



SEND Information Report & Local Offer 2021/22

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1. What sort of Special Educational Needs does Ashwood Spencer Academy support?

We are committed to removing any barriers to learning a child may have and strive to be fully inclusive in our practice.

Children's Special Education Needs fall into four areas of need and support:

- o Communication and interaction
- o Cognition and Learning
- o Social, Emotional and Mental Health
- o Sensory and/or physical needs.

We use of best endeavours and make reasonable adjustments to meet the individual needs of our children as they arise. At Ashwood Spencer we follow the Graduated Response. The Graduated Response is Derby City Council's approach to improving the support and outcomes for children and young people aged 0-25 years who have, or may have, SEND.

Children with an Educational Health Care Plan or Learning Plan will have a review meeting three times per year. The SEND Plan, Do, Review meetings are held with parents/carers and targets are set for the coming three months for home and school to work on. These targets support your child to work towards the objectives on their EHCP. This may involve interventions, therapies, targeted support and specialist work on specific areas e.g. Communication. At these meetings, home or school can suggest the involvement of outside professionals to support your child's learning.

A SEND Plan Do Review includes;

- o Plan- Learning activities to the meet the needs of the pupil.
- o Do- Interventions/support will be delivered
- o Review- the effectiveness of the intervention/support will be reviewed

We aim to work with the pupils and involve parents in this process.

For pupils who attend Ashwood Spencer Academy with an Education Health and Care Plan (EHCP) we will personalise teaching to support your child's individual needs. Some children with an EHCP may benefit from accessing our Team Friendship or Team Courage provision.

If further support or exceptional needs funding is required this can be discussed at annual reviews. The annual reviews will be held earlier where necessary. They will then liaise with Vulnerable Learners Service Derby City Council. Resources in school as well as staff CPD reflect the diverse but challenging needs of our pupils, budgets are allocated and spent in conjunction with the Principal and the Governors.



2. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

Vice Principal for Inclusion & SENDCO- Kim Smith
Assistant SENDCO - Michelle Sims

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all the children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are: involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how your child is doing.
- Co-ordinating all the support for teachers and pupils with Special Educational Needs or Disabilities
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc ...
- Updating the school's SEND register (a system for ensuring all the SEND needs of a person in this school are known) making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for the teachers and support staff in the school so they can help children with SEND in the school and achieve the best progress possible.

Your Child's Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing individual Provision Maps, reviewing these once each term and sharing with parents.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in the classroom and for all the pupils they teach with any SEND.

Principal



Responsible for:

- The day to day management of all aspects of the school; this includes the support for the children with SEND.
- Delegating responsibility to the SENDCO and the class teachers, but still be responsible for ensuring that your child's needs are met.
- Communicate to the Governing Body so that they are kept up to date about any issues in the school relating to SEND.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

3. What are the different types of support available for children with SEND at Ashwood Spencer Academy?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching (QFT).

For your child this means:

- That the teacher has the highest possible expectations for your child and all pupils in the class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- That different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- That your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as part of excellent classroom practice when needed. QFT can include a range of strategies to support your child to learn and develop in a mainstream setting, such as: making suitable adaptations, agreeing consistent routines and boundaries and having clear strategies in place.

Specific group work with in a smaller group of children.



This group is often called an intervention group by schools and may run in the classroom or outside. It may be run by a teacher or most often a teaching assistant who has had training to run these groups.

This means your child has been identified by the class teacher as needing some extra support in school.

That all teaching is based on building on what your child already knows, can do and can understand.

- They will engage in group sessions with specific targets to help them to make more progress.
- A teaching assistant/teacher will run these small group sessions using the teacher's plan or advice from an outside professional (such as a Speech and Language Therapist)

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies e.g. Speech and Language Therapy Occupational Therapy groups

Stage of SEN Code of Practice: SEN Support - This means they have been identified by the class teacher/SENDCo as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the Specialist Teaching and Educational Teaching Service (STePS), Autistic Spectrum Disorder (ASD), Visual Impairment (VI), Hearing Impairment (HI), or Physical Impairment (PI) Team.
- Outside agencies such as the Speech and Language Therapy (SaLT) Service.

That all the teaching is based on building on what your child already knows, can do and can understand.

- Your child will have been identified by the class teacher/SENDCo as needing more specialist input instead of, or in addition to QFT and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include;
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. speech and language
 - A group or individual work with an outside professional
- The school may suggest that your child needs some individual support in school. School will tell you how the support will be used and what strategies will be put in place



This type of support is available for children with specific barriers to learning that cannot be overcome through QFT and intervention groups

Specific Individual support

From September 2014 this is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Specialist Teaching and Educational Teaching Service (STePS), Autistic Spectrum Disorder (ASD), Visual Impairment (VI), Hearing Impairment (HI), or Physical Impairment (PI) Team.
- Outside agencies such as the Speech and Language Therapy (SaLT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the LA (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professional involved with your child to write a report outlining your child's needs. If the LA do not think your child needs this, it will ask the school to continue with the support at SEN Support.
- The EHC Plan will outline the type of individual/small group support your child will receive from the school and other services such as health and how the support should be used and what strategies must be put in place. It will also have a long, and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which include your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong

4. How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.



If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Principal.

