

SEN Information Report



Ashley Junior School

Headteacher	Mrs C Bartolomeo
SEND coordinator	Mrs N Harling
Date due for renewal	July 2027
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Reviewed	Reviewed by	Next review date	Summary of revisions
September 25	Full governing body	March 2026 FGB	Front cover edited and approval/ review dates moved to front page. Font changed to century to match other policies. Page numbers added
July 2026	FGB	July 2027	'tests' changed to 'assessments' Bullet points added

SEN Information Report.

Ashley Junior School

Ashley Junior School provides a mainstream setting with a resourced provision for moderate learning difficulties. We want all children to be included in as many learning opportunities as possible, so we adjust the environment, resources and teaching style so that children with a range of special educational needs or disabilities can be included.

We are very proud of our resourced provision which has between twelve and fifteen places funded by Hampshire County Council. Children admitted to the provision have an Education, Health and Care plan (EHC plan) and meet County criteria for moderate learning difficulties. This provision enables children to work in a smaller setting with a high level of adults to pupil ratio. Teaching approaches are personalised and multisensory.

How does our education setting know if children need extra help?

We have:

- A rigorous timetable of assessments that include:
- Reading, spelling and maths assessments
- Dyslexia screening
- Speech and language assessments
- Social and emotional assessments
- Meetings every half term that:
- Track the progress of individuals
- Identify barriers to learning – things that may stop your child from making progress
- Set up interventions, to address the barrier that may be in the classroom, in small groups or 1:1
- The meetings mentioned above will include relevant staff such as:
- The Inclusion Leader
- Class teacher
- Learning Support Assistants

What do we do if we think your child has special educational needs?

We will:

Create a Personalised Learning Plan (PLP) that sometimes involves parents and/or a team from the school that will be either delivering or tracking the interventions.

We may, as a result of our discussions and analysis, involve other agencies or people (e.g. Educational Psychologist, Occupational Therapist or Primary Behaviour Support). We would then follow their recommendations both in school and at home.

How will you and the school know how your child is doing?

We will know we are being effective because:

- We will complete baseline assessments to establish where your child is and then will track progress carefully.
- We will use the Personalised Learning Plan to check progress against the targets set.
- We will use criteria from the Hampshire Children's Services Department 'Guidance for Mainstream Schools and Colleges'. This outlines adjustments that could be made to the environment and groupings, teaching and learning and resources, roles and responsibilities to support your child.
- We will use the expertise of advisers and inspectors to validate and monitor our judgements. We report and share our findings with the School Governors.

We will communicate how your child is progressing by:

- Sharing Personalised Learning Plans and providing an annual report to share progress against National age-related expectations.
- Inviting you to meetings with staff and other outside agencies as appropriate.

How will I know how to support my child's learning?

- Through discussions with class teacher or SENDCO
- Through the Personalised Learning Plan that will clearly state what your role should be.

How will the school's staff support my child?

School staff are trained:

- In helping all children to access the curriculum. They will use a range of multi-sensory resources to support children and use a range of strategies that will help children understand and retain their learning.
- To use additional adults carefully so they maximise the teaching and support children where necessary.
- To deliver specific programmes that will be beneficial to your child. This may include; Structured Programmes in reading such as Lexia or Catch Up or programmes for emotional literacy e.g. ELSA (Emotional Literacy Support) or pastoral support approaches.

How will our curriculum be matched to your child's needs?

All children are provided with high quality teaching that is differentiated and personalised.

How is the decision made about how much and what type of support your child will need?

We follow the graduated response system that is outlined in the Code of Practice 2014.

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

Assess If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.	During their time in school children may require something that is additional to and different from what is provided for the majority of children. This is the special educational need provision. This will fall into one or more of four categories: Communication and interaction needs including Autistic spectrum disorder and Speech and Language difficulties Cognition and learning needs including specific learning difficulties, including dyslexia, dyspraxia, dyscalculia and moderate learning difficulties Social, emotional and mental health needs including Attention Deficit Hyperactive Disorder (ADHD) and Attention Deficit Disorder (ADD) Sensory/physical needs including hearing impairment, visual impairment, multi-sensory impairment and physical impairment
Plan In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.	Through the Personalised Learning Plan individual approaches (such as following recommendations from the Educational Psychologist, use of calming down areas or use of visual reminders) and specialised resources (e.g. ear defenders, use of learning bays or additional visual planners) are identified. Adaptations to the curriculum might be: Allowing children to pursue an interest Different ways of reading and writing down ideas Access to the Nurture Group Flexibility with the timetable
Do We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.	
Review We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.	

