



## **Ashbeach School SEN Information**

### **Identification of Special Educational Need**

Early identification of a Special Educational Need is crucial and at The Ashbeach School we use class teachers' assessments, observations and pupil progress meetings to assess whether a child is progressing satisfactorily. Strategies used to support a child are reviewed regularly and if a conclusion is reached by the class teacher and SENCO that the pupil requires additional intervention over and above what is delivered as part of Quality First Teaching, the child is placed on the SEN register.

If a child continues to make little or no progress the SENCO meets with our school's Link Teacher from the Specialist Teaching Team who advises on other support. If it is felt that an outside agency such as physiotherapy, speech and language therapy etc is necessary, the SENCO meets with the parents to raise a CAF (Common Assessment Framework) so that additional support can be accessed.

We also take into account views of the parents and if they express concerns, we facilitate their child's assessment by outside agencies as necessary.

### **Reviewing Progress**

A child who has been identified as having additional needs will have appropriate interventions to address gaps in learning. Each intervention has an initial and end assessment so that impact and progress can be assessed.

Each child who is placed on the SEN register will have a One Page profile which will outline things that are important to them as well as their aspirations. In conjunction with the Class teacher and SENCO, targets will be set at the start of each term. The child will share their One Page profile with their parents/carers. The targets will be reviewed and new targets set termly.

## **Transition between phases of education**

Children with special needs who are moving phases of education (or even when moving class as necessary) are well supported at The Ashbeach School.

Discussions are held early in the summer term regarding which class/school the child will be going to and when decisions have been made, discussions are held with parents as soon as possible so that transition plans can be put in place to help support their child.

Examples of strategies to support transition:

- The child may spend additional time in the new class/school
- The child may meet the teacher/TA and spend some additional time with them
- The child may have a 'Social Story' to read during the summer holidays in order to prepare them. This might include a photo of the teacher/TA who will be working in the class

## **Adaptations to the Curriculum**

Teachers and Teaching Assistants use a range of strategies to meet the needs of children with Special Needs. All work is differentiated by the teacher to ensure that the child can access the curriculum at their level. The TA working with a child or group of children may differentiate the task further as necessary.

The types of adaptations that are made:

- use of 'fiddle thinkers', ear defenders, weighted jacket, sensory breaks, may be used to help children listen and concentrate.
- use of sloped writing board, pencil grip, finger or hand exercises may be used to help children who have difficulty with handwriting.
- use of a laptop, iPad, IT software such as Clicker or Dragon Dictation App may be used to help children who struggle with writing. We have training planned for the summer term to enable TAs to use Clicker 5 more productively and hope to upgrade the technology with Clicker 6.
- TAs may scaffold/model written tasks in a more structured way with some groups of children
- Use of Mathematical models and resources are encouraged for all children but are used more explicitly for children with additional needs.

We are currently working on developing the use of technology to help support children with Special Educational Needs

### **Training of adults working with children with Special Educational Needs**

There is an on-going professional development for TAs working with children with special educational needs and at The Ashbeach School we are currently working on specialising TAs to enable them to be skilled up to carry out interventions. We have TAs who are specialised in Phonics teaching, Better Reading Partnership, Talking Partners and Talking Maths, 1stClass@Number, Lego Therapy and Inference Training for example. We are currently putting in training for a TA to have a more pastoral/mentor role for our more vulnerable pupils. This academic year Teachers have had a refresher course on Autism and training on differentiating work for a variety of special needs.

### **Evaluating the effectiveness of provision**

As part of pupil progress meetings children's barriers to learning are discussed and time-limited interventions may be initiated if a child is not making expected progress. At the start of any intervention a baseline assessment is carried out. This is repeated at the end of the intervention against targets set so that impact can be measured. If an intervention is deemed to be not helping the child make progress a different intervention can be sought.

### **Emotional and Social Development**

At Ashbeach we aim to support emotional and social development of children with SEN. All our vulnerable pupils have a teacher who acts as a mentor and that teacher makes some time to talk with and build a relationship with those children.

We are in the process of training up a TA to have a specialism for working with those vulnerable children who would benefit from emotional and social support. She has so far had training in Loss and Bereavement and in Why Children are Angry. We have social skills group work and 'Good to be Me'/Emotional Literacy interventions currently being used. The SENCO has had training in writing Social Stories which have been used successfully for a number of children.

Parents/Carers are able to find out more information about Special Educational Needs and Disabilities at Cambridgeshire's The Local Offer. The local offer is a

'front door' to information from education, health and social care about the provision that is available for children and young people with special educational needs and disabilities (SEND) and their families.

[http://www.cambridgeshire.gov.uk/info/20136/special\\_educational\\_needs\\_and\\_disabilities/549/about\\_cambridgeshires\\_local\\_offer](http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer)