



Asfordby Hill Primary School
Welby Road, Asfordby Hill,
Melton Mowbray, Leicestershire
LE14 3 RB
01664 812244
<http://www.asfordbyhill.leics.sch.uk/>

"Achieving High Standards"

Asfordby Hill Primary School Special Educational Needs Information Report

Head teacher: Mrs Phil Millward

SENCO: Mrs Nicola Bailey

Age Range of Students: 4-11

Date of last inspection: 24th May 2016

Outcome of inspection: Good



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School Ethos for SEND

At Asfordby Hill Primary School is a caring and inclusive school, which values the ability and achievement of all its pupils. We are committed to making the curriculum accessible to all pupils through high quality teaching, which meets the needs of all children through the use of varied pedagogical approaches. We believe that all teachers are teachers of all - including those children and young people with Special Educational Needs and/or Disabilities (SEND).

This School fully recognises its responsibility to safeguard and promote the welfare of children at our school.

We recognise that children are unique and learn at different rates. Many factors affect attainment, progress and overall achievement but a child who has Special Educational Needs and/or a disability (SEND) will have a significantly greater difficulty in learning than the majority of others at the same age and/or a disability which prevents or hinders him / her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2014:15-16).

At Asfordby Hill Primary School, we strive to raise the aspirations of and expectations for all children with SEND and we believe that children with SEND have just as much chance to succeed as any other child. Therefore, there is a focus on the outcomes of the individual child and not just on the hours of support and provision put in place. To do this, we aim:

1. To identify and provide for pupils who have special educational needs and/or disabilities;
2. To work within the guidance provide in the SEND Code of Practice, 2014;



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3. To operate a "whole pupil" approach to the management and provision of support for SEND;
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Policy;
5. To provide support and advice for all staff working with pupils with SEND.

Asfordby Hill Primary School is a mainstream setting however staff value all pupils equally and support all children to be fully included in all activities. Within the school, staff will be involved in the best ways to support all pupils' needs. There is a flexible approach to learning styles and organisation in every classroom in order to best support all children's needs. Children with SEN will be able to engage in a variety of classroom activities with children who do not have SEN both in curricular and non-curricular sessions. Activities may be adapted or planned separately as appropriate.

1. Arrangements for consulting parents of pupils with special educational needs

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

The SENCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see or talk with the SENCo at any convenient time if they have a concern or need advice. Termly meetings are arranged with the class teacher to discuss outcomes and objectives, and any new strategies or interventions are discussed. Parents of children who have an Education Health and Care Plan (EHC Plan) are invited to



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discuss their child's progress at the annual review

2. Arrangements for consulting young people with special educational needs about, and involving them in, their education

Children on any stage of the SEN register are involved when setting their targets and are informed about their progress on a regular basis. Pupils are invited to make a contribution during the discussion using the One Planning format. Annual review meetings are held for children who have an EHC Plan to analyse old goals and set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork with support from their teacher, and are invited to discuss their achievements at the start of the Annual Review meeting. The Annual Review meeting follows a person centred approach. Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility. SEN pupils are represented on the school council. When necessary, pupils with SEN have opportunities to work with outside agencies to support social interaction and self-esteem. All pupils with SEN are part of the school system of merits, house/team points, celebration assemblies and class reward systems.

3. The name and contact details of the SEN Coordinator

The SENCO at Asfordby Hill Primary School is Mrs Nicola Bailey. Mrs Bailey can be contacted via the school office on 01664 812244. The SENCO is a qualified teacher and regularly attends courses. She is readily available for appointments to speak to parents. The SENCO is undertaking an accredited SENCO award at Nottingham Trent University.

4. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents or pupils with special educational needs concerning the provision made at the school

All parents have access to the school handbook and SEN Policy through the school website. Appointments are readily available to discuss any SEN concerns with the Head teacher, Assistant Head, SENCo, Class Teacher or Chair of Governors.



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5. Information on where the local authority's local offer is published

Parents can access information on the local offer for Leicestershire at <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

All parents have access to the school handbook and SEN Policy through the school website.

6. Information about the schools' policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have an EHC Plan, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support which is available, activities and emotional support which is additional to those available for all pupils.

The school recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, and as defined in the Code of Practice 0 - 25 years 2014, the school accepts that a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation. Should a specific diagnosis be required, the school will seek professional advice and specialist support.

The School SENCo and EYFS Leader liaise with Pre-School provision to ensure a smooth transition for pupils with a special educational need.



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The school uses both formal assessments and observation to identify children's needs and aims to address these through adjustment of "Quality First Teaching" including learning styles, multi-sensory approaches and work differentiation, intervention strategies, individual and group support. Trained Learning Support Assistants (LSAs) work with children to enable them to access learning opportunities.

The method of identification and provision follows the recommended graduated response: 'Assess, Plan, Do, Review.'

