Ashdown
Primary School

Special Educational Needs & Disabilities Policy

Review Date: October 2025

Next review date: October 2026

Vision

1. Our whole school community will treat everybody in the way they would wish to be treated with mutual respect for each other and our environment.

2. We (the community) will develop resilience in ourselves and others by creating a stable and safe culture and climate where we understand that everyone makes mistakes and that we will achieve more by learning from them.

3. We will provide everybody with a secure and creative environment to achieve their full potential, by offering a broad range of engaging and challenging opportunities.

4. Our whole school community will be supported in all aspects of school life enabling them to achieve, feel included, and belong.

5. Our whole school community will understand, develop and show mutual trust, confidence in each other, and ensure that all stakeholders feel listened to and valued.

6. For all of us to understand our role as a citizen of the school, the town, the country and the world, and the responsibilities this carries towards ourselves, each other and the environment we live in.

Mission Statement

We value every child for what they are and prepare them for everything they could be.

Equal Opportunities

At Ashdown Primary School we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Ashdown Primary School is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

We have easy access into the main part of the building and have disabled toilet facilities within the school.

As with any additional needs the schools work closely with parents and appropriate outside agencies

Introduction

At Ashdown, we want all children to become life-long learners, confident in themselves and to be responsible citizens. We recognise each child's uniqueness and endeavour to widen the horizons of everyone in our school community. All children should be provided with a broad and balanced curriculum that will meet their individual development needs.

The SEND Code of Practice identifies children as having a special education need when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (Code of Practice 6.15). Ashdown also considers whether a pupil may have a disability under the Equality Act and if so, what reasonable adjustments may need to be made for them (COP 6.16).

Children identified as having SEND under the above definition are included on the schools SEND register under the category of SEND. Children who are vulnerable to underachievement due to a disability are on our emerging needs register and are monitored closely.

Everyone at Ashdown Primary School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life.

All class teachers are the teachers of children with Special Educational Needs and Disabilities (SEND), and the majority of support, wherever possible, takes place in class though quality first teaching. Making higher quality teaching available to the whole class is likely to mean that fewer children will require additional individual support.

Our aim is to identify any barriers to learning as soon as possible, so that intervention can be given at the earliest opportunity to improve the long-term outcomes for the child.

Good partnerships with parents and the involvement of the pupil are vital to ensuring that all aspects of a child's wellbeing and development are taken into consideration when establishing possible outcomes and Ashdown strives to ensure parents are involved at every stage of support.

This policy should be read in conjunction with other school policies and reports including:

- SEND information report & local offer (available on the website)
- the school Accessibility Plan
- Behaviour Policy
- Equalities Statement
- Safeguarding and Child Protection Policy
- Admissions policy
- Supporting children with Medical Conditions Policy
- EYFS Policy
- Learning and Teaching Policy
- Health and Safety Policy

Policy objectives

In order to meet the special educational needs of our children at Ashdown Primary School we must

- identify those children who have barriers to learning as soon as they arise.
- take into account the child's needs for a broad and balanced curriculum whilst considering their individual development needs
- use the schools Inclusion Lead/SENDCo to coordinate provision
- provide the best possible resources and use them effectively within the constraints of the available budget
- draw on and develop good relationships with outside agencies who provide specialist support and advice to help meet children's needs.

- inform and involve the parents of children at every stage so that we can work together to support our children.
- encourage active involvement by the children themselves when planning to meet their needs.
- provide ongoing training for all staff working with children with SEND.
- ensure that Inclusion/SEND features in the School Development Plan and remains a whole school focus

Co-ordinating Provision
The governors ensure that the Inclusion Lead (Mrs Debbie Stephen - HoS Infants) & the SENDCO (Mrs Alisha Dickson), are qualified teachers working at the school and for the SENDCo to have achieved the National Award in Special Educational Needs. They also appoint a link governor in this area.

The SEND Governor
Janet Hogg and tbc are the current Governors with responsibility for SEND. They have regular contact with the SENDCo & Inclusion Lead and the Senior Leadership of the school to keep up-to-date with, and monitor the school's SEND provision. Governors must publish a SEND information report on the website detailing the effectiveness of SEND provision within the school. We also include details of our local offer within this report.