If you are still not happy you can speak to the school SEND Governor: Suzanne Greateorex

5. How will the school let me know if it has any concerns about my child's learning in school?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more details and to:

- Listen to any concerns you may have
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning.

6. How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Derby City LA, included money for supporting children with SEND.

The principal decided on the budget for Special Educational Needs and Disabilities in consultation with the governors, on the basis of needs in the school. The following information is considered:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

7. Who are the other people providing services to children with an SEND in this school?

Directly funded by the school:

- Two full time Learning Mentors
- One full time Behaviour Mentor
- Family Support Worker
- Designated Safeguarding Lead
- Designated teacher for children who are looked after by the LA



- Additional sessions from the LA EP.
- Three members of staff who are trained in Forest Schools
- Two full time specialist SEND teaching assistants based in our specialist provision
- Teaching assistants working across classes in each year group
-

The school can access agencies that are provided centrally by LA, but delivered in school:

- Educational Psychology Service
- Local Authority central services such as the Specialist Teaching and Educational Teaching Service (STePS), Autistic Spectrum Disorder (ASD), Visual Impairment (VI), Hearing Impairment (HI), or Physical Impairment (PI) Team.
- Outside agencies such as the Speech and Language Therapy (SaLT) Service.

Provided and paid for by the Health Service (Derby City and Derbyshire NHS Trusts) but delivered in school:

- School Nurse

8. How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo and Assistant SENDCo's job is to support the class teacher in planning for children with SEND. Both the SENDCo and Assistant SENDCo hold qualifications relating to SEN&D.

The Assistant SENDCo holds The National Award for Special Educational Needs Coordination. The SENDCo (Vice Principal for Inclusion) is an experienced SEN&D teacher and special school leader who has worked as a Specialist Leader of Education for SEND and has an MA Education (SEN&D). The Vice Principal is currently undertaking the final stages of a doctorate with a theoretical framework embedded in inclusion and disability studies. The SENDCo's research investigates physical skills required for signed communication systems.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. Staff Induction supports teachers and teaching assistants to further develop their knowledge of inclusive practice and supporting pupils with SEN&D. Further training on SEN&D issues such as ASD, Dyslexia and Speech and Language difficulties are provided to staff through workshops and bespoke training opportunities.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Specialist Teaching and Educational Teaching Service,



Speech and Language Therapy.

9. How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Teaching and learning strategies are discussed at Aspire meetings which support inclusive practice seeking the best approaches to overcome barriers to learning and support inclusion.

Specially trained support staff can adapt the teachers' planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

10. How will we measure the progress of your child in school?

Your child's progress is continually monitored by his / her class teacher.

Children's progress is discussed in depth at Aspire meetings. Their progress is reviewed formally each term and a judgement made about their level of progress.

If your child is in Year 1 or above and working significantly lower than his or her peers, a more sensitive tool may be used to capture small steps of progress and identify appropriate targets for your child to work towards. At Ashwood Spencer Academy we use iASEND which is a planning and assessment tool which uses objectives from the National Curriculum which are broken down into smaller and manageable steps, which identifies your child's personal progress. iASEND focuses on barriers to learning, and provides an assessment for learning tool.

At the end of each Key Stage (i.e. at the end of year 6) all children are required to be assessed formally using Standard Assessment Tests (SATs). This is something the government requires all schools to do and these are the results that are published nationally.

Children at SEN Support will have an Individual Provision Map which will be reviewed and communicated to you, every term and the plan for the next term made. This will be bespoke to your child's needs and supports them to make progress in their learning.

The progress of children with an EHC Plan is formally reviewed at the Annual Review including all adults



involved with the child's education.

11. What support do we have for you as a parent of child with an SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENDCo and Assistant SENDCo are available to meet with you by appointment to discuss your child's progress or any concerns you may have.

All information from outside professionals will be discussed with you and with the person involved directly or where this is not possible, in a report.

Individual Provision maps will be reviewed with you each term.

Homework will be adjusted as needed to your child's individual needs.

A home/school contract book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Our family support manager and worker are available to discuss specific concerns.

We run and host a range of parenting workshops and drop-ins to support parents.

12. How will my child's views be considered? How will my child be involved in decisions about their education?

The class teacher has regular conversations with your child about the progress that they are making and the steps that they need to take to support their learning and progress.