- Quality First Teaching (QFT), for all pupils, taking into account individual learning styles and personal preferences.
- QFT plus additional, time-limited intervention support programmes, either individually or in groups, designed to accelerate learning and enable a pupil to catch-up to expected levels.
- QFT plus increasing individualised programmes of intervention sometimes with recommendations from outside agencies (children working with SEN Support)

Examples of Intervention work may include the following:

- English booster groups- small intervention focus groups Beat Dyslexia, Toe by Toe, Phonics Bug, No nonsense spelling
- Maths booster groups-
- Social skills groups- playtime games club
- Emotion and Social groups- ELSA

If evidence shows that progress has not been made, despite provision of concentrated support, the School or parents may apply for statutory assessment, which may lead to an EHC Plan. The school, child and family will be fully involved in this process.

7. Information on the kinds of special educational provision made in the school



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The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Teacher planning includes differentiated work for children with SEN. Sometimes additional groups may run for small numbers of pupils who need extra support. These include phonic groups, reading support, Focus or Booster groups. We have access to a local authority Speech and Language Therapists and Specialist Teachers who have experience and expertise in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual and auditory impairments.

8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

The SENCo Mrs Bailey is a qualified and experienced teacher who has a B.Ed Hons. She is undertaking the National SENCO Award. She also is undertaking an Autism Level 3 award. The SENCo regularly attends training and meets with other SENCOs in a local cluster group through STEPs. She keeps up to date with current documentation and initiatives. Learning Support Assistants are employed to support classes or individual pupils, delivering interventions and supporting learning. LSAs are employed and trained to support special needs children in all classes, and support during lunch and play times if needed. One trained LSA is used to act as a mentor for the support of children with social, communication, interaction, behavioural and emotional difficulties. All staff have attended courses on Level 1 Autism Trust Training and First Aid training. All teaching staff have attended the level 2 Autism Trust Training. All staff have shared and discussed all pupil profiles through CPD.

9. Information about the schools policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.

All teaching staff are trained to deliver Quality First Teaching to meet the needs of all pupils in their class. However, where a child's needs are significantly different from their peers, or if a pupil has a disability which impacts on their



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education, a variety of strategies and interventions may be used. This may also lead to involvement of external professionals or advice from outside agencies. Pupils and parents will be consulted at all stages of this process.

The school's progress information and feedback on interventions by all stakeholders will identify next steps.

Annual review meetings are held for children with EHC plans to analyse existing goals and set new targets and determine strategies to improve attainment. The SENCo arranges these meetings and arranges for the relevant specialist staff to be present.

Analysis of data takes place regularly by:

- The school's data
- Raise online data
- Individual assessments
- In class assessments
- Reading assessments
- PUMA , PIRA and SATs assessments
- SEN assessments including EP and Specialist Teacher reports

Views are gathered in the form of pupils voice on a one page profile and annual review paperwork. Parents and teaching staff complete their views on the annual review paperwork.

Termly parent meetings are held after reviewing a pupil's progress.

Parents are also invited to Educational Psychologist, Specialist Teacher meetings, multidisciplinary meetings and annual



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reviews. All parental views at these meetings are documented (minutes taken).

The SENCo along with the class teacher, completes any paperwork sent by paediatricians in order to assist with any diagnosis.

The SENCo is used for in-class and school based observations.

The SENCo and teachers also have performance management with feedback by their line manager. LSAs have a performance management with feedback on their groups and teaching.

Regular liaison between teachers and LSAs to evaluate strategies used for lesson planning ensures continuity and progression for all children as well as those with SEN.

10. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Specialist resources are used to aid learning across the school. E.g. lower ability reading books, sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light assessments, left handed scissors, support scissors, easy grip rulers, pencil grips and writing slopes. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. All monies used for specialist equipment is utilised from the SEN budget, EHCP allocated budget or from the pupil premium funds of SEN children.

11. How the governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.

The Governing Body reviews and adopts the school's SEN policy on an annual basis.



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The designated governor for SEN (Mrs S Smith) meets with the school SENCo and reports back to the Governing Body.

The SENCo reports regularly to the Head-teacher and Governing Body on SEND.

The Head teacher reports on Disadvantaged Children, Pupil Premium Plus and Inclusion.

Leicestershire Children's Services and other agencies including Speech and Language, Health professionals, Educational Psychologists, Specialist Teachers, EWMHS, NHS Paediatrician and Social Care.

12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements in accordance with clause 32.

The SEN Policy is available to all parents through the School Website. For services to support families please look at the notice board in the school office entrance and the waiting area outside. Services include the following:

- <http://www.menphys.org.uk/>
- <http://www.melton-mencap.org.uk/>
- <http://www.autismlinks.co.uk/support-groups/group-support-east-midlands/rutland-melton-autism-support-group?region=>
- <http://www.dyslexia.uk.net/>
- <http://ldadyslexia.org.uk/contact-us/helplines/>

13. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.



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The EYFS team, Head Teacher and SENCo liaise with the local pre-schools and arrange for visits in the summer term. Children are invited to transition sessions in the summer term and have a graduated transition to reception. The SENCo will liaise with a pre-school SENCo to ensure information is shared. The SENCo and Year Six teacher liaise with secondary schools to discuss pupil needs. Additional transitional visits are arranged for pupils with SEN if needed. The SENCo will liaise with the SENCo from the local secondary schools to arrange an individual meeting for parents, in order that any worries or issues that they have about transition can be discussed. Copies of essential paperwork are transferred to the secondary schools in the summer term.

This Action plan will be reviewed in October 2018
This Action plan was updated October 2017.