

SEND School Information Report for Asterdale Primary School 2024-2025



Asterdale Primary School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

Asterdale Primary school is an inclusive school where diversity is celebrated.

The school SENDCO is Nicola Fray email: senco@asterdale.odysseyct.org.uk

The SEND Governor is Cari Burgess

What is SEND and SEND support?

'The SEND Code of Practice 0 to 25 years' states that:

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders him/her from making use of educational facilities of a kind provided for children of the same age in schools within the LA.
- Is under compulsory school age, or would be if special educational provision was not made for the child.

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help some or all of the time in school.

Who are the best people to talk to about my child's difficulties with learning/SEND?

The class teacher is responsible for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- making sure that the school's SEND policy is followed in their classroom.

SEND Governor and SENDCO are responsible for:

- developing and reviewing the school's SEND policy and Information Report
- co-ordinating all the support for children with special educational needs
- updating the school's SEND register and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in school so that they can help children with SEND to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

What areas does SEND cover?

The SEND Code of Practice identified 4 broad areas of need:

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

The school recognises that some children may need support in more than one of these areas.

How are children with SEND identified in our school?

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification of pupils with SEND is a priority. At Asterdale Primary School we have implemented an early stage of concern whereby if a child displays particular learning or behaviour difficulties within a class, the class teacher will identify their needs and complete a monitoring form outlining their concerns and closely monitor the situation.

Class teachers make regular assessments of progress for all children and continuous recording and monitoring is undertaken. Records are regularly updated and retained throughout school from Early Years to Key Stage 2. These records enable the school to identify those children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of children, for example those who are in Care and/or eligible for Pupil Premium.

The SENDCO is consulted if any teacher or TA has any SEND concerns and further advice is sought if necessary. When deciding whether to make special educational provision a meeting will be arranged between the SENDCO and the class teacher to consider all the information gathered from within school.

The school will use appropriate screening and assessment tools to ascertain pupil progress. Records kept help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCO/class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

Parents/carers will be fully informed of any concerns the school has regarding their child's performance at the earliest possible opportunity. Class teachers will be happy to discuss, with parents, any concerns they have regarding a child's development and can be contacted for an appointment at the school.

What type of support is available in our school?

Teachers have the highest possible expectations of your child. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school supports regular training for all staff to improve the teaching and learning of all pupils including those with SEND to prevent SEND pupils from being treated less favourably than others.

- Teachers and SENDCO work together to adapt planning to support the needs of children with SEND
- Teachers use a variety of teaching styles and cater for different learning styles, to allow children with SEND to access the curriculum
- Teachers and TAs in the classroom work together to give targeted support according to your child's needs
- Your child is fully involved in learning in class
- Strategies suggested by the SENDCO or other professionals working with your child are in place to support your child to learn.

Specific group work intervention.

This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, TA or learning support assistant.

Adaptations to curriculum or learning environment may be made to remove barriers to learning e.g.:

- Quality first teaching
- A curriculum to match needs
- Individual 1-1 tuition by a TA for specific needs
- Placement in small groups with children with similar needs for 1/2 lessons per week, using specially prepared learning materials
- Short term interventions to target improved reading and spelling
- Placement in appropriate groups or sets for subject lessons where needed
- Individuals and groups supports in class
- Targeted interventions organised by curriculum areas lead by TAs
- Use of appropriate ICT equipment and programmes
- Adapted teaching styles and materials
- Access to appropriate resources for learning
- Support from a TA in order to ensure health and safety where appropriate
- Social skills programmes
- 1-1 mentoring sessions
- TA group/individual support

Outside Agencies.

You may be asked to give your permission for your child to be referred to a specialist professional e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used in the home and in school.

How do we measure progress?

Progress is continually monitored by class teachers, SENDCO and school leadership team (SLT). Progress is reviewed at regular intervals. You will receive a report every term on their progress and also have the opportunity to speak to the class teacher at a parents' evening. If your child has an EHCP there is a formal review every year.

