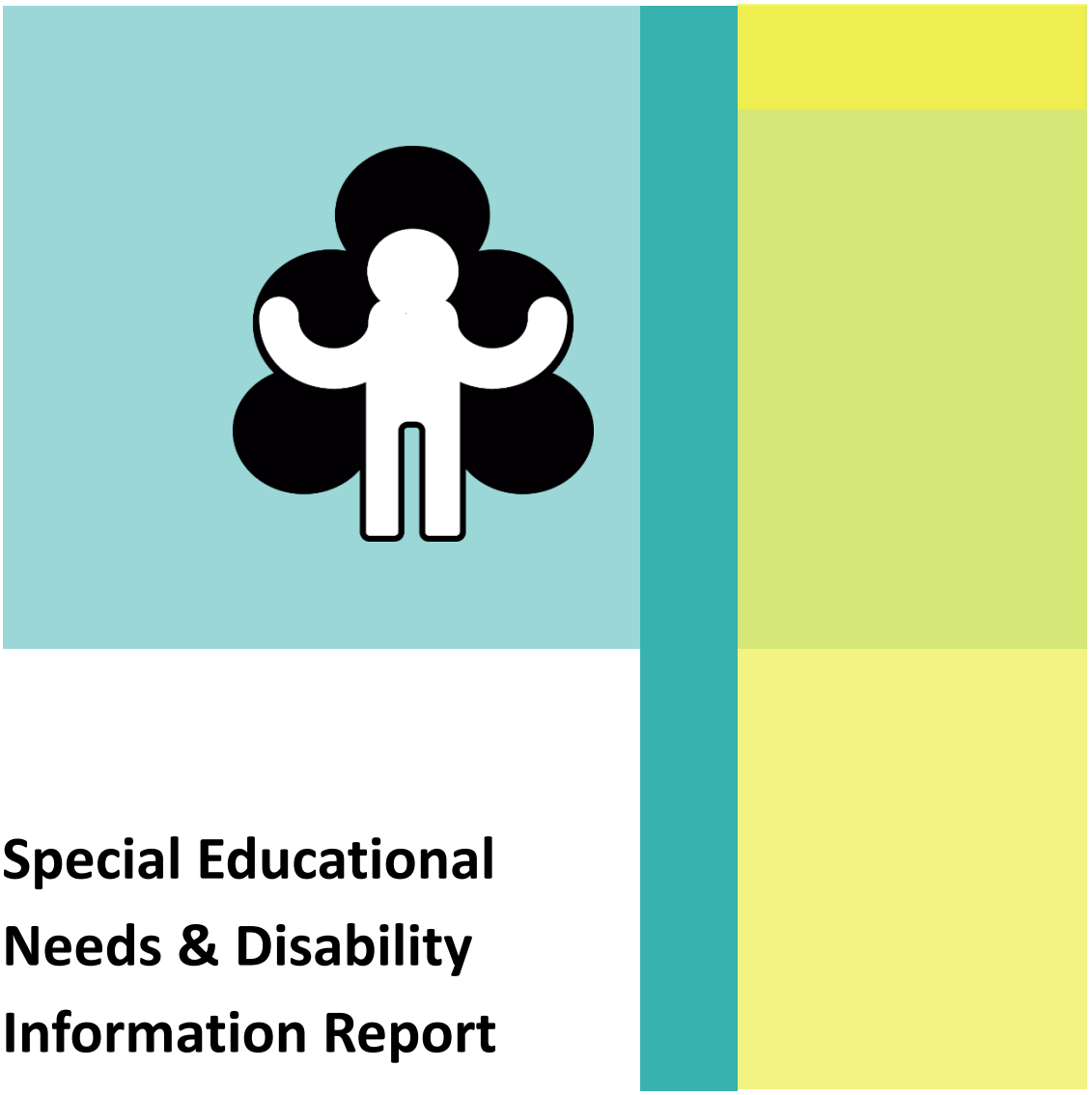
Ashmead School



Special Educational Needs & Disability Information Report

Academic Year 2026 - 27

Our school's approach to supporting pupils with SEND

At Ashmead School, we believe that every pupil has an entitlement to achieve their full potential. High quality teaching and a challenging curriculum is vital; however for some children there are occasions during their school life when additional support may be needed to help them to achieve their targets.

All pupils, including those with a special educational need or disability (SEND) have the right to be fully involved in all that the school offers.

Who are the key people for SEND needs?

