



Ashgate Primary School
Inclusion
Special Educational Needs and Disabilities Policy
2025 – 2026

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Review Date: **September 2025**

Next Review Date: **September 2026**

COMPLIANCE:

This policy has been created by the school Special Educational Needs Co-ordinator (SENCo) in liaison with the Headteacher, the Special Educational Needs and Disabilities (SEND) Governors and in consultation with Parents and pupils with SEND in line with current reforms. It complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Disability and Equality Act 2010: advice for schools DfE Feb 2013.
- SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Safeguarding Policy.
- Statutory Guidance on supporting pupils at school with medical conditions April 2014.
- Accessibility Plan.
- Teachers Standards 2012.

The Aims and Ethos of Ashgate Primary School

“Ashgate Primary School is an outward looking, forward thinking school, striving for excellence in all it does. High quality pastoral care underpins a broad and relevant curriculum, associated policies and practices, all of which prepare children for life in a fast changing, modern and culturally diverse Britain. Always ‘moving forward and aiming high’, Ashgate Primary School is a hub of excellence, serving the local and global community regardless of need or ability.”

The Governing Body has agreed with staff that the school should aim to: -

- provide a secure and happy environment for the children to work in.
- develop a love of lifelong learning and encourage the children to achieve their full potential.
- respect the various cultural, religious and social backgrounds of individual pupils.
- encourage and develop links with the local community.
- encourage care and respect for the world around.
- develop self-esteem and appreciation of the achievements of others.
- develop courtesy, good manners and consideration for others.

Aims and Objectives of this policy

- Ashgate Primary School aims to ensure that all children, including those with Special Educational Needs, are owed the opportunity to develop their full potential, whatever their needs.
- We believe that every teacher is a teacher of every child and young person, including those with Special Educational Needs and Disabilities (SEND).

Objectives:

Classroom teachers are responsible and accountable for the progress and development of the pupils in their class. If pupils are not responding to high quality teaching and differentiation in class, the teacher and the SENCo will gather information to identify if the pupil has SEND by:

- Identifying and provide for pupils who have Special Educational Needs and additional needs.

- Working within the guidance provided in the SEND Code of Practice 2014.
- Operating a “whole pupil, whole school” approach to management and provision of SEND.
- Using the graduated response as outlined in the Code of Practice by going through a cycle of plan, do and review, to assess any interventions put in place to support SEND pupils.
- Establishing effective systems of early identification through internal and external assessments and liaison.
- Providing support and advice for all staff working with children with Special Educational Needs.

In pursuit of our objectives Ashgate Primary School aims to support individual pupil’s needs by:

- Establishing effective and early systems in the identification and communication for SEND.
- Taking into account the wishes of the child concerned, in the light of their age and understanding.
- Working in partnership with parents and take into account the views of individual parents in respect of their child’s particular needs.
- Meeting specific needs of pupils by providing one to one or small group work and/or appropriate interventions for Maths and English.
- Providing in-class support from named Learning Support Assistants and good management of appropriate resources to ensure all children’s needs are met.
- Providing break and lunchtime supervision if appropriate.
- Completing an Annual Review for all pupils with Statement of Special Educational Needs or Education, Health and Care plans.
- Meeting with parents of pupils with Special Educational Needs on three occasions throughout the year to discuss progress.
- Termly meetings with Teaching Assistants to monitor the progress of children with SEND in line with the Schools Assessment Policy.
- Establishing and monitoring up to date SEND records for the school.
- Working in close partnership with providers of specialist services for pupils with SEND e.g. Changing Lives, Educational Psychology Service, Local Inclusion Officer, Support services for physical, visual and hearing impairments and medical specialist.
- Continuing to raise staff awareness and expertise through INSET (Staff Training Days)

IDENTIFYING Special Educational Needs

Definition:

According to the Special Educational Needs Code of Practice (July 2014).
There are 4 broad areas of need:

Communication and Interaction – children who have difficulty communicating with others.

- Speech, language, and communication needs (SLCN)
- Autism Spectrum Disorder (ASD) – difficulties with social interaction.

Cognition and Learning – children who learn at a slower pace than their peers, even with appropriate differentiation.

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD) – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) – affecting one or more specific aspects of learning e.g. dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties – a wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging and/or disruptive behaviour, anxiety, depression, self-harming, substance misuse, eating disorders and other physical symptoms.

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder.

Sensory and/or Physical Needs

- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability.

In practice, individual children will have needs that cut across a number of areas and their needs may change over time.

The following children may not have SEND but they may have a need which could impact on their progress and attainment. These children will be identified on the provision map to enable us to monitor their progress.

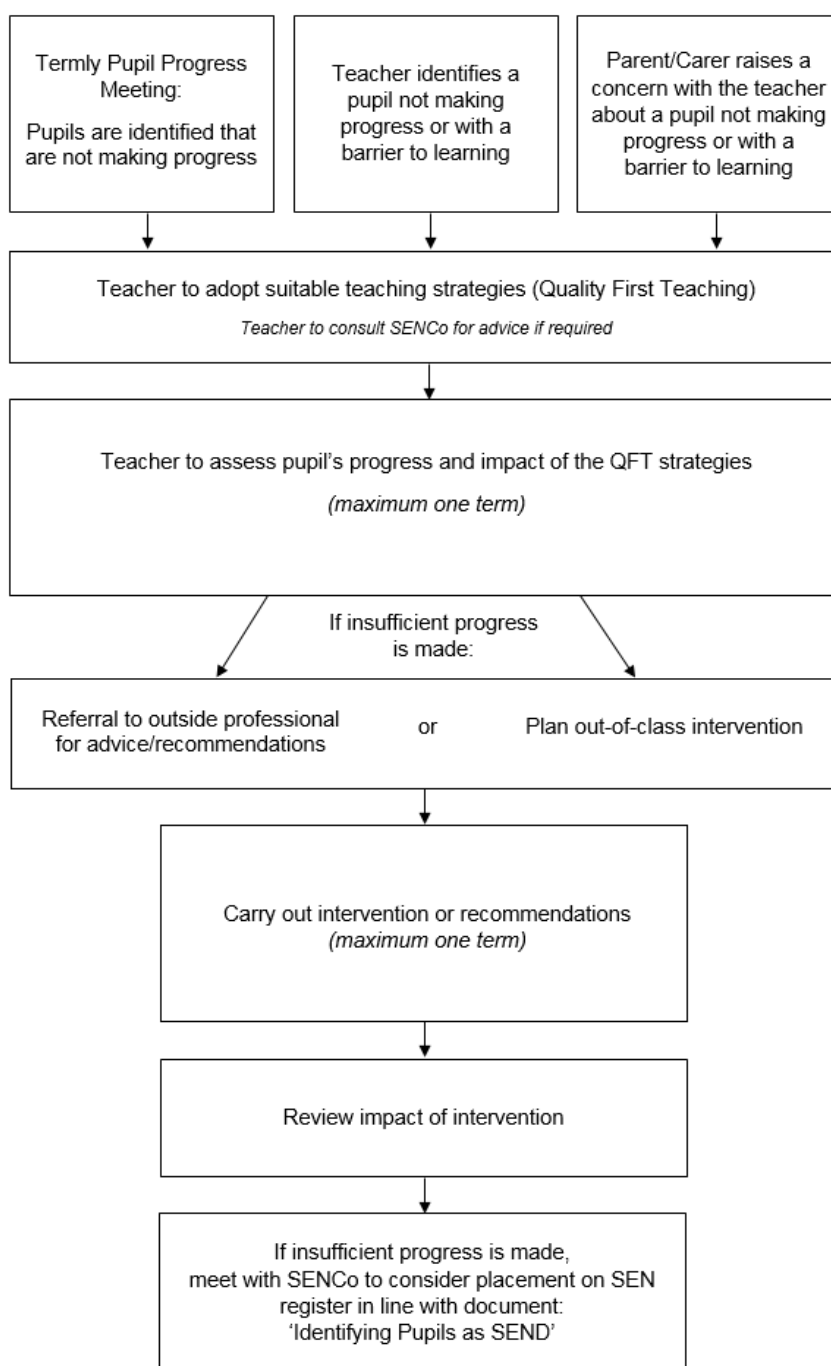
- Pupils with a disability where the school has made 'reasonable adjustments' to meet their needs.
- Attendance and Punctuality issues.
- Health and Welfare needs.
- Have English as an additional language (EAL)
- Are in receipt of Pupil Premium funding.
- Is a Child in Care (CIC) / Looked After Children (LAC)
- Is a child of a parent in armed forces.