Asterdale Primary School are in the process of using the published assessment tool PIVATS (Lancashire County Council) to measure the progress of children with additional needs. This assessment tool provides parents and staff with the next steps children require to support their progress.

How can I let the school know I am concerned about my child's progress in school?

If, at any time, you are concerned about your child's progress you should, in the first instance, speak to your child's class teacher.

If concerns remain about your child's unmet special educational need you should contact the SENDCO by phoning the school office to make an appointment.

What support is there for my child's overall wellbeing?

Within the school, there is the teaching of Personal, Social, Health and Economic education (PSHE), alongside Relationships and Sex Education (RSE). Children are given time and space to discuss achievements and difficulties. Activities may be planned to promote social and communication skills and personalised behaviour plans and sessions with our Learning Mentor may be used to promote positive behaviour and emotional well-being. This provision for well-being may involve working with outside agencies such as the School Nursing Service and/or specialist educational and health services.

Other support may include:

- 1-1 mentoring sessions
- Counselling
- Peer reading
- Playground friendship stops
- Book for children to write their worries and concerns
- Anti-bullying week
- Timeout/quiet zone
- Early help Assessment (EHA)

How is SEND Support allocated in our school?

The school's SEND budget is received from Derby City Local Authority. The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of need within the school. The Headteacher and SENDCO consider all information about SEND needs including:

- Children already receiving extra support
- Children needing extra support
- Children identified as not making as much progress as expected

All resources, training and support are reviewed regularly and changes made as necessary. Children may be taken off the SEND register if and when targets/outcomes have been achieved. Equally, some children may be on the school's SEND register for their entire academic career.

Who else could support your child with SEND?

Here at Asterdale Primary School, we take a multi-agency approach and work in collaboration with other professionals and agencies to ensure the provision we provide is effective and innovative.

Support directly funded by the school:

- Teachers
- Teaching Assistants.
- Nurture group
- Educational Psychology Service / STePS
- Educational Welfare Officer
- SENDCo and Learning Mentor

Support paid for centrally by the LA:

- Speech and Language Therapy
- School Nursing Team
- SENDIASS
- STEPS Team
- CAMHS
- Social Care
- Physiotherapy Service
- Behaviour Support Team
- Derby City SEND Team
- Early Help Assessment Team
- Community Paediatricians
- Educational Welfare Officers
- Virtual School
- School Nurse

Support from the Voluntary Sector:

- Umbrella
- Fundability
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in Action
- Build Sound Minds

Contacts for support available for parents/carers:

Agency	Contact number
Speech and Language Therapy	01773 525079
School Nursing Team	0300 1234586 option 1.
SENDIASS	01332 641414
STEPS Team	01332 641400
Child and Adolescent Mental Health Service (CAMHS)	0300 123 9164
Social Care	01332 641172
Derby City SEND Team	01332 643616
Early Help Assessment Team	01332 256990.
Educational Welfare Officer (EWO)	01332 641448
Family Hub	01332 640758
Compass Changing Lives	01332 315569

For more information got to www.derby.gov.uk/sendlocaloffer

Working in Collaboration with Parents/Carers and Children

We aim for parents/carers to play a central part in supporting their child at school. At Asterdale Primary School, we understand that no one knows a child better than their parent or carer and we endeavour to consult with parents/carers at every step of supporting their child.

Contact about my child

At Asterdale Primary School we strive to promote and establish positive relationships with our parents and carers.

The following opportunities are available to parents and carers so that discussions can take place around the child's learning:

- Phone or email contact
- Dojo message contact
- Comments in the child's Reading Record
- Meetings with class teacher/SENCo/Head Teacher/Learning Mentor
- Parents' Evening twice a year
- Annual Review meetings – yearly review for children with an EHCP
 - SEND Coffee Mornings
 - Annual report

How will my child be able to share their view?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually done through regular meetings of the School Council. Children with SEND are involved, when age and need appropriate, in the drafting and reviewing of their SEND Support Target Plans and in offering their pupil views for the Annual Reviews of EHC Plans.

