial appointment so that, where possible, the school SENCO can be made available to meet you.

You can find out more about our school on the school website.

How do staff at Ashby CE Primary identify and assess children with special educational needs

We recognise that children learn at different rates and that there are many factors affecting achievement.

Children may be identified as having Special Educational needs through a variety of ways including the following:

- Liaison with previous school or preschool setting. The class teacher or SENDCo visit the feeder pre-school settings to meet and observe children and speak with their key worker;
- Children performing below the age expected levels;
- Children making little or no progress when teaching approaches are targeted in a child's identified areas of weakness.
- Communication with and concerns raised by parent;
- Through termly Pupil Progress Meetings held between teachers/SENDCo and Head Teacher;
- Concerns raised by teachers and adults regarding behaviour or low self-esteem which may be in turn affecting their performance in school;
- Through assessments, such as British Picture Vocabulary Scale III, the Nessy Dyslexia Screener or the Diagnostic Reading Analysis, carried out by the SENDCo following existing concerns raised;
- Liaison with external agencies e.g. Educational Psychologist or Speech and Language therapist;

- Health diagnosis through paediatrician/doctor.

Evidence could include:

- Assessments by the SENCO
- Parental / carers interviews
- Medical notes
- Reports from other agencies
- Individual pupil tracking

As a school, we measure children's progress in learning against the national expectations and age-related expectations. Children are continuously assessed through observation, dialogue, written pieces of work and, less frequently, more structured assessments and are tracked from entry at Foundation Stage through to Year 6.

Children who are not making the expected progress or are a cause for concern are picked up and discussed with the SENDCo or at our termly Pupil Progress meetings with the class teacher, SENDCo and Head Teacher. Discussions will be centred around possible reasons for the concerns or slower rate of progress, what has already been put in place to support the child and what further support can be given to aid and accelerate their progress.

If you are concerned about your child's progress in school then please initially make an appointment with the class teacher. Following this, the class teacher will meet with the SENDCo to discuss the concerns and the provision and support that is available to support your child. You are also welcome to contact the SENDCo via the school office/ SENCo email.

Can you give me some information about the support available for children with SEND at Ashby CE Primary?

- If a concern is raised, then the class teacher would talk to you about your child's progress and work with you to develop an understanding of your child's profile and potential additional needs. They will discuss what adjustments and provision can be made in class.
- Children identified as having additional needs will work with their teachers and families to create a One Page Profile, outlining their strengths and learning needs which can be used in school to support adults' understanding of children's learning styles.
- The child's provision will be set out on the school's year group provision trackers or in some cases a high needs individual tracker and may include: English and maths intervention groups such as Read, Write Inc. one-to-one sessions or small group maths support; one-to-one support or tuition; speech and language therapy support; memory skills, social skills or movement group; inference reading group; the use of specialist equipment or technology or a more personalised one-to-one support programme to meet the specific needs of individual children. The impact that this support is having on your children's learning is monitored and evaluated regularly as a part of the Assess – Plan – Do – Review cycle.
- If required, additional support will be sought from external professionals, such as Educational Psychologists and Speech and Language Therapists. We also regularly work with other services and the teams in the local authority's Specialist Teaching Services (such as Autism Outreach, Hearing Impairment teachers, Visual Impairment teachers and the assistive technology team).

- If you have any questions regarding your child's One Page Profile or support in place, please see your child's class teacher. The SENDCo is also available to discuss your questions and concerns at any point in the school year.
- The class teacher will monitor the progress of your child and regularly keep the SENDCo and headteachers up to date. At pupil progress meetings, staff will discuss how effective the provision has been and consider what intervention or support your child would benefit from next. This will also be discussed at SEN structured conversation meetings that happen termly between parents and class teachers, giving the chance to reflect on both academic progress and social and emotional progress and how your child presents at home.
- Pupil voice is captured at several stages. Pupils' one page profiles are written with them, with their voice captured on the whole document. Pupils are also invited to contribute to, or attend, the structured conversation meetings that take place three times a year. Should further support be needed, such as through an EHCP, pupils are consulted with and their voice shared in a section of the document.
- Staff meetings, both teaching and support staff, are held at least termly to discuss interventions and how these are impacting upon children's progress. All staff discuss the effectiveness, share examples of good practice and training needs based on the needs of the children in our care.

