

ASHBY SCHOOL

SEND Information report

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Ashby School is committed to providing a high-quality educational experience for young people, fostering respectful, responsible, and resilient individuals prepared for an evolving world, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability, or educational needs.

The school strives to remove barriers to learning or social injustice through an inclusive approach based on compassion, knowledge, and understanding of needs and context. It works in partnership with students and parents in all aspects of school life.

The SEND Code of Practice (2015) defines a child as having Special Educational Needs (SEN) if their learning difficulty or disability requires special educational provision that is different from or additional to what is normally available to pupils of the same age.

1. What types of SEN does the school provide for?

Ashby School makes provision for pupils with needs grouped into four broad areas. Pupils may have needs that span multiple areas, and their needs can change over time:

Area of Need	Areas of need/conditions
Communication and Interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairments
	Multi-sensory impairments
	Physical impairments

2. Which staff will support my child, and what training have they had?

At Ashby school, every teacher is responsible for supporting students with Special Educational Needs and Disabilities (SEND). This means we all work together to provide inclusive, high-quality teaching from the start, as additional intervention and support cannot compensate for a lack of quality first inclusive teaching.

To ensure this, we have a dedicated team and several practices in place:

- The SENDCo (Special Educational Needs Coordinator) is a qualified teacher and part of the senior leadership team.
- Two members of the SEND team are trained to provide Emotional Literacy Support (ELSA).
- We provide training for specific difficulties such as dyslexia, as needed.
- All teachers have access to student support information, including One Page Profiles, and strategies through our data systems.
- Teaching assistants attend meetings to discuss student progress and support strategies.
- Staff who work with students with physical needs receive training in skills like handling, lifting, and using evacuation chairs as required.
- We provide regular first aid training, including how to use EpiPens, to relevant staff.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Educational Psychologists
- Speech and language therapy
- Children and Family Wellbeing Service
- Autism Outreach Team
- Visual Impairment Team
- Hearing Impairment Team
- Specialist Teaching Service
- Occupational Therapists
- Local Authority medical teams and consultants

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher or pastoral team. They will pass the message on to our SENDCo, Mrs Blackburn, who will be in touch to discuss your concerns. You can also contact the SENDCo and SEND Team directly. - SEND@ashbyschool.org.uk	A member of the SEND Team will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register. If your child is added to our register, we then complete a One Page Profile and discuss strategies with staff to support. We will then review termly to understand the impact of the support.

4. How will the school know if my child needs SEN support?

Upon starting school, we assess each student's current skills and knowledge, building on information from their previous school.

Teachers regularly check the progress of all students. We look for students whose progress is significantly slower than their peers, isn't improving, or isn't closing the gap between them and their classmates. This includes their academic work, social development, and overall well-being.

If a student is making slow progress, teachers will first adjust their teaching methods. If the problem continues, they'll speak with the SENDCo. We'll then decide if the student's struggles are due to a Special Educational Need (SEN), and we may consult with parents and outside experts.

It's important to remember that slow progress or low grades don't automatically mean a student has SEN. We consider other possible, short-term reasons. For students who speak English as a second language, we are especially careful, looking at their performance across all subjects to see if their struggles are due to language barriers rather than an underlying learning difficulty.

When we decide on the best support for a student with SEN, we focus on what we want them to achieve and what the student and their parents want. This helps us figure out if we can simply adjust our existing teaching or if we need to provide additional, different support.

For new students already identified with SEN, or those with an Education, Health and Care Plan (EHCP), we gather information before they even start. We use a variety of tools to measure progress, including:

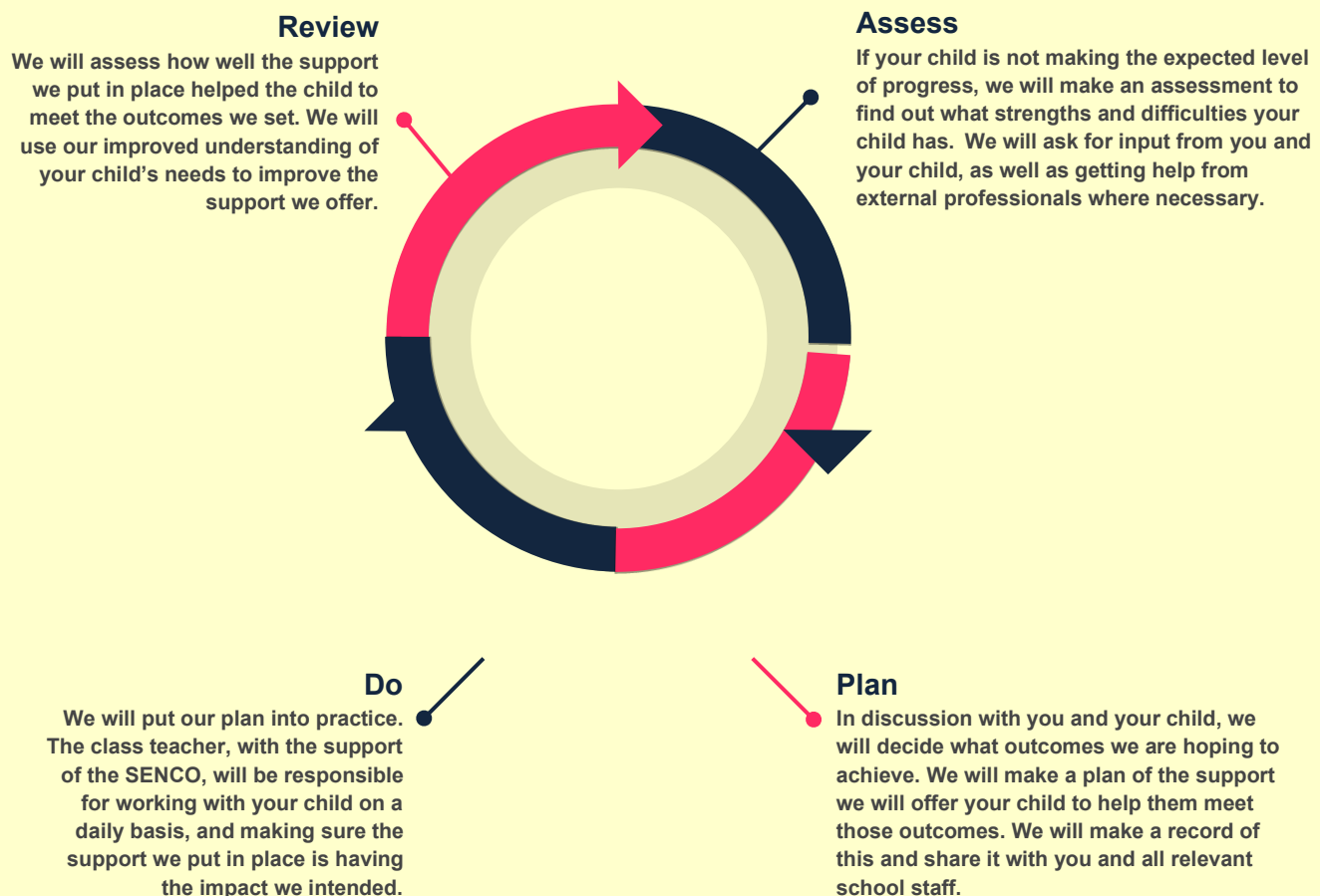
- Screening and assessment tests
- Information from parents
- Our tracking systems
- Teacher observations
- Information from their previous school

We measure their progress based on teacher observations, how they perform against their starting points, and their performance in comparison to national standards.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



When we run an intervention with your child, we'll first do a baseline assessment to identify their starting point. This helps us measure the impact of the support and see how much progress they've made.

We'll continuously track your child's progress and adjust our approach based on what works best for them.

This process is ongoing. If your child makes good progress, they may no longer need through SEN support. For others, the cycle may continue, and the school will refine our goals and strategies to ensure support is in place.

6. How will I be involved in decisions made about my child's education?

We highly value input from parents and believe it's a key part of your child's success.

In addition to regular parents' evenings, we hold specific meetings throughout the year to discuss the progress and achievements of students with SEND. We also have "settling in" evenings early in the school year for students in Years 7 and 12, and we encourage you to attend.

We use One Page Profiles to share important information about your child with school staff, and encourage you to review these profiles and work with us to make any necessary changes.

Parents are able to ask questions and find out information through various means:

- Initial support from the individual class teacher and CREW leader.
- Access to support from the SEND and Pastoral teams in school.
- Liaison with the SENDCo.
- Meetings around the family meetings (MAF) are held to offer support where necessary.
- Pre-transition meetings to ensure smooth entry to Ashby School and aid transition from feeder schools and to alternative Key Stage Five settings.
- Parents are encouraged to download the 'Arbor' app which offers a wealth of information about the school and your child's education.
- The SEND Team contributes to newsletters and other information points across the school year.

7. How will my child be involved in decisions made about their education?

At Ashby School, we believe that all students, especially those with SEND, should have a say in their education. We regularly ask students for their opinions on their strengths and areas for development or support.