How does the school support children with medical conditions?

The school follows 'Supporting pupils at school with medical conditions - Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014.

The school has a 'Medicine Policy' regarding the management and administration of medicines on site.

How is our school accessible to children with SEND?

Asterdale is a mainstream community school. We moved into a new purpose built building in April 2016, which includes disabled access and disabled toilet facilities. Playground facilities are accessible to all children. We make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. We discuss with parents and carers about their child's individual needs. We consider and seek advice on specific adaptations that need to be made to support inclusion.

Classrooms include:

Sound loops

Quiet/sensory resources

Teaching resources and equipment are accessible to all children

After school and extra-curricular provision is accessible to all children including those with SEND.

All children have an equal opportunity to go on school trips and visits. Extra support is provided if required. Risk assessments are carried out prior to any off site activity.

How do you apply for a school placement?

We believe that our admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the 2014 SEND Code of Practice. Places within our school are admitted through the Local Authority. We will consult with the Local Authority, parents/carers and the child's current setting to ensure that provision is appropriate and can meet the needs of the individual child. For more information go to <https://www.derby.gov.uk/education-and-learning/schools-and-colleges/school-admissions/primary-school-admissions/>

How will my child be supported through transitions?

The school recognised that transitions can be difficult for children with SEND and their families and so takes steps to ensure any transition is as smooth as possible.

When moving classes in school:

- Information will be passed on to new teachers and all relevant information is shared.
- All children will take part in transition activities towards the end of each school year, where they will have the opportunity to spend time in their new classroom and meet their new teacher.
- Transition booklets will be given to those children who need additional support.

If your child is moving to another school:

- We will contact the school's SENDCO and ensure they are aware of any special arrangements and support that needs to be made for your child
- All records about your child are passed on as soon as possible.

Starting school:

- Visits to school
- Parent sessions
- Share records

What training have the staff had about SEND?

The SENDCO has gained the National Award for Special Educational Needs Co-ordination. In addition to this, she regularly attends SEND training and Local Authority network meetings.

All staff receive an on-going professional development programme throughout the school year which addresses areas of SEND within the school.

Training during the 2022-2023 academic year included:

- Behaviour management, including Team Teach de-escalation and positive handling strategies
- Precision Teaching
- Little Wandle (Phonics)
- Little Wandle (Reading)

Training during the 2023-2024 academic year included:

- Sensory Processing Difficulties
- Staff Meeting sessions on supporting children with ADHD/ADD
- Pre-Key Stage Reading, Writing and Maths

Training during the Trust INSET 2025:

- Sensory circuits
- Lego Therapy
- Family hubs
- SEND adaptations

Staff regularly research specific conditions with which children present or are diagnosed and these findings are shared with colleagues in staff briefings, training, meetings and twilight sessions.

What if I want to complain?

If you wish to discuss any concerns, please speak to your child's Class Teacher, the School SENDCO or a member of the school's Leadership Team in the first instance. If you wish to make a formal complaint, you can do so through the Trust's Complaints Policy.

Full details are in the Complaints Policy which can be found on our website.

Linked Documents on the school's website.

SEND Policy
Accessibility Policy
Admissions Policy
Early Years Policy
Attendance Policy
Child Protection & Safeguarding Policy
Inclusion Policy
Anti-Bullying Policy
Behaviour Policy
Equality information & objectives
Safeguarding Policy
Health & Safety Local Procedures Policy
Positive Handling / Physical Intervention Policy
Supporting Pupils with Medical Conditions Policy
Pupil Remote Learning Policy
Complaints Policy
A Parent's Guide to Special Education Needs at Asterdale School
The Local Offer
Our school SEND offer