The Special Educational Needs Co-ordinator (SENDCo)
The SENDCo is responsible for the coordination of SEND provision throughout the school.
The SENDCo has responsibility for the day-to-day operation of the SEND policy including:

- the responsibility for the day-to-day operation of the SEND policy
- in conjunction with the Inclusion Lead, to plan and co-ordinate the school's strategies for identifying children with SEND; in addition to advising on the deployment of the delegated budget to effectively meet needs, and ensuring the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- to co-ordinate provision and manage an effective provision monitoring system, outlining additional provision throughout the school;
- to oversee an efficient system for monitoring, recording and tracking progress of children with SEND, including maintaining a register of such children and keeping records updated;
- to advise on, and where appropriate carry out, more detailed assessment;
- to advise teachers on the graduated response and appropriate teaching arrangements for children with SEND and to assist with the planning and implementation of individual and group learning programmes;
- being the contact for and to liaise closely with and develop good relationships with outside agencies and ensure their advice is used appropriately;
- to ensure continuity for children with SEND from class to class and school to school;
- in conjunction with the Computing Subject Leaders, to use information and communications technology to help pupils gain access to the curriculum as an aid to teaching and learning;
- to identify and make provision for training needs; school-based or on externally provided courses; involving teaching staff and /or Teaching Assistants (TAs);
- to liaise with parents of children with SEND and ensure that regular discussion takes place with them;
- to seek the views of children with SEND, and to take them into account when planning;
- to link with feeder and secondary schools to ensure smooth transition and to liaise with schools during mid-year admissions where appropriate;
- to use self-review tools as appropriate for reflection and self- evaluation, to form a basis for future development.

Effective inclusion results in happy pupils who make good progress towards targets; show improvement in their independence, social communication, English, maths, computing and self-help skills; are helped to access the wider curriculum; are motivated to learn and develop self-esteem and confidence in their ability as learners; all of which contribute to increasing the positive long-term outcomes for children.

Partnership with parents
Parents of SEND children are involved at every stage as soon as barriers or difficulties are identified. They are kept informed at all stages. Parents are encouraged to reinforce at home any strategy that the school is implementing so as to strengthen the home-school relationship.

Support for parents:
East Sussex Education Authority has a supportive forum for parents of children with SEND. More information about East Sussex Parent and Carers' forum (ESPCF) can be found here https://www.espcf.org.uk/ Through this network of individuals every parent has access to independent information and advice about SEND procedures, school-based provision and additional sources of help and information. They can be contacted via: info@espcf.org.uk or by calling 0300 770 1367

SENDIAS support: The SEND Information, advice and support service is provided by Information for Families. Call: 01273 772289 and leave a voice message**.** Email: sendiass@amazesussex.org.uk Advisers respond to enquiries Monday to Friday, 9am to 5pm and the service is free.

Support for the application of EHC plan or transition reviews can be found from Amaze at https://amazesussex.org.uk/education/ehcps/ You can also call them on 01273 234020. Visit IPSEA https://www.ipsea.org.uk/ for advice related to SEN law.

The SENDCo has also produced an information leaflet, detailing various support services available, which is available on the school website. If you would like a hard copy of this, please contact the school office or your child's class teacher.

Admission Arrangements
The school follows East Sussex Policy for admissions (see the Admissions Policy) which takes into consideration the duties required under the Equalities, SEN, Disability and discrimination legislation.

Children with an Educational Health Care Plan can name Ashdown as their preferred school. For all other children with SEND, the same criteria apply as is stated in the East Sussex admissions policy.

The school environment
The classrooms at Ashdown Primary School infant site are on a two-storey site with easy access to all areas (including a lift and evacuations chairs), both inside and outside, for children with mobility or visual problems. The junior site is also a two-storey building with full disabled access to the lower floor and grounds and full access to the swimming pool. There are disabled parking bays at each site. Children with disabilities or SEND may come onto site in cars to be dropped off and picked up from the main door by prior arrangement. Disabled parents or carers, may use the disabled parking bays but priority is given to disabled children. There is an accessible toilet and care suite at each site.

The accessibility plan (available on the website) indicates future plans for improving our school and its provision.

Ashdown Graduated Response
Ashdown's graduated response is a structured approach to supporting children with Special Educational Needs and Disabilities (SEND), ensuring that help is provided in a step-by-step and responsive way based on each child's individual needs. Teachers and support staff continuously assess a child's progress, plan appropriate interventions, implement targeted support, and review the impact regularly. For children with SEND, this means that their difficulties are identified early, and they receive the right level of help at the right time- starting with high-quality classroom teaching and moving towards more specialised interventions if needed. The graduated response ensures that support is flexible and personalised, promoting inclusion, removing barriers to learning and helping every child achieve their potential.