How students are involved:

- Every student creates their own One Page Profile, which is shared with all staff. We regularly update this with the student and their parents.
- Students can meet with the SEND Team to discuss their progress and suggest changes to their learning accommodations.
- Students are encouraged to use the Arbor app to keep track of their academic and personal achievements.
- We encourage students with SEND to join the student council and participate in other leadership roles throughout the school.

8. How will the school adapt its teaching for my child?

Teachers are responsible for the progress of every student in their class. Our first step in supporting students with SEN is to provide high-quality teaching that is differentiated to each student.

When a student is identified with SEN, we work to remove obstacles to their learning and provide specialised support. We aim to provide a graduated response to match each student's level of need, and at every stage, we encourage them to be actively involved in their own learning and to set high personal goals. We also keep parents fully informed and involved in all decisions through phone calls, emails, and meetings (including scheduled parents'/carers' evenings).

We use One Page Profiles which are shared with all staff on our Arbor system to provide a clear overview of a student's needs.

The Ashby School approach to SEND, once identified, is stepped as follows:

- Tier 1 (Additional): Reasonable classroom adjustments for students with recognised SEND which follows outside agency recommendations, assessments and examples of good practice (as appropriate).
- Tier 2 (Targeted): Small group interventions to address specific skill gaps.
- Tier 3 (Specialist): Support lessons for specific learning needs to suit the needs of the students, based on information gained through assessment data and class performance.

Our teachers and support staff are expected to identify learning barriers and measure the effectiveness of any support and intervention provided. We collect data at the end of one-on-one or small group work to measure the impact. For students with Education, Health and Care (EHC) plans, we hold annual meetings to review their progress towards outcomes.

We offer a range of provisions in school to support SEND needs:

Curriculum support:

- Adaptation of learning in class by the class teacher through quality first teaching.
- Reasonable adjustments as required to support access to the curriculum.
- Specialist advice and support from external agencies including Educational Psychologists.

Communication and interaction difficulties:

- Speech and language therapy support (SaLT).
- Social skills groups.
- Autism Outreach Team involvement
- Hearing Impaired service
- Visually Impaired service

Behaviour and emotional support:

- Transition and review meetings between school and parents.
- Liaison with Children and Family Wellbeing Service.
- IGNITE Inclusion Partnership
- Links with CAMHS, Community Paediatricians etc.
- Meetings with Deputy Head, Pastoral Managers and other designated staff for parents to support behaviour management at home and school.
- Training for physical restraint offered to all Pastoral Team.
- Referral to Teen Health and other outside agencies as appropriate.

Physical support:

- Adaptation of the school building to facilitate access to the school buildings
- Risk assessments are completed.
- Health Care Plans.
- Emergency evacuation plan.
- Physiotherapist/ Occupational therapy advice and support where appropriate
- Evac chair training, moving and handling and feeding training is available for staff who require this to meet the needs of students with specialised needs as appropriate.

Internal:

- Wheelchair access to some internal areas
- Hazard lines painted on stairs where required
- Toilets and shower facility available for disabled pupils and adults
- Specialist resources can be sourced to support specific need as they occur (e.g. Physiotherapy bed, wheelchair, walking frames, adapted toilet seats)
- Grab handles installed in disabled toilets
- Lift access to some areas of the school

External:

- Wheelchair access to most areas
- Kerbs lowered to facilitate access to the building where possible.
- Single level paths around outside of building

9. How will the school evaluate the effectiveness of its provision for SEN pupils?

Our SEND Policy is part of a larger, coordinated approach at Ashby School. It works in conjunction with The Accessibility Policy, The Attendance Policy, The Pupil Premium Strategy, The Behaviour Policy, First Aid & Supporting Students with Medical Needs Policy, The Local Offer from Leicestershire Country Council, and is embedded in the Teaching and Learning Framework of the school.

Our key policies, including the SEND Policy, can be viewed on our school website.

Subject Leaders regularly meet with senior leaders to monitor how effective their curriculum is and how well students are progressing. They use data to track all students with SEND. Where students are not making progress, additional provision/ advice/ support is discussed and agreed within departments.

The SENDCo also meets regularly with the senior leadership team to review the effectiveness of our SEND provisions. They use school assessments to track progress and plan additional support when needed.

The SEND Team keeps track of additional and alternative provisions provided to individual SEND students. We review this information at key times throughout the school year to make sure the support is effective and provided at the right time.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or resources
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At Ashby School, we believe all students, including those with SEND, should have the chance to take part in curriculum and extra-curricular activities.

We ensure this by:

- We risk assess every school trip to make sure students with SEND can participate. We provide extra support and monitoring if a student needs it to safely enjoy learning outside the classroom.
- We make alternative arrangements so students with SEND can take on youth leadership roles within the school. For example, we might help students with alternative form prepare a presentation or find a different way for them to share their ideas with their peers.

