

SEN Information Report for Ash Grove Primary Academy– in accordance with section 65(3) of the Children and Families Act 2014

1. What kind of Special Educational Needs provision is accessible for children at Ash Grove Primary Academy?

Ash Grove is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, physical ability or educational need.

2. How do we identify children who may have a SEN need?

- Children entering our nursery are baselined according to the Early Years Goals and any needs are identified here.*
- Pupil progress meetings/discussion are every half term from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.*
- Children who may have a SEN need are identified by teachers and parents on a Cause for Concern form which is reviewed at a weekly inclusion meeting. At the inclusion meeting, the headteacher, SENDCo and Inclusion lead determine the next steps for this child.*
- Visually and hearing impaired children will be known to the school through Wakefield's Visual Impairment team. Those children attending the provision have specific assessments and targets set which are age appropriate.*
- School holds termly planning meetings and consultations with a member of the Wakefield's Advisory Team and an Educational Psychologist. These meetings allow staff to share any concerns that they have in agreement with the parent and referral can be made.*

3. What provision is made for children with SEN; with and without an EHC Plan.-in respect of:

a) How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making at termly pupil progress meetings with a member of SLT.

b) What are the school's arrangements for assessing and reviewing progress of children with SEN?

Progress is tracked through termly pupil progress meetings, through reviews with the external support agencies and the SENCO tracks and advises on SMART targets termly according to the whole data collated through assessments, book scrutiny and observations. In addition to this school meets with parents at least three times a year to discuss the progress of their child during a 'Supporting Me to Learn Plan' and 'One Page Profile' meeting with the class teacher and/or SENCO.

c) What is the schools approach to teaching children with SEN?

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through quality first teaching, scaffolding, small group work or through 1 to1 teaching.

d) How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. (See Access Plan)

e) What additional support is available for children with SEN?

The school provides various interventions/support that meet the individual needs of the children (see Local Offer/Provision Map). Children who may require higher levels of support have access to appropriately trained support staff.

f) What support is available for ensuring the emotional and social development of pupils with SEN?

School employs an Inclusion Lead and a Learning Mentors who support the emotional and social development of pupils with SEN. All children have access to an enriched curriculum which promotes our vision and values:

- Proud of our community and our heritage and we know that together we can achieve more*
- Ambitious for our children and have high expectations of what they can achieve*
- Committed to engaging and inspiring learners by expanding their world, vocabulary and experiences*
- Supportive of learners in a positive culture where all are confident to try and believe they can succeed*
- Tolerant and understanding of others who are different to ourselves*

These five aims are threaded through everything we do each day to help nurture the best in everyone.

Nurturing Minds and Hearts – Inspiring Bright Futures

VALUES

At Ash Grove we believe it is vital to educate the whole child. So, we not only develop the academic education of each child but we also support children to develop spiritually, morally, socially and culturally so that they can be good future citizens.

Alongside this we ensure that every child has a good understanding of the world they live in and understands and can demonstrate the fundamental British values identified by the Department of Education.

4. Who is the named SEN contact?

*Mrs Chorley
Ash Grove Primary Academy
Ash Grove
South Elmsall
Pontefract
WF9 2TF
01977640625
cchorley@ipmat.co.uk*

5. What specific expertise is available to children with SEN?

- *Team Teach trained staff in school*
- *All staff delivering interventions are appropriately trained.*

6. What specialist equipment and facilities are there for children with SEN?

- *Occupational Therapy resources can be made available (slanting boards/cutlery) following their observations and recommendations.*
- *School has ramp access to the entrance at school as well as to each classroom.*
- *School has disabled toilets in both buildings.*

7. What arrangements are there for consulting and involving parents of children with SEN?

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, email contact, SEN Plans/provision map discussions, progress reviews and yearly written reports.

8. What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children are aware of their next steps in a way that is appropriate to them. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?

School has a Complaints Policy which parents are requested to follow if they wish to complain about provision. A copy of this policy is available upon request from the School Office or the school website. Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher or SENCO regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.

Parents can also contact WESAIL for impartial advice on:

Telephone: 07961 897036

Email: WESAIL@barnardos.org.uk

10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teachers, speech and language therapist or health colleague to support the child's academic and social progress. The school has a SEND governor who is able to challenge and support the school SENCO to strive for excellence. The governing body receive regular updates from the SENCO and SEND Governor in their termly meetings.

11. What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- *Consultation with parents/carers in how we can best meet the emotional needs of the child.*
- *Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.*
- *Opportunities for the child and parent to have supported visit's to the new situation.*

12. Where is the Local Authorities Local Offer published?

<http://mylocaloffer.org/Wakefield>