What is Ashby CE Primary School's approach to teaching children with special educational needs?

- We are a very supportive and nurturing school with a dedicated staff team. We endeavour to be an inclusive school and for most children with special educational needs, the quality teaching delivered by our class teachers and support staff will meet the individual needs of our children, either in the classroom or in a room nearby.
- As a school we regularly and systematically review the teaching for all pupils, including those at risk of underachievement.
- We work with the staff team to ensure a good understanding of strategies to identify and support vulnerable pupils and knowledge of SEN most frequently encountered.
- We aim to have all pupils with SEND fully represented in all areas of school life. Pupils are encouraged and supported to take part in school productions and be represented on the School Parliament allowing all children to feel a sense of achievement
- We believe in positive small steps of progress, both academically and emotionally.
- We are keen to celebrate your child's successes in school but also out of school. We set challenging but achievable targets for children.
- We strongly believe in working in partnership with parents and children and value enormously the contribution that you are able to bring to the partnership.
- We work closely with external agencies and always take on board advice that we receive, adapting our interventions and classroom practice as necessary.

How does Ashby CE Primary School match the curriculum to my child's needs?

- The SEN budget is allocated every financial year, providing additional support, resources

and training dependent on the needs of the children. We try to ensure that their needs are met to best of our ability.

- Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher or teaching assistants or it may be continual day to day adjustments by the adults working with them.
- We provide funding to release our SENDCo for three and a half days per week to ensure the support in place is effective; to carry out assessments and work with individual children; to liaise with staff and external agencies regarding individual children; and to write requests for statutory assessment (EHCPs) to the local authority. We also have a team of support staff who deliver programmes designed to meet the individual needs of the children.
- Quality First Teaching is vitally important at Ashby C of E Primary. Class teachers plan their lessons and organise their classrooms, adapting to the needs and interests of the children and taking into account recommendations from external agencies as necessary.
- Planning is constantly adapted and evaluated, taking into account children's previous learning and the next steps needed. The SENDCo and Senior Leadership Team will monitor this regularly.
- When necessary, the SENDCo will liaise with specialist teachers (for example, teachers Specialising in Visual Impairment) to provide more tailored advice to class teachers, ensuring that all children are able to access their learning in an effective manner. This, in turn, can lead to the school using specialist equipment in cases where this has been recommended by a specialist teacher.
- We have two ELSAs (Emotional Literacy Support Assistants) who are qualified to deliver either 1:1 or small group sessions with children, promoting wellbeing and positive mental health strategies.

How will my child be included in activities outside the classroom, including trips?

- The curriculum is planned to be accessible and enjoyed by every child.
- We carry out risk assessments on all trips and ensure a suitable number of adults are in attendance based on the needs of the children on the trip.
- Parents/carers may be invited to accompany their child on a school trip/after school activities if this ensures access.
- Extra-curricular school clubs are available to all children and if possible and needed, reasonable adjustments will be made to support the participation of vulnerable children or children with additional learning needs. Further funding/recruitment may need to be sourced in order to facilitate this.
- Health and safety audits will be carried out as and when appropriate.

What support is available for improving the emotional and social development of pupils with SEND?

Support may include:

- PSHCE activities in class or small groups;
- Nurture groups;
- Social skills and friendship groups;
- Alternative behaviour plans for those struggling to feel successful with the whole school behaviour policy;
- Support from a named adult in school;
- ELSA support;
- Peer support or shadowing;
- Home/school contact books;
- The class teacher has overall responsibility for the overall well-being of every child in their class. If you have any concerns, speak to the class teacher first. If further support is needed, the class teacher will speak to the SENDCo or Headteachers.
- We have two Designated Mental Health Leads in school (Mrs McDougall and Mrs Murray) who have been awarded the National Educational Leaders in Mental Health qualification). The DMHLs provide support to Headteachers and SENDCo to coordinate support for pupils' mental health and wellbeing, SENDCo/Headteachers can be contacted for further information.

