

Ashdon Primary School Local Offer

Area	
Ethos of Ashdon School	<p>Ashdon School is a caring community. We recognise and celebrate that everyone is an individual and we value and respect them as such. At Ashdon School, we aim to provide an enriched curriculum and environment that excites and stimulates our children in their learning and challenges them in their thinking. Through our teaching and the experiences that we offer, we provide our children with every opportunity to be who they want to be in their future. As a community we welcome the work and support of our families, other professionals and services so that we can nurture and educate our children in a rounded way, ensuring a combination of academic, social and emotional learning. We enable our pupils to be confident, independent, happy and successful young people, prepared and ready to embark upon the next stage of their learning journey. Ashdon School challenges our children, celebrates our children and cares for our children.</p> <p>We are thriving village school which serves the villages of Ashdon and Hadstock. As a school we work extremely hard to educate the children both academically, and in their social and emotional development, attempting to ensure that every child makes excellent progress from their own, unique, starting point.</p>
Arrangements for consulting parents of pupils with SEND	<p>We work closely with parents of all children within the school. Where children have specific needs their parents will be invited to meet with staff to discuss the interventions which are to be put in place, and to share ideas about support which can be offered at home, as well as in school.</p> <p>We view education as a 'team effort' involving the children, staff and parents, and know from experience that we are most successful when these links are at their strongest.</p>
How we consult young people with SEND about their education	Children who have particular needs are consulted about their own progress at regular review meetings.
Our SENCo details	Mr G Brown (Headteacher) Mrs R Jarman (Senco) : admin@ashdon.essex.sch.uk 01799 584219
How we handle complaints from parents of pupils with SEND	<p>The school has a formal complaints procedure which is monitored by the governing body on a termly basis.</p> <p>A copy is available from the school office</p>
The Essex Local Authority local offer details	Can be found at; www.essexlocaloffer.org.uk/content/essex-local-offer
How we identify SEND and early interventions at Ashdon School	<p>Children's academic progress is monitored on a termly basis and those who are falling behind are identified by staff and relevant interventions put in place to offer additional support.</p> <p>At weekly staff meetings there is time set aside for a discussion regarding all pupils in the school and should any concerns have been noted by a member of staff they will be acted upon following this meeting.</p> <p>Informal discussions between staff, and staff and parents also happen on a daily basis and these can also lead to support and interventions being offered.</p> <p>Staff liaise with pre-schools prior to children's entry into Ashdon and attempt throughout their time at the school to ensure that transitions across year groups and Key stages are managed effectively</p>
Information on the kinds of SEND provision in Ashdon school	<p>We have supported or continue to support children facing a range of challenges both socially, emotionally and academically.</p> <p>We have recently, or are currently, supporting children who have been diagnosed with; autism, ADHD, Global delay, OCD and hearing and sight issues. We have also recently supported a number of families with children who are either looked after or post adoption.</p>
Expertise and training of our staff	<p>SENCo with National SENCo Award training</p> <p>SENCo, attendance at all local SENCo meetings and /or HT at key meetings</p> <p>All staff trained on SMART thinking a behaviour support strategy</p> <p>All staff trained in Autism – National Qualification Level 1</p> <p>All teaching assistants trained in precision monitoring</p> <p>All teaching assistants trained in the use of 'Reading for Inference.'</p> <p>One member of staff trained in 'Numbers Count,' maths intervention training.</p> <p>SALT speech and language identification of needs</p> <p>A number of staff are trained in delivering speech therapy programmes.</p>

	<p>Three staff trained in the delivery of nurture group programmes</p> <p>SENCo helps with induction of new members of staff</p>
<p>School policies and provision for pupils with SEND. How we evaluate effectiveness and how we assess and review progress. How we adapt the curriculum and support</p>	<p>Progress against academic targets is measured on a termly basis</p> <p>Progress towards social and emotional targets is also measured using 'P' scales on a termly basis</p> <p>Where we find a child needs additional provision to support them accessing the curriculum we endeavour to construct a 'tailor made' intervention programme. The regularity of the programme will be dependent on the severity of the child's needs and the time available of the support staff. The programmes are monitored on a half termly basis and are adjusted to ensure maximum progress.</p>
<p>Equipment and facilities we have to support pupils with SEND and how we get new resources</p>	<p>Wide range of reading/spelling materials</p> <p>Scissors to aid cutting, adapted cutlery/cups</p> <p>Additional phonic materials</p> <p>Sloped writing boards</p> <p>Access to ICT for additional support where needed</p>
<p>Early intervention and the Education Health care plans. (How the Governing body involves health and social care bodies, local services and other bodies in meeting the needs of pupils with SEN</p>	<p>The school works extremely closely with a number of external agencies and advice is sought from these specialists when constructing Educational Health Care Plans.</p> <p>These plans are then monitored by both the school and the external agencies according to the advice given, and adjustments made where necessary.</p>
<p>Contact details of support services used by Ashdon School for the parents of pupils with SEN (including those re clause 32)</p>	<p>Speech and Language Therapists</p> <p>School Nurse</p> <p>Physiotherapists</p> <p>Occupational Therapists</p> <p>Behaviour Support Team</p> <p>Specialist Teacher Team for Behaviour and Autism</p> <p>Home School Liaison Worker</p> <p>CAMHs</p> <p>Relate workers (counsellors)</p> <p>Educational Psychologists</p>
<p>How Ashdon School supports the transition of pupils between schools and stages of education</p>	<p>Prior to entry into Ashdon School, our Reception Teacher will meet with the staff of all pre school settings to discuss children's individual needs. The children will also visit the school on three afternoons prior to entry in September, and their parents will be invited to a meeting in the Summer Term which explains the way in which the school is run.</p> <p>Additional visits will be made to children who have particular needs prior to their entry into the school. Where necessary, the school will liaise with the area pre-school SENCo to ensure transition is as smooth as possible.</p> <p>Ashdon School participates fully in the transition work which is led by Saffron Walden County High school for our children leaving at the end of Year 6.</p>