12. How does the school adapt the curriculum and learning environments for pupils with special educational needs?

Teachers at our school receive support from senior leaders to make sure their teaching is inclusive and adapted to meet the needs of all students, helping to overcome learning barriers. We believe that what is essential for some students can benefit everyone.

Supporting Students and Staff:

- We provide appropriate opportunities for teachers and support staff to meet with parents and share information about a child's progress. Information from these meetings and specialist advice is recorded in our school's data systems, such as Arbor, to help all staff understand how to best support each student with SEND.
- Staff are encouraged to share effective strategies and attend professional development sessions to learn new ways to support teaching and learning.
- We regularly review our staffing to make sure we have the right support in the right places. We also communicate any specific needs, such as auditory or visual requirements, to classroom staff so they can make reasonable adjustments like using a visualiser or adjusting seating. Priority access to Teaching Assistant support is based on statutory provisions like an Education, Health and Care Plan (EHCP).
- The SENDCo works closely with the Premises team to ensure that reasonable adjustments are made to the school environment, allowing all students with SEND to access learning and the curriculum within the confines of our building.

13. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Initial support from class teachers and CREW leaders.
- Liaison with the SENDCo.
- Access to support from the SEND, Pastoral and Wellbeing Teams.
- A package of internally created interventions tailored to student needs as appropriate.
- Zero tolerance approach to bullying.
- Pre-transition meetings.

- Two Learning Support Assistants (LSAs) hold ELSA (Emotional Literacy Support Assistant) accreditation.
- Referral to an independent counselling service with sessions held at school.
- Meetings around the Family (MAF) for support where necessary.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We work to prepare students with SEND for a smooth and successful transition into adulthood.

- We hold transition meetings between each phase, with the SENDCo and pastoral team in attendance. If needed, we can also hold "Meetings Around the Family" (MAF).
- The SEND team attends Annual Reviews at the end of KS2 and 4 where possible and additional transfer arrangements are made as requested.
- We invite our most vulnerable students with SEND to take part in additional bespoke transition activities.
- We hold a welcome evening for parents before their child transfers to our school to discuss any concerns they may have. We also encourage prospective students and parents to attend our open evenings, where the SENDCo is available to answer questions and set up follow-up meetings.
- If a student moves to a different school for Key Stage 5, we invite their new SENDCo to a transition meeting and pass on detailed records of the student's needs and support.
- We help students with SEND choose their GCSE options and provide a strong careers program in collaboration with outside agencies. This includes information on apprenticeships, university, and job readiness.
- We work closely with outside agencies, like the Autism Outreach Team, Visual Impairment Team and Hearing Impairment Team, to ensure a smooth transition of specialised support.
- Before students with SEND start at our school, the SENDCo and pastoral team work with parents and their previous schools to ensure they are placed in the right CREW or teaching group.

15. What should I do if I have a complaint about my child's SEN support?

Any complaints or concerns are encouraged to be talked through with the SENDCo or Head Teacher. The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families of children who attend the school.

If, at any time, a member of the school community has a concern about an aspect of life at the school, the concern will be dealt with by the school as quickly, sympathetically and effectively as possible. It is hoped that most concerns will be settled amicably at this stage.

However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaints procedure. A copy can be downloaded from the school website.

The name and contact details of the SENDCo:

SENDCO	Mrs Blackburn
Telephone	01530 413748
Email	SEND@ashbyschool.org.uk

Our SEND Governor can be contacted through the school office.

16. What support is available for me and my family?

The SEND Local Offer aims to provide information about how we support our pupils who have SEND and disabilities to reach their full potential. The Ashby School SEND Information Report should be read in conjunction with the Leicestershire Local SEND Offer, which is available to view on the school website. Links to the Local Offers for different postcodes are provided:

Leicester City postcode: <https://families.leicester.gov.uk/send-local-offer/>

Leicestershire postcode: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

Derbyshire postcode: <https://localoffer.derbyshire.gov.uk/#!/directory>

Our Local Offer is not an exhaustive list of strategies and resources as these will alter over time to match the needs of our learners and their families. Ashby School continues to strive for excellence for all pupils including those with SEND. Further resources can be found on our Ashby School SEND Parent Padlet: [Ashby School SEND Parent Padlet](#)

Ashby School staff can put you in touch with agencies such as the Children and Family Help Service if you feel you would benefit from support at home with your child

For further independent support and advice please contact SENDIAS 0116 305 5614 sendiass@leics.gov.uk which is a free service who can guide you through any questions or concerns you may have regarding any aspect of the SEND Code of Practice and supporting SEND students at school.

17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services

- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages