

Ashmead Primary School SEND Information Report 2017/18

Ashmead Primary School is hugely passionate and committed to meeting the needs of every pupil at the school. We teach a broad, balanced and enriched curriculum that helps every child reach his or her potential in a healthy, happy and safe environment.

Children with Special Educational Needs and Disabilities (SEND) are very important to us in our school and are supported by a team of teachers, whose desire is to see them thrive in every way possible. We work hard to make sure that a child's individual challenges are being addressed and monitored so that every child makes progress, both academically and emotionally.

<p>What type of Special Educational Need does Ashmead provide for?</p>	<p>Ashmead is a small mainstream, multi-cultural, inner city primary school with children who have a diverse range of needs. The school prides itself on a collaborative, inclusive approach when meeting the needs of children. Ashmead has a highly skilled team of teaching staff, teaching assistants and learning support assistants. Alongside the universal curriculum the following support may be given in the following areas:</p> <ul style="list-style-type: none"> • Cognition and learning (moderate learning difficulties, specific learning difficulties, dyslexia, dyspraxia) • Sensory, Medical and Physical (hearing impairment, sensory processing difficulties, epilepsy) • Communication and Interaction (Autistic spectrum disorder, Asperger's syndrome, selective mutism, speech and language difficulties) • Social, Emotional and Mental Health
<p>What are Ashmead's policies with regard to the identification and assessment of children with SEND?</p>	<p>There are a variety of ways that Ashmead identifies and assesses children with SEND. Through stringent data analysis and pupil progress meetings, children who are underachieving and not reaching their full potential are quickly identified and extra provision put in place.</p> <p>Teachers that have any concerns about a child, academically, socially or emotionally will approach the Inclusion Leader for an initial discussion. These concerns will also be raised with the parents. The Inclusion Leader will then carry out an observation, look at work and talk to the child about their views of their learning and school, depending on the need that has been identified. Interventions and support will be discussed and put in place. If further assessments or screens are necessary then the Inclusion Leader will carry these out. These children are then discussed with the Head and Deputy Head teacher in an Inclusion Team meeting. Depending on the outcomes and needs of the child, outside agencies may be contacted with permission of the parent. The outside agencies will then advise and support the school with interventions and strategies.</p> <p>If, despite this support, the child is still not making progress and the school and outside agencies feel in conjunction with the school that that an Education, Health and Care Plan (EHCP) is necessary then the school will apply for this following a Team around the Family (TAF) meeting. Parents</p>

	are also allowed to apply for an EHCP although it is always advised that this is done in conjunction with the school where possible.
How does Ashmead evaluate the effectiveness for provision for pupils with Special Educational Needs?	<p>The Inclusion Leader along with the Deputy Head oversees the teaching and learning and any interventions and monitors their success through rigorous observations, pupil progress meetings and data analysis. Every teacher at Ashmead is committed to the achievement of every child through excellent quality first teaching and tailored interventions, allowing children to fulfil their potential.</p> <p>We evaluate provision through:</p> <ul style="list-style-type: none"> • <u>Provision Maps</u> – Ashmead uses provision maps to evaluate the effectiveness of teaching and learning by tracking the progress of SEN children, termly. For some interventions, an assessment to ascertain ‘entry’ data is carried out. After 6 weeks the same assessment is carried out and the ‘exit’ data provided. For others, a comment will be recorded to explain their progress in terms of attitude and learning behaviours. Through this data the interventions can be evaluated to ensure that the children are making progress. If the intervention is not having the desired impact it is adapted to ensure that the children are making progress. The provision maps are regularly monitored and reviewed by the Inclusion leader in partnership with the class teacher. • <u>Data Analysis</u> – All the children are assessed on a termly basis (three times a year) This data is analysed and every child is individually tracked. It is immediately highlighted if any child is underachieving or not reaching their full potential. • <u>Pupil Progress Meeting</u> – each term the Head, Deputy, Phase Leader and class teacher meet to discuss children’s progress. This information is then shared with the Inclusion Leader. During these meetings the data for the year group, class and individual is analysed and a collaborative discussion takes place addressing any children/groups that need extra support. Provision maps are also analysed, evaluating the effectiveness of provision for SEND children. If there are any concerns regarding individual children the Inclusion Leader will observe the child and contact outside agencies if needed. • Use of parent/pupil questionnaires – these questionnaires are carried out annually. Parents are asked to give feedback on various aspects of school life including the progress of their children. Feedback is also requested after the end of year reports are handed out. We also regularly seek the children’s views in the same way to help us understand more about how they view themselves as learners.
What are the arrangements for assessing and reviewing the	Each term, as aforementioned, pupil progress meetings are used to assess and review the progress of all children, where there will be a particular emphasis on the progress of SEND children.

