



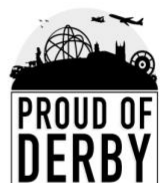
Inclusion (SEND) School Information Report 2025/2026

**LIVING MY
BEST LIFE**

Last Updated Sept 2025



Derby City Council



This document has been written within the context of the Governors' aims and objectives, which they summarise in the mission statement;

"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."

Ashgate Primary School is an inclusive school where diversity is celebrated.

What is SEND and SEND support?

SEND stands for special educational needs and, or a disability.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school life.

Who are the best people to talk to at our school about my child's difficulties with learning/SEND?

The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEND Policy is followed in their classroom

SENDCo – Mrs S Patrick

SEND governor – Vicky Longbone

Inclusion Lead – Mrs S Burnside

Learning Mentor - Miss L Richardson

They are responsible for:

- developing and reviewing the school's SEND Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEND provided for in our school are:

When identifying the nature of a CYP special educational needs, the four areas of need are taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

The school recognises that the CYP may need support in more than one of these areas.

How are CYP with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2014, a CYP has SEND 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

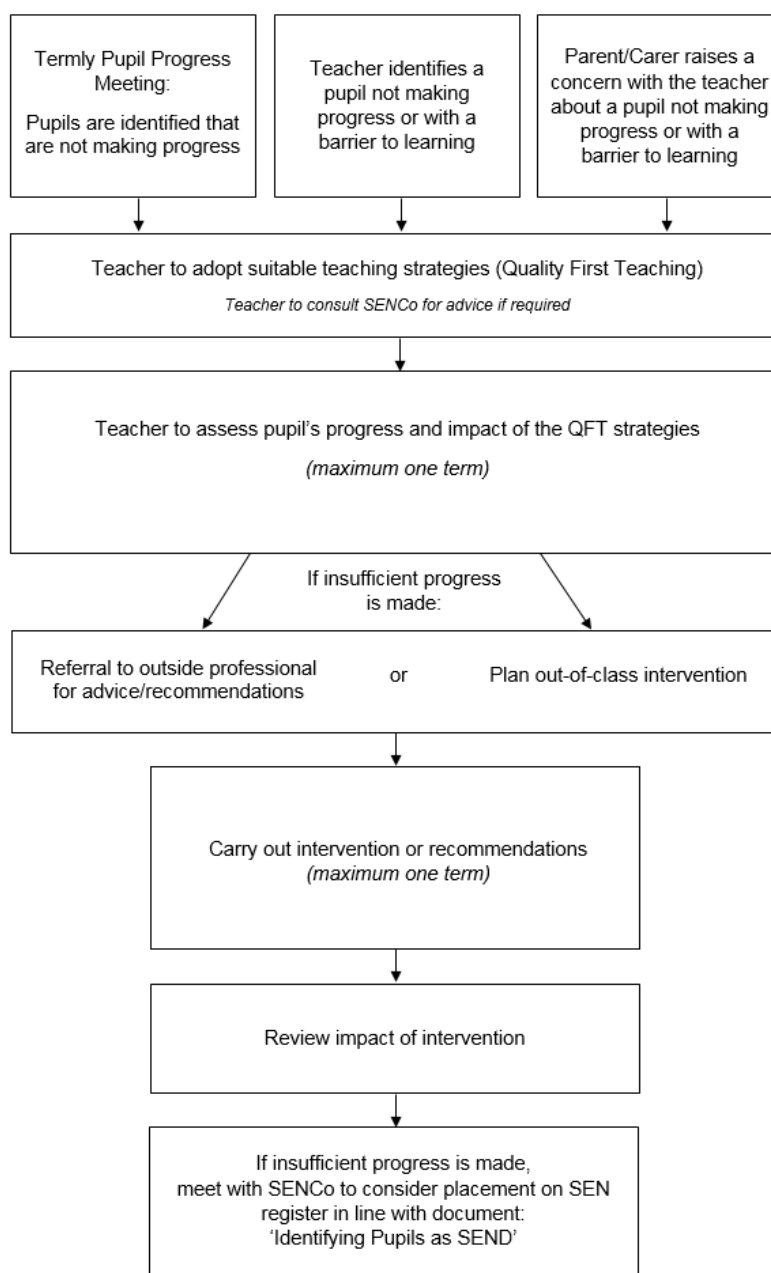
Subject/ class teachers make regular assessments of progress for all pupils from this; the school is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the circumstances of pupils, for example those who are in Care and/ or eligible for the Pupil Premium.