Ashmead School Special Educational Needs Co-ordinators		
Ceri Russel	Years 4, 5, 6	send@ashmeadschool.org.uk 01296 484434
Jenny Rogers	Reception, Key Stage 1 and Year 3 Assistant Head - Inclusion	send@ashmeadschool.org.uk 01296 484434
Amanda Stewart	Nursery	office@ashmeadschool.org.uk 01296 484434
Contact for compliments, concerns or complaints		
Michael Pearse	Head Teacher	office@ashmeadschool.org.uk 01296 484434
SEND Governor		
Fazeelat Saleem	Governor	office@ashmeadschool.org.uk 01296 484434
Other key people:		
Patrycja Zalewska	Lead Practitioner for Pastoral and Behavioural support	office@ashmeadschool.org.uk 01296 484434
Cheryl Thompson	Assistant Head – Community and Communication	office@ashmeadschool.org.uk 01296 484434

Catering for different kinds of SEND

These are examples of the different types of SEND that children may have at Ashmead School:

Cognition and learning

- Moderate learning difficulties (finding the learning tricky, even with support)
- Down Syndrome
- Specific learning difficulties (eg dyslexia, dyscalculia and development co-ordination disorder)

Communication and interaction

- Autism
- Speech, Language and Communication needs

Social, emotional and mental health

- Social and emotional difficulties which may lead to becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour
- Mental health difficulties, eg anxiety, depression, self-harm, substance misuse, eating disorders
- ADHD, ADD or attachment disorder

Sensory and/or physical needs

- Visual Impairment
- Hearing Impairment
- Physical disability

What happens when we think a child may have a special educational need?

We follow **The Graduated Approach**.

We track how all children are making progress in their learning from entry at Nursery or Reception to Year 6 using different ways, including **National Curriculum Steps** and the **Early Years Development Matters**. Some children in years 1-6, who are working below the National Curriculum Steps, may be assessed using **PIVATs or Cherry Garden branch maps**.

Children who are not making expected progress are picked up through our termly pupil progress meetings with the class teacher and Head/Deputy Head teacher.

A discussion takes place concerning why individual children may be experiencing difficulties and what further support can be given to help them. We ***Assess – Plan – Do – Review.***

Step	What do we do?	What does this look like?	Who helps?
1	**Ordinarily Available/ Universal Provision** *Provision for all children*	● High quality inclusive teaching ● Flexible grouping ● Effective use of TA support ● Scaffolding ● Help children understand how they are learning ● Clear, explicit teaching ● Provision of additional resources, eg pencil grip, movement breaks, wobble cushion, talking postcard, word banks etc. ● Use of Zones of Regulation ● Visual timetable and supports	Class teacher and Teaching Assistant (TA) Team Leader SENDCo Senior Leadership
2	**Class Action Provision** *Provision for some children who may not be making expected progress*	In addition to Step 1: ● Small group or 1:1 intervention ● Discuss additional support/concerns with parents ● Closely monitor progress and engagement ● Discuss with SENDCo	Class teacher and TA Team Leader SENDCo Senior Leadership
3	**SEND Support Provision** *Provision for a few children who may continue not making expected progress* *up to 13.5 hours a week*	In addition to Step 1-2: ● Child added to SEN Register ● Individual Support Plan created and shared with parents ● Review Support Plan 3 times a year ● Targeted, additional group or individual interventions ● Advice sought from external professionals where appropriate	Class teacher and TA Team Leader SENDCo Senior Leadership
4	**Short-term Intensive SEND Support Provision** *Provision for a limited number of children who are not making expected progress with extra support* *13.5 hours a week for at least 2 terms with a history of limited or no progress*	In addition to Steps 1-3: ● Higher level of adult support if needed ● Further advice sought ● Consider whether an Education Health Care Plan Needs assessment would be appropriate	Class teacher and TA Team Leader SENDCo Senior Leadership
5	**Long-term SEND Support Provision** *Provision for small minority of children* *more than 13.5 hours a week anticipated for long term needs*	In addition to Steps 1-4: ● Education Health Care Plan ● Annual Review held with parents, external professionals, SENDCo and Class teacher.	Class teacher and TA Team Leader SENDCo Senior Leadership

What do we do to identify SEND children across the school?

	What we do	Why we do it
Reception	• Baseline assessments for all children • Language Link screening for all children • Speech Link screening for some children • Termly Pupil Progress meetings following assessments	• Identify starting points • Check understanding of key vocabulary • Identify specific speech sound difficulty • Check progress
Year 1	• Termly Pupil Progress meetings following assessments • Phonics Screening for all children	• Check progress • Check attainment
Year 2	• Termly Pupil Progress meetings following assessments	• Check progress
Year 3	• Termly Pupil Progress meetings following assessments • NGRT Reading assessment	• Check progress
Year 4	• Termly Pupil Progress meetings following assessments • Maths Multiplication Test • NGRT Reading assessment	• Check progress • Check attainment
Year 5	• Termly Pupil Progress meetings following assessments • NGRT Reading assessment	• Check progress
Year 6	• Termly Pupil Progress meetings following assessments • NGRT Reading assessment	• Check progress
All years	• SENDCos and Senior Leaders check assessment data and progress termly • Other assessments may be used for specific children, eg Nessy Dyslexia Screening, Language Link, Speech Link, YARC Reading assessment, Vernon Spellings, Renfrew Expressive Vocabulary Test, Renfrew Action Picture Test	• Check progress and attainment

What is our teaching approach for pupils with SEND?