There are a number of ways in which pupils might be identified as having barriers to learning, including:

- At 'Pupil Progress Meetings' - Teachers meet with a member of the senior leadership team regularly as part of these meetings to discuss children's progress – concerns could be raised if pupils are not making expected progress
- Monitoring - Senior leaders monitor termly assessments, data, exercise books and lessons as part of their monitoring activities, and could then identify pupils not making expected progress
- Parents' Evenings - Teachers meet parents/carers regularly for 'Parents' Evenings' during which parents could identify concerns about their child's progress
- Referrals - Teachers can refer children to the SENCo if they have concerns about a specific child or want support in putting provision/interventions in place for children who aren't making expected progress

We have a flow diagram (figure 1) to show how this process should look once a child has been identified as not making expected progress:

Figure 1



A GRADUATED APPROACH TO SEND SUPPORT.

In order to help all children who have Special Educational Needs, Ashgate Primary School, will adopt a graduated response that encompasses an array of strategies, recognising a continuum of Special Educational Needs. The school will adopt and closely follow the SEND Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs.

The following principles, which are central to the Code of Practice, shall be regarded:

- Provision for a child with Special Educational Needs should match the nature of their needs.
- There should be careful, regular recording of a child's Special Educational Needs, the action taken and the outcomes.

Quality First Teaching

First and foremost, we believe that the biggest impact on teaching and learning of all pupils is quality teaching in the classroom (Quality First Teaching). Therefore, all teachers are expected to plan differentiated lessons so that all children can access the curriculum. Examples of differentiation methods include: a differentiated learning objective; use of different resources; planned adult support; extra time to complete a task. Some children may need specific resources to support their learning; examples of this are: a laptop to type rather than hand-writing pieces of work; an easy-speak microphone to record ideas and then write as pupils play it back to themselves; first and next boards to communicate what task should be completed first before moving on. These strategies can be recorded on the One Page Profile so that all staff are aware of what works well for pupils in lessons. Strategies and good practice for differing needs are outlined in a document called 'Quality First Teaching' which is made available to all class teachers in the class SEND folder and on Share Point.

Those children working well-below the year group expectations will often need a separate programme of study, particularly for English and maths. Teachers are expected to provide planning for the teaching assistants in delivering such a programme, and to be part of the delivery and assessment on a regular basis.

Assess - Plan - Do - Review

If Quality First Teaching does not give the pupil enough support to make progress, then we refer to the flow diagram (see figure 1). This means **assessing** the pupil; **planning** provision (intervention in or out of class); carrying out (**doing**) the intervention and **reviewing** its success (at One Page Profile meetings with parents, Pupil Progress Meetings or through submission of intervention programme impact forms submitted to the SENCo. At this point we then amend the provision to ensure progress in the following term (and at this point some children may need to be added to the SEND Register/Provision Map).

MANAGING PUPILS NEEDS ON THE 'SEND REGISTER/PROVISION MAP'

Pupils deemed to require SEND Support will be placed on the SEND Register/Provision Map in consultation with parents. Parents will be consulted at least three times a year (including parents evening) whilst their child remains on the register.

In addition, children who are deemed 'at risk', but do not necessarily meet such a criteria, may be added to the register, under the category of 'Monitoring' (M) to prevent potential oversights during transitional periods.

When on the Provision Map and with interventions in place, the school will use the 'ASSESS – PLAN – DO – REVIEW' model for tracking effectiveness.

When pupils have made accelerated progress and are no longer deemed to need SEND intervention, they will be re-categorised as 'Monitoring', 'M', to secure successful transition from SEND status. This step will include consultation with parents and the pupil.