Children will receive quality first teaching with individualised approaches and if there is still little progress then an increased level of response will be provided which will include:

- joint planning with parents, children and staff
- specific assessments
- increasingly personalised or specialised resources
- a range of individual or group programmes.

If children are still blocked and not making progress we will move to a higher level of response which will include:

- Involvement of external agencies (Educational Psychology, Occupational Therapy etc.)
- Further specialised assessments and resources

In extreme cases where children are not making progress despite the high level of response we will collect evidence to see whether an Education, Health and Care (EHC) assessment is required. This may lead to an EHC Plan which will link together education, health and social care in the provision for the child.

How are parents involved in this process?

Parents are involved through:

- Joint planning with staff
- Discussions with school staff and external agencies as appropriate.

What support will there be for your child's overall well-being?

- The school has a clear 'Administration of Medicines' policy.
- Identified staff have received 'First Aid' training.
- The school has trained Emotional Literacy Support Assistants (ELSAs) who support children's well-being and identify strengths and weaknesses and help children manage their feelings and emotions.
- We also have a member of staff trained in the Framework for Enhanced Individual Pastoral Support (FEIPS) which provides counselling approaches to sessions.

Other ways that the children can be supported are through:

- Nurture Group

- Differentiated play provision
- Key workers
- Social Skills Groups

All of the strategies and interventions mentioned help support positive behaviour and good attendance.

How do we ensure the safety of the children?

Your child is safe in school because:

- Health and safety practises have a high priority in the school

All staff:

- have undergone extensive vetting checks
- are trained in Child Protection procedures follow the school's safeguarding policy
- The site is regularly checked to ensure safe practice and security.

How do we make sure that children with SEND contribute to all parts of school life?

Children are able to contribute through:

- Self-assessment and reflection on progress
- Mentoring sessions
- Responding to feedback
- Involvement in Personalised Learning Plans
- Involvement in all major school events e.g. Enterprise Week, Sports Activity Day, Arts Week, etc.
- Pupil voice

What training is provided for staff to support children with SEND?

Our SENDCO (SEN Coordinator), is Mrs Nicky Harling. Mrs Harling also leads and manages the resourced provision. Mrs. Harling holds the following qualifications:

- Bachelor of Education (Honours) specialising in Education
- NASENCO Qualification
- Specialist Training in Speech Language and Communication Needs (SLCN)
- Positive Behaviour Management training /TEAM TEACH

We have a team of Learning Support Assistants led by Mrs. Harling who have developed a range of specialisms including:

- Speech, Language and Communication
- Nurture Approaches
- Ability to deliver structured programmes such as:
- Catch Up reading programme
- Simultaneous Oral Spelling (SOS)
- Junior Language Link
- Lexia
- Beat Dyslexia
- Phonics
- ELSA

On arrival at the school your child will:

- Have a number of whole school assessments
- A selection of specialist assessments as appropriate

Analysis of these assessments will inform how we support your child.

The school works closely with other services such as:

- Occupational Therapy
- Educational Psychology
- Speech and Language Therapy
- Social Care
- Early Help
- Primary Behaviour Support (PBS)
- Child and Mental Health Service (CAMHS)
- Hearing and Visual Impairment advisers

Training is:

- Prioritised through the School's Plan for Development and the Performance Management of staff
- Delivered within school (shadowing colleagues, bespoke training etc.), or through visits to other schools, or access to specialists

How accessible is our setting?

- We have a number of wheelchair access and exit points
- We have a disabled toilet and changing facilities
- We have disabled parking bays
- We use visual symbols across the school to ensure accessibility
- We use ear defenders and other sensory equipment to support children with sensory needs
- We have made adjustments to IT facilities e.g. Large Font Keyboard, use of Symwriter
- Adaptations and the provision of equipment is secured through the Personalised Learning Plan.

What steps should you take if you have a concern about the school's SEND provision?

- The class teacher should be the first contact if there are any concerns or worries.
- If you still have concerns please contact the SENDCo, Mrs. Harling.
- If the matter is still not resolved then please contact the Head Teacher, Mrs Bartolomeo.

How will my child be prepared for transition?

We work closely with the transferring schools to ensure all relevant information is shared.

- We have a comprehensive programme for transition that includes:
- Visits to the school
- Meetings with relevant staff
- Staff visits to transitioning school
- Meetings for parents/carers

At times enhanced transition is required and this may include:

- An Inclusion Partnership Agreement
- Meetings with SENCOs/Home School
- Link/External agencies
- Transition arrangements always start a term before where possible, and occasionally earlier than that.

Where can you get further information about services for your child?

- Local Authorities are required to publish information about services they expect to be available for children with Special Educational needs and disability. This is known as the 'Local Offer'. Please see link-
<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>