Children with Individual Provision Maps are asked for their views on a termly basis. They are invited to attend an inclusion meeting and given the opportunity to talk about what is going well, what they would like to improve and what they think would help.

Our Learning Mentors and specialist TA's regularly deliver small group and one-to-one interventions to support children to develop their communication skills so they can develop their ability to share their thoughts and express opinions.



Pupil Passports will be completed annually to support transition to the next year group. These will be completed with your children at the beginning of the new school year.

For children who are unable to express an opinion for themselves, because of either age or disability, staff will use observations to note their preference for certain activities.

13. How is Ashwood Spencer Academy accessible to children with SEND?

The building is accessible to children with physical disability via ramps and a lift to the first floor.

We ensure that equipment used is accessible to all children regardless of their needs.

To support inclusion, pupils in our Team Friendship and Team Courage classes are supported by a Total Communication approach. Throughout our school, individual communication support and visuals are used to support teaching and learning.

After school provision is accessible to all children including those with SEND.

Extra-curricular activities are accessible for children with SEND.

14. How will we support your child when they are leaving this school OR moving on to another class?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child,
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All Individual Provision Maps will be shared with the new teacher.
- If your child would be helped by a book or social story to support them understand moving on, then this will be made for them.

In Year 6:



- The Y6 staff will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will participate in focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in the most cases staff from the new school will visit your child in this school.

15. What is in place to improve the emotional and social development of my child?

Wellbeing is a key aim in our school development plan with the core objective to develop positive relationships and know how to express a range of emotions. Our curriculum is designed to develop these skills. Each day is themed to promote health and wellbeing across the school; Mindful Monday, Talking Tuesday, Wellbeing Wednesday, Thoughtful Thursday and Feel Good Friday. We have designed our timetable, to enable pupil's opportunities to develop their emotional wellbeing on a Monday. 'Mindful Monday' promotes positive attitudes and behaviour towards learning, introducing the week gradually rather than abruptly. There is a staff group dedicated to Health and Wellbeing in order to promote positive health and wellbeing for all. Each class takes part in peer massage or yoga on a daily basis and mindful colouring and calm music is used to encourage children to regulate their emotions, relax and focus.

In addition, our pastoral team provide tailored support with developing social and emotional development to pupils who require it.

16. What measures are in place to prevent bullying?

Staff have high expectations for behaviour and these through our DREAM expectations. Children are taught to show respectful attitudes towards each other and there are clear systems in place to deal with instances where pupils have unkind or disrespectful to one another. In lessons and assembly pupils are regularly reminded what bullying is and it is made clear that it is not accepted at Ashwood Spencer Academy. Positive relationships between staff and pupils ensure a culture of openness with opportunities for pupils to express concerns including those around bullying to adults in school. Instances of bullying are recorded and monitored, they are discussed regularly to ensure appropriate action is taken in a timely manner. Please refer to our Behaviour and Anti-bullying Policy and Inclusion Policy for more information.

17. What arrangements are in place to support children with SEN who are looked after by the local authority?

The designated teacher for children who are looked after by the LA will work closely with the SENDCo and



LA to ensure appropriate provision is put in place and reviewed regularly.

18. What are the admission arrangements for children with SEN?

We follow the admission process and procedures set out by Derby City. Pupils with an EHCP will be considered a priority over other pupils. Please see the admissions policy for full details.

19. How do I contact school staff?

We encourage parents to discuss any concerns they may have as and when they occur, in person with the class teacher. Parents are also invited to contact our SENDCo.

- SENDCo & Vice Principal for Inclusion - e: k.smith@ashwoodspencer.co.uk
- Principal - Paula Baines-Chambers - e: head@ashwoodspencer.co.uk
- SEND Governor: Suzanne Greateorex - e: sgreateorex@ashwoodspencer.co.uk
- Our Contact number: 01332 348356
- Website: www.ashwoodspencer.co.uk

20. Related policies

- Accessibility policy and access plan
- Admissions policy
- Equality and diversity policy
- Behaviour and Anti-bullying policy
- Inclusion Policy
- Safeguarding and child protection
- 'A SEN DREAM Curriculum'

21. Derby City Council's Local Offer

To find out about services and support available in the Local area can be accessed through Derby City Council's Local Offer: Available at <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/about-the-local-offer/>

22. Glossary of Abbreviations



Abbreviation	Meaning
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AHT	Assistant Head Teacher
ASD	Autistic Spectrum Disorder
SEMH	Social, Emotional and Mental Health
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CP	Children Protection
DCD	Developmental Co-ordination Disorder (also known as Dyspraxia)
EAL	English as an Additional Language
EH	Early Help
EP	Educational Psychologist
HI	Hearing Impairment
LA	Local Authority
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PI	Physical Impairment
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty (usually refers to Dyslexia and/or Dyscalculia)
STePS	Specialist Teacher and Educational Psychology Service
VI	Visual Impairment