We are **an inclusive school** that welcomes and celebrates diversity. **We aim for all pupils to be included in our curriculum** and will provide the necessary support to ensure that this is successful. This may include the provision of **one to one** or **small group support** (both in and out of class), specific intervention programmes or the use of specialist equipment and resources. All our staff are trained to make 'reasonable adjustments' according to the needs and differing abilities of children in their class.

In response to identified need, in some year groups there are additional teachers for English and Maths in order to increase adult/child ratios to complement other strategies.

What interventions are there to support these needs, in addition to the curriculum?

Speech and Language Therapy Language Link Speech Link Precision Teaching Attention and Listening Games Pre/post-teaching key vocab Lego Therapy Talkabout social skills groups Zones of Regulation	Letter formation – based on OT scheme and 'Roll and Write' Rainbow Road - Visual memory and listening skills Rainbow Road - Fine and gross motor skills support Speed up Handwriting Sensory circuit activities Dance mat typing skills	Additional 1:1 Reading Hornet Rapid Reading Dockside Reading Nessy – reading and spelling Reading Eggs/Fast Phonics

What training do our staff have?

Ashmead School has a SENDCo responsible for Reception, Key Stage 1 and Year 3 who is a qualified teacher and has achieved the National Award for SEN Coordination. The Key Stage Two SENDCo is also an experienced qualified teacher and has a post graduate certificate in SEN.

Class teachers receive training in SEND during INSET days and Staff meetings throughout the year led by a range of professionals. They also meet with the SENDCos at the start and at regular points during the year.

TAs have received training to deliver 1:1 and group interventions, including:

- Direct Instruction and Precision Monitoring
- Language Link
- Speech Link
- Lego Therapy

One member of staff is ELSA (Emotional Literacy Support Assistant) trained.

The SENDCOs liaise with external agencies, including an Educational Psychologist, Specialist Teaching Service, Speech and Language Therapy and Occupational Therapy who offer direct support, resources, training and advice clinics to staff.

What equipment and facilities do we have for our pupils with SEND?

In consultation with families and external professionals, we endeavour to make reasonable adjustments wherever possible to support children attending the school. Current provision includes:

- Multi-sensory resources, eg fiddle toys, wobble cushion, theraputty, theraband, chew stick, ear defenders
- Access to ICT devices, eg laptop, ipad, talking postcard
- Specialist equipment, eg pencil grip, writing slope, coloured overlay, braille machine
- Disabled toilets
- Access to calm areas, eg quiet room, corridor, Rainbow Room (sensory space), Sensory Pathway (for identified children with specific needs).
- Specific seating adjustments, eg Breezi chair or foot step

In line with Ordinarily Available/Universal Provision, these resources are allocated appropriately to ensure additional needs are met and to overcome barriers to learning. The class teacher, in consultation with the

SENDCo, monitors the quality and impact of this support to ensure it promotes the independence of the child. This takes place on an ongoing basis and through termly reviews of Support Plans.

How are parents involved?

- We have an 'open door' policy and welcome communication with parents
- Parents/carers can request a meeting with the class teacher/SENDCo to raise questions and discuss concerns.
- Children's progress is discussed at Parent Evenings, additional SEN meetings where appropriate and within school reports.
- Support Plans are initially discussed with parents. Parents may be asked to contribute to the 'Child's profile' and the 'skills and strengths' sections.
- Support plans are shared with parents on a termly basis.
- Reports from professionals are shared with parents when they are received.
- Coffee mornings are offered to parents on a regular basis. These sometimes include presentations from other services, eg School Nursing, Mental Health Support Team (MHST) and specialist teachers.
- Parents have the chance to respond to an annual parent questionnaire.

How are children involved?

- Child friendly targets are shared with the children, where appropriate.
- Progress is discussed with the children.
- The child's point of view is discussed with them and may be recorded on their Support Plan in the 'All About Me' section.
- Children with an EHCP are consulted for their views as part of the Annual Review.
- Children have the chance to express their views in an annual pupil questionnaire.

Who do we partner with?

We work with other professionals to meet the needs of pupils with SEND.

This may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Specialist Teaching Service
- Pupil Referral Unit
- Child and Adolescent Mental Health Service (CAMHS),
- Community Paediatricians
- Young Carers
- The Family Support service
- School Nursing Team.

