



A Parents' Guide to Special Educational Needs at Ashgate Primary School

All about Special Educational Needs

Some children find it much harder to learn than other children of the same age. They may need extra help in school. These children's are said to have special educational needs. About 1 in 5 children will need extra help at school at some time in their education. Some children have extra help all the time they are at school, while other children need help for a short time

Special educational needs and provision can be considered as falling under four broad areas.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

These difficulties cause barriers to the child's learning. The school will assess your child to identify their strengths, needs and the extra help they require.

The government has produced guidance to enable staff in early education settings and schools to provide the best possible help for children with Special Educational Needs. This guidance is known as "The Special Educational Needs Code of Practice for 0-25." When a teacher thinks a child may have special educational needs they will look at how they can adapt their teaching and the work they ask the child to do. This is called differentiation.

If they think a child needs something additional to other children in class or something different, they will talk to the school's special educational needs coordinator (SENDCO).

The SENDCO may suggest other things the class or subject teacher can do. They may decide the child needs additional support.

What is offered to your child?

The school offers the following according to your child's special educational needs:

- 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

Outcomes for pupils

The extra help the school offers will enable the child to:

- ✓ Reach their full potential
- ✓ Achieve their personal best
- ✓ Make progress
- ✓ Feel valued and included
- ✓ Enjoy school

The School SEN Policy

At Ashgate Primary School we aim to:

- Make sure that the arrangements made for students with special educational needs are in line with the requirements of the Special Educational Needs and Disability Act and Equality Act 2010
- Support our SEND students to make progress in all aspects of their education from whatever their starting point in order to achieve the best possible outcomes and prepare them for their future life.
- Make sure that students with special educational needs are able to take part in all the activities of the school including those that take place out of hours.
- Make sure that our students are involved in decisions made about themselves and their education.
- Make sure we involve or parents in reviews and keep them informed about their children's progress and opportunities available to them.

The school SEND policy is reviewed annually. You can get a copy of the school SEN Policy from the school website: www.ashgate.derby.sch.uk

Working in partnerships with parents

We believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision

- b) continuing social and academic progress of children with SEND

- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through annual reports, parent's evenings and provision reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEN matters.

For further information contact:

W Forte (SENDCO)

L Senior (SEND Governor)

At:

Ashgate Primary School

Ashbourne Road

Derby

De22 3FS

Phone: 01332 343928

Other sources of information and help:

Publications

Special Educational Needs (SEN) - A guide for parents and carers Published 1 September 2009

Special Educational Needs Code of Practice

Both are available from: www.direct.gov.uk