The SENCo will keep the information on the SEN Provision Map up to date and this will be revised each term.

For those children deemed 'high need' ('High Need', formally SEN +, is defined as a pupil who requires external support from specialist provision, that is not available within the school), the SENCo will engage with specialists, such as Educational Psychologists, Speech and Language therapy and liaise with Health and Social Care agencies.

Referral documentation will be completed by either the SENCo or the Headteacher in consultation with parents. The SENCo is responsible for all referrals made and a copy of all documentation will be held by the SENCo in the pupils SEND file. Children at this stage will have their needs outlined in a Personal Support Plan (PSP) which will be reviewed in consultation with Parents, Staff and Children three times a year.

If at the review stage of the model, the SENCo, external specialists, parents and the child feel that despite appropriate intervention and support being in place, progress is not being made and the concerns remain, the school may make the decision to request an Education, Health and Care plan (EHC) from the Local Authority. The parents and the child will remain fully informed of and involved in this process.

MEDICAL CONDITIONS

Ashgate Primary School keeps a separate record of children who have a diagnosed medical condition. A medical condition is not an automatic indicator of an SEND need. Children will only be identified as needing SEND support if that medical condition impacts on their learning as outlined in The 0-25 Special Educational Needs and Disability Code of Practice (2014).

SUPPORTING PUPILS AND FAMILIES

Ashgate Primary School will help to guide and support children and their parents by:

- Signposting them to the Local Authority Local Offer ([hyperlink on website](#))
- Provide a link on the website directly to the SEND information report.
- Establishing links with external agencies to support the family and the children.
- Signposting towards the school Admissions Policy.
- Providing additional support at times of transition.
- Managing the medical conditions of pupils in line with the schools Managing Medical Conditions Policy.
- Meetings with parents to enable them to help their child.

MONITORING AND EVALUATION OF SEND

Ashgate Primary School regularly and carefully monitors and evaluates the quality of provision by:

- Implementing a Graduated Response; the ASSESS – PLAN – DO – REVIEW model.
- Pastoral Team meetings with the Headteacher.
- Termly Pupil Progress meetings.
- Performance management of Teachers and Teaching Assistants.
- Intervention data tracking.
- PSP reviews three times a year, or sooner if required.
- Termly feedback to Governors of the Teaching and Learning Committee about the quality of Teaching and Learning

- Book Scrutiny
- Learning Walks
- Regular auditing of Parental, Pupil and Staff views by governors and SENCo.

TRAINING AND RESOURCES

SEND support at Ashgate Primary School is funded through the normal school budget, additional high needs funding may be awarded by the local authority for pupils with an Education, Health and Care Plan. Where appropriate, funding may be sourced via the Pupil Premium, although this will not necessarily be available for all pupils. Such funding must be used in line with protocols agreed by DfE and the governing body.

The SENCo regularly attends Local Authority training and attends the SEND Network Meetings in order to remain up to date with local and national updates.

ROLES AND RESPONSIBILITIES

Governing Body

In conjunction of the Headteacher they will:

- determine the school's general policy with approach to provision for children with Special Educational Needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint a SEND link Governor to take particular interest in and closely monitor the school's work on behalf of the children with Special Educational Needs. Currently this is **Vicky Longbone**.

Headteacher

- To hold responsibility for the day-to-day management of all aspects of the school's work including provision for all children with SEND.
- To work closely with the SENCo, to keep the governing body informed about the provision for children with SEND including the allocation of resources needed to meet individual needs.
- Ensure that staff responsibilities for Special Educational Needs are known to and understood by all.
- Ensure that all programmes for the identification and support of Special Educational Needs are followed.
- Ensure that the changing needs of pupils are monitored as they pass through the school.
- Ensure that the arrangements are made for the Annual Review of pupils with Statements or Education, Health and Care Plans.
- The budget allocated through the Statement of Special Educational Needs for any child is used to the best effect to support the identified needs.
- Ensure that school funded support staffs are deployed to most effectively support special needs within the school.
- Ensure that all staff are aware and suitably trained with regards the issues related to safeguarding of vulnerable children, including those with Special Educational Needs.