<p>progress of children with SEND?</p>	<p>However throughout the year, each class teacher will also continuously be reviewing progress throughout lessons and on a daily basis. Weekly phase meetings are a forum used to identify any children who are of concern, and then measures are put in place to support them. Assessment within learning can take the form of careful questioning, observing and marking. Progress is also reviewed through the entry and exit data on provision maps, class targets and in some individual cases, Individual Provision Maps</p> <ul style="list-style-type: none"> • Progress is reviewed through regular AFL, assessment weeks which lead to pupil progress meetings and end of year reports • Regular meetings will be held with the parent and child to assess and review progress for children with SEND. • Progress is reviewed through regular meetings and reviews with external agencies, the parent and child. • Additional assessments arrangements are made for children with SEND, where needed. • Extra time, scribes, enlarged prints and using different media to assess children that need additional support are available during normal class lessons and when a child takes their SATs. • Where necessary we use a range of further assessments to assess reading/spelling age, dyslexia, speech and language, social and emotional difficulties and mathematical difficulties.
<p>What is the approach to teaching children with SEND at Ashmead?</p>	<p>Every teacher at Ashmead is committed to providing a creative, differentiated and inspiring curriculum contributing to our children leaving Ashmead feeling ‘loveable and capable’.</p> <ul style="list-style-type: none"> • Teachers have high expectations of all children and they look for ways to support them as individuals, preparing them for a successful, fulfilling future. • All pupils receive ‘quality first teaching’ and a differentiated curriculum to meet the variety of needs within the classroom. This means that the teachers at Ashmead adapt and vary their teaching to meet the different learning styles and needs in the classroom. • In addition to this, individual and group interventions provide extra support to those children who may need a more specific and targeted approach. • The class teachers all use a provision map that is used to record these interventions ensuring that all the targets are monitored and evaluated. This enables the class teacher and Inclusion Leader to monitor the effectiveness of these interventions making sure that they are having maximum impact on the child’s learning and progress. • A range of targeted sessions is accessible for parents from internal and external specialists, from the SPLD team or Speech and Language. We also host a range of parent workshops for parents to learn alongside their children • We focus our efforts on developing the children in both their academic and emotional resilience on new learning challenges

<p>How is the learning environment and curriculum adapted for children with SEND?</p>	<ul style="list-style-type: none"> • The school has adopted a CFS approach (Communication Friendly Spaces) to help create calm environments that monitor the colour, light and noise in learning spaces. Every class environment reflects this. Research shows the huge benefits to all children but especially those on the autistic spectrum and those with Speech and Language difficulties. • Every classroom is inclusive and supports a wide range of needs. • Every classroom is dyslexia friendly supporting all children with literacy difficulties. • A wide range of visuals and working displays are used to support children’s learning. • A visual timetable is used in every classroom and in some cases individual children will have their own individual visual timetable to support them with transitions and anticipating the learning day • Children are positioned strategically in the classroom (for example if they have a visual impairment or hearing impairment they will be seated at the front). • The learning environment is also adapted for individual needs for example children with autism (ASD) may have an individual work station and visuals to support them in class. • Alternative recording methods may be used (scribing, use of ICT, mind-mapping, photographs). • The curriculum is scaffolded and differentiated to meet the needs of children. This could be 1:1 support, peer partners or group support
<p>What additional support for learning is available for children with SEND?</p>	<ul style="list-style-type: none"> • Our teaching assistants are always trained to deliver the interventions they lead. • Children with Education Health and Care Plans may have 1:1 support depending on the provision listed on the plan. • Children with additional needs may be allocated an adult to support them, if we think their needs are great enough and as part of the graduated response • Staff are provided with specific training tailored to the needs in their class based on a rigorous performance management cycle each term. • Small groups and interventions take place in every class. • Additional teachers or Teaching Assistants may be employed to provide interventions. • Interventions may include: Speech and Language Link, 1:1 reading, social stories, booster phonics and maths sessions, Numicon, ICT programs, fine motor skills, gross motor skills, Speech and Language groups, Catch up Numeracy, Catch up Literacy, Sounds Write. • Pastoral care interventions, which include a range of different interventions developing confidence, resilience, friendship and well-being • All extra-curricular activities are available to SEND children.