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



When deciding whether to make special educational provision, a meeting will be arranged between the SENCo and class teacher to consider all the information gathered from within the school.

Parents/carers will be notified directly or by a telephone call, when the following will be discussed:

- the pupils areas of strengths and difficulties
- any parent/carers concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a CYP is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. THE SEND support will take the form of the **graduated response**:

Assess _ an analysis of CYP need will be carried out by the subject teacher and SENCo.
Outside agencies may also be involved.

Plan – if the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.

Do – interventions/support will be delivered.

Review – the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the CYP and parents through this process.

what are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all CYP in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of CYP, including those with SEND. This includes whole school training on SEND issues.

- Teachers adapt planning to support the needs of CYP with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow CYP with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention

- This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, learning support assistant, key worker, or intervention support staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Quality first teaching
- A curriculum to match needs
- Individual 1-1 tuition by a teaching assistant for very specific needs.
- Placement in small target groups with students with similar needs for one or two lessons per week, using specially prepared learning materials.
- Specialist group support for students with specific learning difficulties associated with dyslexia.
- Wave 3 short term interventions to target improved reading & spelling.
- Placement in appropriate groups or sets for subject lessons where needed
- Individuals and groups supported in class
- Targeted interventions organised by curriculum areas often led by Learning Support Assistants
- Use of appropriate ICT equipment and programmes
- Adapted teaching styles and materials
- Access to appropriate resources for learning
- Support from a Learning Support Assistants in order to ensure health and safety where appropriate
- Social skills programmes
- 1:1 mentoring sessions
- Learning Mentor group/individual support

- Nurture room for group/individual support sessions
- Sensory Den
- The Warren – outdoor activities
- Therapy pets

There are many more that may be put in place depending on the individual pupils needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

CYP progress is continually monitored by class teachers, school leadership team (SLT) as well as the SENCo. Progress is reviewed at regular intervals and formally once a term. If your child is at SEND Support or has a EHC Plan, you will receive a termly report on their progress as well as having the opportunity to speak to subject teachers at a parents'/carers' evening. You are also able to make an additional appointment with Mrs Forte (SENCo) on parents'/carers' evening or at any point throughout the term.

The progress of CYP with a EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the CYP is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

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, in the first instance, speak to your child's class teacher.

If you have concerns that your child has an unmet special educational need after speaking to the above staff, you should contact the SENCo.

What support is there for my child's overall wellbeing?

- Support from a learning support assistant in order to ensure health and safety where appropriate
- Social skills programmes
- 1:1 mentoring sessions
- Learning Mentor group/individual support
- Counselling

- Playground friendship
- Peer reading
- Bubble Book/worry box in each class for children to write their worries or concerns
- Anti-bullying week
- Weekly PSHE (Personal, social, health and economic education) sessions
- Time out/quiet zone
- Playground mini-leaders
- Nurture Room & Nurture Group activities
- Sensory Den
- The Warren – forest school
- Therapy pets

This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- Support Services for the Hearing, Physically & Visually impaired
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service
- Educational Psychology
- Changing Lives

How is SEND support allocated to CYP at our School?

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.’ :

- CYP who are underachieving and failing to meet targets have interventions in and out of class.
- CYP are moved on to SEND support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of CYP who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.

- CYP with more complex needs who may also require support from outside agencies would be classified as SEND support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support CYP with SEND. This is £6,000 per pupil on the SEND register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.

The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- CYP already receiving extra support
- CYP needing extra support
- CYP who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary. CYP will be taken off the SEND register if and when targets/outcomes have been achieved.

Who else could support your child with SEND?