Nurture Provision Nurture provision is available at both sites (in The Burrow at the Infants and The Nest at the Juniors). This takes the form of 1:1 or group sessions, and outreach support where needed. In-house nurture provision enables us to be responsive to pupil needs and allow all children to develop their executive functioning skills in a safe and supportive neuro-inclusive environment. The Boxhall profile is used to assess, inform interventions and track progress.

Specialised Provision
Ashdown welcomes advice and training from professionals and wherever possible (taking into account budgetary constraints) school will seek advice and training from the appropriate professionals to support any additional needs.

Resource Allocation
Each teacher is responsible for delivering high quality first teaching that takes into account the needs of all the children within their class. Differentiation, groupings, consideration of the environment and learning styles is available to all children as a part of quality first teaching.
Each year we consider how we allocate additional human resources to each year group. This is reviewed throughout the year as necessary when children arrive/leave the school or as differing needs arise.
Additional support may take the form of the class teacher adapting their approach to teaching, support from a Teaching Assistant (TA) or Individual Needs Assistant (INA) for focused intervention groups or for individuals, personalised resources, or personalised advice from outside agencies. Where necessary specialist equipment, books or other resources that may help the child are sought.

Additional and different resources
The school will seek to source resources that are required to support a child in order to make reasonable adjustments for them to access the curriculum.

Identification and Assessment
Whole school monitoring:
At Ashdown Primary School we are keen to identify barriers to learning as early as possible.
Three times a year, teachers meet with the Senior Leadership Team and discuss the progress of all children. This system is used to identify children who are not progressing satisfactorily and who may have barriers to learning. Discussion includes analysis of data from within the school's tracking system, attendance, response to day-to-day classroom work and routines, additional assessments that may have taken place, observations and analysis of the playground and behaviour logs and any conversations with parents.

Children new to the school in Reception undergo the statutory Reception Baseline Assessment (RBA) on entry as well as teacher assessments, and language link assessments that review levels of receptive language. These feed into progress discussions. In addition, for those children joining the school mid-year the school seeks assessment and SEND information from the previous school and uses this to feed into discussions. Should questions arise, a follow up phone call maybe made by the class teacher, SENDCO or Head of School.

Ongoing monitoring
The pupil would continue to be monitored by the class teacher and the senior leadership team as outlined previously with ongoing informal discussions. Some children will not make adequate progress despite high quality teaching and targeted support. The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Monitoring and Review for children with SEND
Each child on our SEND register has an Additional Needs Plan. These sets specific outcomes for the child and detail what support is in place to reach these outcomes. These are amended and reviewed three times per year and involve the class teacher, SENDCo and where possible, other adults involved in supporting the child. The parent/carer are invited to attend a meeting to discuss the Additional Needs Plan 3x per year.

These occur in addition to the whole school developmental reviews. Progress data from the school tracking system is used in addition to evidence against the short-term targets. Outcomes may not always be academically-based and parents, teachers and governors need to be aware of this when considering progress for individuals with SEND. We use the Boxall Profile across the school to assess Social and Emotional needs, so that progress can be measured in this area. This is held on the school's assessment system and completed by the class teacher and where appropriate by the Teaching Assistant. When progress is not evident, the SENDCo will meet with the class teacher to review what is in place and what support can be offered to help the child

Identification and categorisation of SEND
Parents would be invited in to discuss the pupil's progress and barriers to learning with the class teacher and SENDCo. More detailed assessments and advice from outside agencies may be required to understand what additional resources and approaches are needed to support the pupil and enable them to make better progress. A plan for this and the identification of desired outcomes would be developed and recorded as a Additional Needs Plan. At this point we have identified that the pupil has a Special Educational Need because the school is making additional and different provision to what is normally available from high quality teaching and in agreement with parents the pupil would be categorised as have a special educational need.
If the pupil is able to make progress using this additional and different resource(s) (but not without it) they will continue to be identified as SEND. If as a result of additional short term support the pupil is able to maintain progress without the additional and different resource(s), he or she will no longer be identified as SEND. Children who are no longer deemed to have any SEND will be considered to still be vulnerable to underachievement and will be added to our Emerging Needs register so that they can be monitored closely from this point.

Any changes of categorisation will be discussed with parents and they will be formally notified.

Categories of SEND
SEND needs are categorised into four broad areas of need and recorded on the school's SEND register. The categories are as follows:

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

Broad and balanced curriculum
The school will ensure that all children have access to a balanced and broadly-based curriculum. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly detrimental to that individual and would be against the efficient education of the other children.

Adapted curriculum
At this point the class teacher will adapt their high quality first teaching in attempts to reduce the barriers to learning. This may include varying degrees of adaption used to support the pupil, adapting learning objectives, scaffolding of learning, teaching styles, access strategies, using pre-teaching, small group work, some individual supports, mentoring, peer support, alternative methods of recording and assessment. Additional support maybe sought such as advice from outside agencies (in agreement with parents) or there maybe agreement to make additional assessments.

The needs of the child will be provided for within the whole class planning frameworks and individual target setting and may be recorded on an individual Additional Needs Plan. These supports would be discussed at parents evening or in an Additional Needs Plan review meeting. An Additional Needs Plan is used to share access arrangements and preferred teaching styles with all staff (including cover staff). Pupils are invited to contribute to this indicating what they want to learn, what is difficult for them and what helps them.

Educational Health Care Plans
If the child continues to not make progress despite vigorous additional and different resources being utilised, the school, in liaison with the parents/carers, can request the Local Authority (LA) to make a statutory

assessment of the child's SEND. If the LA agrees, it collects information from all the people who have been involved with the child. From this, the LA Assessment and Planning Officer decides whether the child needs an Educational Health Care Plan to meet their needs.

Each year the school must hold an Annual Review of the Educational Health Care Plan with the parents/carers and inviting all the outside agencies involved with the child to assess the child's progress. A representative from the LA will be invited and may attend these reviews.

Staff awareness
The SENDCo will liaise with the Inclusion Lead to ensure that systems are in place to ensure that all staff working with pupils have an awareness of SEND and access to relevant professional development and support. The sharing of Additional Needs Plans is used for this purpose, individual conversations as necessary, and the formulation of individual behaviour risk assessments or behaviour plans depending on need. Where possible all staff working with the child will be involved in the review process.

Staff will work in a way to avoid isolation of the children they are supporting, specialist equipment and resources will be sought as appropriate, and reasonable adjustments will be made to ensure full access and well-being.

SEND training.
New staff training needs are considered during induction. The SENDCo is able to provide advice and training for staff via weekly staff training sessions, TA training and individual meetings. In addition, training for staff is reviewed by senior staff during the appraisal process for both teaching staff and teaching assistants. Ashdown welcomes input from external professionals such as speech and language therapists, physio therapists and CLASS and will facilitate training for staff via these professionals as necessary.

Involvement of outside agencies
The school welcomes advice from outside agencies. Advice may be bought in from:

- the Educational Psychology Service
- CLASS (Communication, Learning and Autistic Support Service)
- TASS (Teams around the school and setting)

Other agencies that can be approached include:
School Nurse Team
Medical services
CAMHS (Child and Adolescent Mental Health)
Occupational Health
Speech and Language
Counselling service

The school will always ask permission of parents and adhere to the data protection and privacy policies before approaching SEN professionals about their child when seeking support. The school will always seek advice from publicly funded agencies and decisions about provision will be made using the publicly funded agency as the primary source of advice. Any privately funded reports/findings that have not been funded by the school, may be used to supplement this decision if their findings agree.

Medical Needs
Children with SEND may also have medical needs but not all children with medical needs have SEND. A child with continuing medical needs will have either an Individual Health Care Plan in place, completed in conjunction with a medical professional and the parent/carer, or an individual risk assessment. Please refer to the Supporting Children with Medical Conditions Policy.

Considering complaints
For concerns about the provision in an EHC plan parents have the statutory right to appeal against the decision of the local authority. Complaints that fall into this category cannot be investigated by the school.

Any concerns regarding the day-to-day running of the school, interpretation of policies, the actions/inactions of the staff at school, the SEND policy as determined by the governing body, educational provision for children

should be considered in line with the school complaints policy. This refers parents to the class teacher in the first instance, and then to the SENDCo, then to the Inclusion Lead (Infant Head of School) and then Executive Headteacher if the concern continues.

Unresolved complaints can be taken directly to the First Tier Tribunal (Special Educational Needs and Disability).