

Ashmead Primary School SEND Information Report 2022/2023

Ashmead Primary School takes pride in its inclusive practices and is 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.

The Inclusion team, consisting of the SENCo (David Fielding) and Assistant SENCo (Nicole Cox), together with the vital support of class teachers and teaching assistants, work to identify the barriers for learning for all children and work on removing them so that every child can reach their full potential. We work hard to make sure that a child's individual challenges are being addressed and monitored so that every child makes progress, academically and socially and emotionally.

<p>What type of Special Educational Need does Ashmead provide for?</p>	<p>Ashmead is a 2-form entry, mainstream, multi-cultural, inner city primary school with children who have a diverse range of needs. The school has a collaborative, inclusive approach when meeting the needs of children. Ashmead has a highly skilled reflective team of teaching staff, teaching assistants and learning support assistants who strive to meet the needs of all children</p> <p>At Ashmead we categorize the special needs that we can offer support into 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 (children experiencing significant difficulties with managing emotions and behaviour including ADHD)
<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.</p> <p>Teachers that have any concerns about a child, academically, socially or emotionally will approach the SENCo, for an initial discussion. An Inclusion referral will be made by the teacher if the SENCo agrees that further investigation is needed or if monitoring needs to take place. These concerns will also be raised with the parents.</p> <p>If the SENCo agrees further investigation is needed they 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.</p> <p>Interventions and support will be discussed and put in place if they are necessary. If further assessments are necessary then the SENCo will carry these out. These children are then discussed with the Head Teacher and Deputy Head teacher in their regular Inclusion meetings. Depending on the outcomes and needs of the child, outside agencies may be contacted with permission of the parent. When making external referrals, the school has a finite amount of resources available, determined by our school budget. Each child's needs the implications that it has on their outcomes and the outcomes of others will determine how each child is prioritised for referral. The outside agencies will then advise and support the school with interventions and strategies.</p> <p>Each term, the Inclusion Manager (SENCO) will then analyse the progress of SEN children across the school which will inform a pupil progress meeting with class teachers. Using this information, the team will make a decision whether the support stays the same or if it needs to change and a plan will be made for the coming term.</p> <p>If, despite this support, the child is still not making progress and the school and outside agencies feel that an Education, Health and Care Plan (EHCP) is necessary then the school will apply for this following a discussion with parents meeting. Parents are also allowed to apply for an EHCP although it is always advised that this is done in conjunction with the school where possible and only after the school has used every appropriate resource in their effort.</p>

<p>How does Ashmead evaluate the effectiveness for provision for pupils with Special Educational Needs?</p>	<p>The Assistant Headteacher for Inclusion along with other senior leaders oversees the provisions and interventions and monitors their success through rigorous observations 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"> • Provision Maps – Ashmead uses SEN provision maps to evaluate the effectiveness of interventions by tracking the outcomes of the interventions. 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 by the Assistant Headteacher for Inclusion. • Data Analysis – 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. • Pupil Progress Meeting – each term the Head, Deputy, Phase Leader and class teacher meet to discuss children’s progress. This information is then shared with the Assistant Headteacher for Inclusion. During these meetings year group, class and individual data 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. • 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.
<p>What are the arrangements for assessing and reviewing the progress of children with SEN?</p>	<p>Each term, pupil progress meetings are used to assess and review the progress of children.</p> <p>The class teacher will also continuously be reviewing progress throughout lessons and interventions, which will shape future learning. This includes 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 end of year reports and assessment weeks (3 times a year) • Parents’ evenings will be held with the parent and child to assess and review progress for children with SEND. The Assistant Head for Inclusion will attend these meetings where possible. • Additional assessments arrangements are made for children with SEND, where needed. • The school can consider applying for extra time, scribes, enlarged prints and/or use of different media to assess children that need additional support when a child takes their SATs in Year 6. • Where necessary and where there is evidence to suggest there is a need, we use a range of further assessments to assess reading/spelling age, dyslexia, speech and language, social and emotional difficulties and mathematical difficulties. This is done through service level agreements with the different agencies and will be carried out on a needs basis.
<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 interesting 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 on a daily basis using their assessment for learning. • 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 for parents from internal and external specialists from the Specific Learning Difficulties or the Speech and Language Teams. We also periodically do parent workshops for parents to learn alongside their children.

<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 ensures that their 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. The classrooms are not over stimulating as a result and provide calm spaces to learn. • 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. • 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). <p>The curriculum is scaffolded and differentiated to meet the needs of children. This could be through 1:1 support, peer partners or group support.</p>
<p>What additional support for learning is available for children with SEND?</p>	<ul style="list-style-type: none"> • We have teaching assistants who are trained in delivering interventions and have continuous professional development to ensure quality provision. • 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. • 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, Sounds Write. PiXL interventions in Reading, Writing and Maths are also used to support children who are just below age related expectations.
<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. These are sometimes needed for children who struggle to be ready for learning and are also sometimes written into some children’s EHCPs if recommended by Occupational Therapists. • We have converted a space into a sensory room where children can access a sensory stimulating or calm space depending on their presentation, should they need it. • All teaching assistants are trained in using sensory circuits to support those children who need support being ready for learning. • Children with SEND will often need very practical learning to help support their understanding in learning. • Teachers at Ashmead make efforts to build in lots of movement, kinaesthetic learning and real-life experiences to help with understanding the world.
<p>What support is available for improving the emotional and social wellbeing of children with SEND?</p>	<p>At Ashmead, our pastoral care lead supports children across the school with their social, emotional well-being in the following ways:</p> <ul style="list-style-type: none"> • “Circle of Friends” group - supporting children with forums to troubleshoot their way through friendship issues • “Social skills” groups - supporting children with how they interact with each other and adults in a harmonious way • “Boing” groups - supporting children to develop resilience • “This is Me” groups – supporting children with their self esteem <p>We also have the support of Debbie from Outreach Inclusion Service who works with children who need help with managing their school day, regulating their emotions and generally being happy at school.</p> <ul style="list-style-type: none"> • We will also seek external professional help when needed from Educational Psychologists and CAMHS. • Every year we apply to the Outreach Inclusion Service who work together with Goldsmiths University to have a trainee art therapist work with two children at Ashmead as part of their training.

Who is the SENCO and what are the contact details?	<p>The Assistant Headteacher for Inclusion is David Fielding</p> <p>David can be contacted on 020 8692 6081 or email him at: dfielding@ashmead.lewisham.sch.uk.</p>
What is the level of expertise and training of staff in relation to SEND?	<p>The Inclusion Leader, David Fielding, is an experienced teacher with a Bachelor of Arts, PGCE and Masters and has completed the National Award for Special Educational Needs Co-ordination.</p> <p>The Assistant SENCO, Nicole Cox, is also an experienced teacher with a Bachelor of Arts and PGCE.</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 class and 1:1 teaching assistants. • Our Nursery Nurse has accredited training from the Speech and Language team to run Speech and Language Booster training. • Additional intervention teacher who works 0.4 of the week. • All staff have regular professional training on SEND. • Outside agencies provide specific training to staff on ASD, Speech and Language, Specific Learning Difficulties and social and emotional issues.
How is equipment and facilities to support children with SEND secured?	<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) • 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
What are the arrangements at Ashmead for consulting parents and children with SEND?	<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 Team around the Child (TAC) and Team around the Family (TAF) meetings to bring together professionals involved in a child/family. • Parent-Teacher meetings take place twice a year with an end of year report given to the parents in the final academic term. • We plan to host workshops related to specific needs with parents of children with SEND.
What are the arrangements at Ashmead for consulting children with SEND?	<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. Depending on the level of need/age, they may attend these meetings.
What do you do at Ashmead if you have a complaint about the provision for your child?	<p>We welcome feedback from parents.</p> <ul style="list-style-type: none"> • If a parent is unhappy, they should initially speak to the class teacher. • If the issue is not resolved they can speak to the Assistant Head for Inclusion and/or the Headteacher. <p>It is most advantageous for the child if a solution can be reached between the school and the parents but if a problem still exists, parents may seek the advice of the SEND governor, or the local SENDIAS service. https://www.kids.org.uk/lewisham-sendiass</p> <ul style="list-style-type: none"> • If a solution is still not achieved 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 and the Outreach Inclusion Service (Social and Emotional Wellbeing) • The school has a Speech and Language Therapist who works 1 day a week • Trainee art therapist one day a week.

What are the contact details of support services for children with SEND?

Special Educational Needs
32 Kaleidoscope
Child Development Centre,
Rushey Green
SE6 4JF
Tel: 02030491475
Email: sen@lewisham.gov.uk

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>

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

Early Intervention Service
Third Floor
1 Laurence House,
Catford Road
SE6 4RU