Directly funded by the school:

- SENCo
- Teachers
- Learning Support Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Inclusion Lead
- Learning Mentor
- Nurture group / base
- Educational Psychology Service / STePS
- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired

- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service
- Changing Lives

Voluntary Sector:

- Umbrella
- Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action

And many more

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carers of a child with SEND?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class teachers, learning support assistants, the learning mentor and SENCo are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these in termly parents' consultations.
- We will hold meetings with outside professionals where and when appropriate.
- We will share information with you about parent/carers support groups.

How does the school support CYP with medical conditions?

The school follows '**Supporting pupils at school with medical conditions**
Statutory guidance for governing bodies of maintained schools and proprietors of academies in England
April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some CYP will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to CYP with SEND?

Ashgate is a mainstream community primary school, housed in two Victorian 2 storey buildings. There has been a major refurbishment to include disabled access, lifts and disabled toilet facilities in each building. There are 2 resurfaced flat playgrounds with access to 2 large playing fields (flight of stairs to one field)

Classrooms include sound field systems

We have a well-developed nurture unit which includes sensory resources and a separate sensory room.

Teaching resources and equipment used are equally accessible to all CYP.

After school and extra-curricular provision is accessible to all CYP including those with SEND.

All CYP have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for CYP with SEND and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible

When moving classes in school:

- information will be passed on to new subject teachers. All relevant information will be shared
- additional transition will be planned where required

Starting school

- Visits to school
- Parent sessions
- Share records
- Additional meetings class teachers and SENCo

Transition from Key Stage 2 to Key Stage 3:

- Head of Year and SENCo will visit your child's primary school.
- Transition meeting with staff from both schools
- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff

How will my child be able to share their views?

We value and celebrate each CYP being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has an EHC Plan, they will be involved in writing and reviewing their own outcomes.

CYP have the opportunity to complete a questionnaire about aspects of the school and complete their own personal "All about me" profile.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school.

- Differentiation & intervention
- Quality first teaching
- SEND Code of Practice 2014
- Creating and implementing Pupil Support Plans (PSPs)
- Graduated Response
- Tracking pupil progress
- Accountability
- Recognising the child's voice and developing one page profiles
- Precision Teaching
- ASD Champions
- Impact Assessment Provision Mapping
- Supporting pupils with ASD
- Supporting EAL pupils & those New to English
- Coping with Bereavement in Childhood
- Phonic Shed – whole staff trained
- First Class @ Maths
- Read It, Write It
- National Award for Special Educational Needs Co-ordination (SENCO)

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain you can do so in writing, please see the complaints policy for full details.

Linked documents on the school's website include:

- Complaints Policy <https://primarysite-prod-sorted.s3.amazonaws.com/ashgate-primary-school/UploadedDocument/a5b53325-3650-4fc0-ad33-91293552d183/complaints-policy-may-2022.pdf>
- Peer on Peer Abuse https://primarysite-prod-sorted.s3.amazonaws.com/ashgate-primary-school/UploadedDocument/380fc7ac-57e5-4f67-a70e-53fea3d998d0/peer-on-peer_policy-ashgate-primary-school-february-2019.pdf
- SEND Policy <https://primarysite-prod-sorted.s3.amazonaws.com/ashgate-primary-school/UploadedDocument/023a1efa-9422-48df-889b-d3601ee577b6/send-policy-september-2022-23doc.pdf>
- Child Protection Policy <https://primarysite-prod-sorted.s3.amazonaws.com/ashgate-primary-school/UploadedDocument/3a3cb0efb8f5482bbcd4100acf1184c2/child-protection-and-safeguarding-2021.pdf>
- A Parents' Guide to SEND at Ashgate Primary School <https://primarysite-prod-sorted.s3.amazonaws.com/ashgate-primary-school/UploadedDocument/5ea89231-a47a-4978-bb21-a7493f50c3ac/a-parents-guide-to-send-22-23.pdf>

SENCo	S Patrick	Sept 2025
Headteacher	P Seargent/W Forte	Sept 2025
SEND Governor	Vicky Longbone	Sept 202e