What training have staff supporting children with SEND had or what are they having?

- It is a high priority for us to develop staff confidence in teaching and supporting children with SEND and we work closely with specialist expertise to access training and support.
- Our SENDCo is currently working towards the NPQ SEN qualification and regularly attends local practitioner meetings to keep knowledge up to date.
- All staff have received 'Making Sense of Autism' training by the Autism Education Trust.
- Teachers and support staff have received training around 'ACEs' (Adverse Childhood Experiences) from our Educational Psychology Team.
- All staff have access to relevant training via the National College and regular school based in-set.
- Training is sourced if there is a specific need.
- All staff have had epipen training as part of our regular paediatric first aid. 10 members of our staff have been on advanced anaphylaxis and epipen training.
- Most of our staff have paediatric first aid training.
- We have two qualified ELSA's
- All staff are given regular teaching and developmental updates regarding SEND, e.g. ADHD, Dyslexia, ASD.
- Many members of staff are trained in leading Read Write Inc., a programme of phonics, teaching early reading and writing skills. We have staff trained to deliver both Fast Track RWI and Fresh Start RWI interventions.
- One member of SLT is a qualified Educational Visits Coordinator.
- We have two members of staff who are qualified Mental Health Leads.

- Four senior staff members are designated safeguarding leaders, and all staff have regular safeguarding training.

School can also seek support and guidance from the following services:

- Educational Psychology Services: for assessments (both requested by school or as a part of the statutory assessment process) and the delivery of bespoke, specialised interventions.
- Autism Outreach services (offer ongoing support and advice for staff working with children who have a diagnosis of ASD)
- Forest way Outreach
- Specialist Teaching Services – includes support for children with Literacy difficulties, hearing impairment, visual impairment and medical difficulties.
- CAMHS (Child and Adolescent Mental Health Service)
- Children's Therapy Team (Speech and Language/Occupational Therapy/Hearing)
- Paediatricians
- Social Services
- School Nurse
- Specialist education settings such as Forest Way School.
- Oakfield Inclusion Team
- Support from the Children and Family Wellbeing team, accessed via Early Help.

How accessible is Ashby CE Primary School, both indoors and outdoors?

- The school site is partly wheelchair accessible with ramps in place in parts of school. The library is currently not accessible to wheelchair users but all classrooms hold a wide range of fiction and non-fiction books.
- Raised banking and slopes onto the school field allow access to wheelchairs.
- We have a disabled parking bay which allows safe access to school.
- We have a disabled toilet large enough to accommodate changing and suitable for wheelchair users.
- Visual timetables are used in classrooms.
- We have an Accessibility Plan to further outline our facilities and disability friendly practices.

How does Ashby CE Primary ensure children with SEND are treated no less favourably than their peers?

By creating and sharing One Page Profiles and school trackers, teaching staff have a clear overview of the strengths and needs of pupils in their classes, supporting an understanding of techniques to implement to support the learning of all children in their classes. As a school, we celebrate all achievements and talents; not just academic successes. We also tailor behaviour plans so that all children can feel the success of

positive praise, and receive Head Teachers' awards in line with their peers, just with altered criteria for the achievement of these.

How does Ashby CE Primary ensure parents and children's views are listened to?

All parents are actively encouraged to take part in the school community. We value your support and expertise regarding your child and feel that it is vitally important that home and school work closely to increase the aspirations and achievement of your children.

