

Inclusive Learning Statement

Ashmead Primary School is a learning community where we have the highest ambitions and expectations for all of our children. We believe that being part of our school community will help change children's lives for the better – that we make a difference. Alongside quality first teaching and a broad and rich curriculum, we provide additional and different provision in order to support children with SEND.

Our Inclusion team oversees the assessment and support of all school based interventions. Our SENCo coordinates liaison with external professionals, ensuring appropriate support and interventions are implemented and reviewed. All interventions and provisions provided are personalised in order to ensure highly differentiated curriculum support. Alongside this, we also use rigorous systems to monitor pupil progress, aid academic and personal achievement and remove any barriers to learning. Our staff follow tailored and universal continuous professional development programmes in order to aid a structured whole school approach to learning.

In order to foster a culture of lifelong learning, curiosity and independent living skills in all of our learners, we may run, alongside our universal curriculum, the following additional and different support for children with SEND:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Learning support via our inclusion team	Learning support via our inclusion team	Learning support via our inclusion team	Learning support via our inclusion team
Inclusive learning environment	Specific Learning Difficulties Outreach advisor support and assessment.	Support for individuals and groups	Occupational Therapy and Physiotherapy via Local Authority, TAs & inclusion team
Speech & Language Therapy via Local Authority, TAs & inclusion team	Educational Psychology service and support via Local Authority	Outreach behaviour support via New Woodlands School	Sensory aids and resources to support learning in the classroom
Small group phonic support	Writing Clubs	Buddy system	Mobility and care plan management
PECS and alternative means of communication used	Sounds-Write programme	Playground Friends	Liaison with a range of medical professionals as needed
Social skills training programme	Catch Up Maths and literacy programmes	Social skills support	Sports Coach programme
Outreach support via Autism outreach team based at Drumbeat school	Literacy & Numeracy programmes followed (Numbershark, Wordshark etc.)	Personalised behaviour support programmes	Medical care plan assistance via School Nursing Team
Individual workstations & screens used as needed	PIXL maths programme	Targeted Family Support referrals and guidance	
Personalised social stories	Numicon maths programme	Quiet Club at lunchtime	
	1:1 reading alongside reading intervention programmes	CAMHS specialist support via NHS	
	Dyslexia friendly strategies		

	<p>Highly scaffolded differentiation and intervention support planning</p> <p>ICT and assistive technology</p> <p>Diagnostic tools used to assess and support</p> <p>Personalised arrangements for SATs and transition</p>		
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Access to Supportive Environment

<u>Physical</u>	<u>Virtual</u>	<u>Learning</u>
<ul style="list-style-type: none"> • Safeguarding procedures in place • DDA compliant • Personal evacuation plans in place for vulnerable children 	<ul style="list-style-type: none"> • Safeguarding procedures in place, e.g. annual e-safety week • Blog-based website leads to frequent celebration of children’s learning 	<ul style="list-style-type: none"> • Safeguarding procedures in place • Assistive technology used. • Workstations & working walls used

Universal Parent Liaison Offering

- Open mornings for prospective parents
- Parent workshops
- Parent evenings
- Learning meetings
- Contact books for some children
- Ashmead PTA
- Parent workshops
- End of year reports
- Parentmail

Caveat and Disclaimer

Due to the personalised and highly differentiated nature of our support for learners with SEND, the above programmes are subject to change.

Not every intervention will be available to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teacher/service availability.