Contact details:

Buckinghamshire SEN Team
https://familyinfo.buckinghamshire.gov.uk/send/

Email: familyinfo@buckinghamshire.gov.uk
Tel: 01296 383293

Buckinghamshire SEND Information, Advice and Support
Email: sendias@buckinghamshire.gov.uk
Tel: 01296 383754

What is Buckinghamshire County's Local Offer?

Information for the Local Offer for Buckinghamshire is available at:
https://familyinfo.buckinghamshire.gov.uk/send/

How do we support children moving to and from Ashmead (transition)?

Starting Reception

During the Summer term, the SENDCo liaises with the relevant nurseries/pre-school settings, alongside the Reception Team Leader, as well as external agencies working with the child where appropriate. When a child has an EHCP, the SENDCo will also liaise with parents.

Moving from Year 6

For children in Year 5 who have an EHCP, transition will be discussed at their Annual Review.

During the Summer term of Year 6, the SENDCo liaises with the secondary schools that pupils with SEND will be moving to in the next academic year. If appropriate, an additional transition programme will be organised during Year 6 for children with SEND. All relevant paperwork will be sent to the new school including reports, SEND support plans and EHC plans.

Other transition
The SENDCOs will liaise with other settings as required.

How are children with SEND included?

Inclusion is promoted in all aspects of school life, including extra-curricular activities, trips and clubs; children with and without SEND are encouraged to take an active part. Risk assessments are carried out and reasonable adjustments made to enable all pupils to become active participants in the wider school community.

If a pupil has an additional medical need, a detailed health care plan will be compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support put in place.

How do we support the emotional and social development of pupils with SEND?

The school provides a **warm, safe and empathetic ethos** where children have the confidence to share their concerns with staff, and know that they will be addressed, to support their emotional well-being. This enables children to learn within a relaxed and secure atmosphere.

All staff appreciate the importance of high self-esteem and resilience to achieve positive well-being. All pupils take part in PSHE lessons but additional social skills and nurture groups are also facilitated.

Feelings

In Early Years, children are introduced to emotions using **Bear Feelings** Cards. All year groups from Years 1 - 6 use the **Zones of Regulation** to develop their emotional self-awareness and regulation skills.

Behaviour Policy

We also follow our behaviour policy which enables us to identify and respond to children's behaviours both through a wide range of rewards and positive praise to support their self-esteem as well as clearly set out warnings and sanctions which parents are kept informed about.

Children may also be given a Positive Intervention Plan which is agreed and shared with parents. This enables us to ensure we can identify and respond to triggers, whilst being consistent in our response.

Other support

The SENDCos work closely with the Pastoral team and Attendance team to ensure early intervention and identification of need. Further information can be found here:
https://www.ashmeadschool.org.uk/Safeguarding/Pastoral-Provisions/

https://www.ashmeadschool.org.uk/Parents/Attendance/

We provide an **Ashmead Young Carers** club. This helps support children who may be helping to care for a parent or sibling at home. We can also refer to Bucks Young Carers.
(https://carersbucks.org/information-for-carers/young-carers/).

Occasionally, a child may be referred to Child and Adolescent Mental Health (**CAMHS**) or MHST for extra support. This is always discussed with parents first.

We also have a **Play Therapist** and identified adults to provide **pastoral support** where children have been identified as requiring extra support with their social, emotional and mental health needs. Referrals are always made with parental consent.

Our children and families can also be offered support through Children's Social Care which encompasses Family Support. In addition to this, we work closely with an early help agency called Thrive, who can offer support for a wide range of needs in the home.

Other pastoral support offered to our children and their families:

- Emotional Literacy Support Assistant (ELSA) sessions
- Lego Therapy
- School council
- Befrienders
- Mindfulness moments
- 1:1 pastoral wellbeing sessions
- Nurture Groups
- MHST workshops
- Young Carers workshops
- Morning Mellow
- Zones of Regulation
- Furry Friends (animal wellbeing sessions)
- Helping Hands

How do we check what we are doing?

- Assessments are carried out pre and post interventions.
- SEND learning walks take place by SENDCo's and other Senior Leaders to observe and evaluate the provision.
- Scrutiny of children's books and their work is compared to other children.
- Termly data and information from teachers and teaching assistants is reviewed.
- Assessments from interventions are reviewed and time is given for consolidation.
- Termly pupil progress meetings with teachers and Deputy Head
- Child and parent voice through questionnaires and discussions.
- Monitoring of intervention records by the SENDCos.
- Evaluate the cost of interventions against the impact made towards progress.
- Assessments/advice from external agencies such as Speech and Language therapists, Occupational therapists and Specialist Teachers.

What is our complaints procedure for SEND pupils?

We encourage parents to discuss any concerns with the class teacher, SENDCo or Head Teachers to resolve any issues. If the issue is not resolved, please refer to the Complaints Policy on the school website.

There are some circumstances, usually for children who have an Educational Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints that fall within this category cannot be investigated by the school.