- We operate an open-door policy and encourage parents to contact their child's class teacher, either at the end of the school day, via the school office or telephone conversation.
- Additional meetings are available with the SENCO if required.
- The headteachers will see parents without an appointment wherever possible.
- Parents are invited to two parents' evenings and Open Classrooms throughout the year.
- If your child has an identified Special Educational Need or Disability, you will be invited to review progress, share successes and agree new targets termly. Children review their own progress against their targets with their teacher and take part in setting their own new targets.
- If your child has an Education, Health and Care Plan, you will be invited to attend and contribute towards your child's Annual Review, as will your child.
- Parents are encouraged and invited to become involved in school-life through a number of means. This may involve the PTA, volunteering in classes, supporting readers and ongoing invitations to attend school events such as parental workshops, parents' evenings and open evenings or afternoons, nativity and carol services, harvest festivals, sports days etc.
- We also host information meetings for parents for events such as residentials, SATS, phonics, reading and maths.
- There is the opportunity to send school a message, arrange a meeting or ask a question via the school office or school website.
- We have an active School Parliament, which all children are invited and encouraged to be voted into. Children are encouraged to share their views regularly with their school parliament representatives which in turn return to meetings.
- PSHCE times give children the opportunities to express their thoughts and feelings.
- There is a pupil and parental questionnaire every two years where we actively seek the viewpoints of children and parents.

Who else has a role in my child's education?

- As identified previously, The Governing Body delegates responsibility to the SENDCo and head teacher to involve external agencies as needed to support children and their families.
- Regular pupil voice work is undertaken and overseen by our governing body through

monitoring visits. The headteacher and SENDCo's termly reports to Governors includes a section about SEND.

What other support services are there who might help me and provide me with information and advice?

- Further support can be offered by SENDIASS, a free, independent service provided by the local authority. More information regarding SENDIASS can be found at: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/complaints-and-appeals/independent-advice-for-special-educational-needs-and-disability-send>

How will Ashby CE Primary School prepare and support my child to transfer to a new setting or phase of their education?

- We recognise that transition, either between primary settings, to new year groups or onto secondary school can all be upsetting and difficult for all children and their parents, especially those with SEND. We endeavour to ensure that this process is as smooth as possible.
- If your child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure that all support needs are in place. Any paperwork we hold relating to the support needs of your child will be passed over.
- We have induction events during the summer term for all children who are joining the Foundation Stage. Parents meet the teaching team and pass on information relevant to the development of their child. Children enjoy Forest school sessions in our setting.
- We ensure close liaison between the Early Years teachers and local nursery and pre-school settings.
- When your child moves between classes at Ashby CE transition arrangements are in place for all year groups, SEND Information is shared with new staff, parents and key adults e.g. support staff invited to transition meetings as necessary. Year 6 teachers will meet Key Stage 3 (secondary) staff ensuring all information is passed on.
- The SENDCo will meet with, as necessary, and pass on detailed information regarding children with SEND to the SENDCo of new settings and Secondary schools. This will include information regarding external agency involvement, what the child enjoys, areas of strength and areas of continued development.
- Children transferring to Secondary schools, either, Ivanhoe College or Ashby School, have a planned transition programme. They will have opportunity to spend two days with their peers experiencing the typical day and beginning to learn new faces and their way around the school. If necessary, your child will be offered additional opportunities to visit the school in a small group with a member of school staff.
- If your child has an EHCP and is moving to Secondary school, then an early review will be held towards the beginning of Year 6 and, if known, the new school SENCO will be invited to attend. This may also take place at the pre-school setting when a child with complex needs is due to start in

Foundation or if a child is moving from another setting to join us at Ashby CE Primary School.

- The needs of children with SEND are all very different – children will occasionally require a very individualised approach to transition e.g. staggered induction or part time timetable initially. We will always ensure that the happiness and well-being of your child is met when considering transition.

What should I do if I have a complaint?

- In the first instance, if you have any concerns, please see the class teacher or SENDCo. In most cases, they will be able to answer your questions or concerns and resolve the issue for you.
- In the unlikely event that the issue is not resolved, the head teacher and SEND Governor can be contacted via the school's Complaint Policy, available on the school website.

Where can I find the local authority's Local Offer?

The local offer describes the types of support available in Leicestershire for children and young people with Special Educational Needs and Disability in the age range of birth to 25 years of age.

We work closely with the local authority to ensure that our school offer of SEN complies with the new Code of Practice. You can find Leicestershire's local offer using this link:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

You can also find the link on our school website.

The name and contact details of the SEND co-ordinator:

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