SENCo

- To work closely with the Headteacher to help determined the strategic development of the SEND policy and provision.
- To have responsibility for the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for all the children with Special Educational Needs.
- Liaising with and advising colleagues.
- Advice given with regards to managing the Learning Support Assistants.

- Ensuring relevant information about individual children with Special Educational Needs is collected, recorded and updated ensuring there are appropriate PSPs and Care Plans are in place.
- Advising on the use of the school's delegated budget / other resources to meet children's needs effectively.
- Liaising with the parents/carers of children with Special Educational Needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including the Local Authority Support Services and Educational Psychology Services, Health and Social Services and voluntary bodies.
- Liaising with potential next providers of education to ensure all parties are informed and a smooth transition is secured.
- Working with the Headteacher and school governors ensuring that the school meets its responsibilities under the Equality Act 2010 re. reasonable adjustments and access arrangements, via accessibility planning
- Reporting to the Governing Body the Impact of provision for children with Special Educational Needs at least 3 times a year.
- Coordinating Annual Reviews for children with a statement of special education needs or Education, Health and Care plan.

Teaching Assistant Line Manager

- To oversee the day to day operation of the Teaching Assistants, under guidance of the SENCo regarding the needs of the pupils.
- Ensure all Teaching Assistants timetables are regularly updated and adhered to.
- Ensure Teaching Assistants are keeping records of progress when working with individual / groups of pupils.
- Ensure the SENCo is regularly updated on progress or issues arising.

Learning Mentor/Child and Parent Support

- To support the school community in matters of SEND that are not necessarily a result of, but may have an impact on, academic matters.
- Liaise with staff and SENCo to initiate Team Around the Family (TAF) needs.
- Carry out a TAF with parents/carers.
- To have regular TAF meetings with parents/carers and relevant outside agencies.
- Report to parent/carers, SENCo, staff and outside agencies any actions arising from the TAF.
- Liaise with parents/carers to discuss concerns and issues around pupil needs.
- Liaise with outside agencies and professionals, including the Multi-Agency Team (MAT), Child and Adult Mental Health Service (CAMHS) and School Health.

Teaching and Non-teaching Staff

- To be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs.
- To be aware of their responsibilities to children with Special Educational Needs as defined in the School Teachers Pay and Conditions Document (STPCD) 2014.
- Take into account the type and extent of difficulty experienced by the pupil when planning and delivering the curriculum and assessment (LSAs under the guidance of Teaching staff).
- Take specific action to provide access to learning, for pupils with Special Educational Needs, working closely with representatives of other agencies who may be supporting the pupil.

The staff member responsible for Safeguarding and managing Pupil Premium funding, managing the school's responsibility for meeting the medical needs of pupils and Looked After Children Funding is **Mr Seargent/Mrs Forte**.

STORING AND MANAGING INFORMATION

The school complies with statutory requirements regarding storing and managing information and Data protection.

REVIEWING THE POLICY

The SEND policy will be reviewed annually in line with NASEN recommendations. All changes that are required will be approved by Governors.

ACCESSIBILITY

See Ashgate Primary School's Accessibility and Admissions Policies.

DEALING WITH COMPLAINTS

Parents are encouraged to contact the school about any matter and can make an appointment to visit the school. If parents have a concern about their child's education, they should contact the Class Teacher, SENCo or Headteacher initially. Matters of school policy or professional issues can be referred to the Head Teacher or any member of the Senior Leadership Team (SLT). If the matter is unresolved, a member of the school SLT should make them aware of and give access to the schools Complaints Policy.

If there are issues concerning a Statement of Special Educational Need, then the procedures to address this are set out in the Code of Practice 2014.

INCLUSION

At Ashgate Primary School we pride ourselves on being fully inclusive. We make child centred decisions and strive to ensure that all children are exposed to and receive the same opportunities as their peers regardless of circumstance.

The school has an Equal Opportunities Policy which outlines, in detail, practices applied to secure this.