<p>What activities are available for children with SEND in addition to those available in accordance with the curriculum?</p>	<ul style="list-style-type: none"> • We may provide sensory circuits for those with sensory needs. They are written into some children’s EHCPs if recommended by Occupational Therapists. • We run a quiet club at lunchtime for children who need a calmer space to play.
<p>What support is available for improving the emotional and social wellbeing of children with SEND?</p>	<ul style="list-style-type: none"> • We have ‘playground friends’ to support children at playtimes • We run a ‘quiet club’ at lunchtime to support the children who find the playground too noisy • The Inclusion Leader may work 1:1 with some children to support them with their emotional and social well being • We have an allocated HLTA who works daily with children to support them with their pastoral care needs. • We may run social skills groups. • We run the ‘Circle of Friends’ program to support children with friendship and social communication difficulties • We will also seek external professional help when needed from Educational Psychologists and CAMHS.
<p>Who is the SENCO and what are the contact details?</p>	<p>The Inclusion Leader/SENCO is David Fielding.</p> <p>David can be contacted on 020 8692 6081 or by email at dfielding@ashmead.lewisham.sch.uk.</p>
<p>What is the level of expertise and training of staff in relation to SEND?</p>	<p>The Inclusion Leader has a BA, MA and has completed the Post Graduate Certificate of Education (PGCE). He has 12 years teaching experience in Lewisham and Southwark.</p> <p>Ashmead has a highly trained and talented staff with a great deal of expertise.</p> <ul style="list-style-type: none"> • We have a highly skilled team of teaching assistants and learning support assistants (LSAs) • Many staff have been trained in the Catch up Literacy and Maths training and/on Sounds Write program. • Some EYFS staff have had accredited training from the Speech and Language team to run Speech and Language Booster training. • Additional highly experienced intervention teacher who works 0.4 of the week. • A Speech and Language Therapist. • All staff have regular professional training on SEND. The majority of teaching staff have received the 9 hour in house training program written by NASEN. Outside agencies provide specific training to staff on ASD, Speech and Language, Specific Learning Difficulties and social and emotional issues. • Outside agencies provide specific training to staff on ASD, Speech and Language, Specific Learning Difficulties and social and emotional issues.

<p>How is equipment and facilities to support children with SEND secured?</p>	<p>Ashmead is a well-resourced school with a range of resources to support SEND.</p> <ul style="list-style-type: none"> • Ashmead is wheel chair accessible (DDA Compliant) apart from one classroom. • There are disabled changing and toilet facilities • We make adjustments to tables/toilets/dining needs based on the needs of the children and following advice from Occupational Therapy
<p>What are the arrangements at Ashmead for consulting parents and children with SEND?</p>	<p>At Ashmead we want parents to be confident in our commitment to our pupils. Parents and carers are well placed to inform teachers about the needs of a child.</p> <ul style="list-style-type: none"> • Regular parent meetings take place with the Inclusion Leader and class teacher and child to review progress and well-being. • Regular meetings with outside agencies take place to review targets set and progress of the child (for children with SEND support and EHCPs). • We host TAC and TAF meetings to bring together professionals involved in a child/family. • Three times a year Parent-Teacher meetings take place. • The Inclusion Leader is available to meet with parents to discuss their child. • We may host a coffee morning to bring together professionals from different services to talk to parents. • We host workshops related to specific needs with parents of children with SEND.
<p>What are the arrangements at Ashmead for consulting children with SEND?</p>	<p>At Ashmead we feel it is imperative to gather the views of the child to make sure they are benefiting from the provision.</p> <ul style="list-style-type: none"> • Some children with SEND are on the school council. • Children’s self assessment is encouraged in class. • Pupils may fill out a questionnaire about their self-esteem/bullying dependent on need. • Children contribute to the Annual Reviews of the statement or EHCP.
<p>What do you do at Ashmead if you have a complaint about the provision for your child?</p>	<p>We welcome feedback from parents. If a parent is unhappy they should initially speak to the class teacher. If the issue is not resolved they can speak to the Inclusion Leader and/or the Headteacher. It is hoped that a solution would be reached between the school and the parents but if a problem still exists parents may seek the advice of the SEND governor, Rachel Snow and if a child is statemented or has an EHCP, the Local Authority. Parents may also be signposted to the local SENDIAS service https://www.lewisham.gov.uk/myserVICES/education/special-educational-needs/Pages/Advice-and-Support.aspx</p>

	As a last resort parents have the right to go to an independent SEND tribunal.
What specialist services are available at Ashmead?	<p>Ashmead works with a wide range of professionals who play a central role in supporting the school with identifying, assessing and managing provision for children with SEND.</p> <ul style="list-style-type: none"> • Ashmead has regular visits from Educational Psychologists, the Drumbeat Outreach team (ASD), the Specific Learning Difficulties (SPLD) team, New Woodlands Outreach (Social and Emotional Wellbeing), Occupational Therapy • The school has a Speech and Language Therapist who works 1 day a week
What are the contact details of support services for children with SEND?	<p>Special Educational Needs 32 Kaleidoscope Child Development Centre, Rushey Green SE6 4JF Tel: 02030491475 Email: sen@lewisham.gov.uk</p> <p>ASD Support Drumbeat Brockley School Revelon Road London SE4 2PR Tel: 020 7635 9022 Email: outreach.admin@drumbeat.lewisham.sch.uk http://www.drumbeatasd.org</p> <p>Family Information Service Fourth Floor 1 Laurence House, Catford Road SE6 4RU Tel: 020 8314 8567 Fax: 020 8314 3048 Email: fis@lewisham.gov.uk</p> <p>Early Intervention Service Third Floor 1 Laurence House, Catford Road SE6 4RU</p>