SEN information for parents/carers

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

SEND at Ashton Gate
Ashton Gate Primary School supports pupils across the four areas of need identified within the SEND Code of Practice: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and/or Physical Needs Provision is tailored to individual need rather than diagnosis alone. Ashton Gate is committed to ensuring equal access for all pupils. Reasonable adjustments are made where required to support participation in learning and wider school life. Information regarding the school's Accessibility Plan can be found on the school website. At Ashton Gate, our curriculum and ethos are underpinned by four key school drivers: Cultural Diversity, Equity, Independence, and Growth Mindset. These principles guide our approach to teaching and learning, ensuring that every child has the opportunity to thrive academically, socially, and personally. Through a rich and inclusive curriculum, pupils are exposed to a wide range of perspectives, learn to value difference, and are encouraged to take ownership of their learning, developing resilience, curiosity, and confidence. We foster a culture of adaptations to ensure that pupils with SEN access the same experiences and opportunities as those who do not have SEN. **The SEND Team** Ceri Wootten: full-time SENCO senco@ashtongateprimary.org Sharon Redfern: SEN Assistant For further information please see our SEND policy: Special Educational Needs Policy To give feedback to the school, including complaints: Complaints and Feedback Policy

How parents/carers are involved in their child's education

Parents' Evenings are held three times a year. If a child has an Individual Learning Plan (IEP), these are reviewed three times per year, and teachers meet with parents/carers to discuss the plan. The impact of SEND provision is reviewed through:

- Termly assessment data
- Individual Education Plan reviews
- Pupil voice
- Parent/carer feedback
- SENCO monitoring
- Professional reports where appropriate

Support is adjusted in line with the Assess-Plan-Do-Review cycle to ensure provision remains effective

We understand that communication is key, so additional meetings can be requested via emailing or calling the admin team. More informal conversations can take place at school pick up times. Where appropriate, home-school communication books can be used to support communication, this will be directed by the SENCO.

The SENCO is available to meet with parents/carers to discuss their child's needs upon request. Parents/carers can follow the flow diagram below for communication:

Class teacher → **Pastoral Lead** → **Assistant SENCO or SENCO**

We hold a range of parent coffee mornings and regularly signpost parents to Bristol's Parent Carers Webinars, which are open to all parents; the Head Teacher, SENCO and/or SEND Governor will usually attend the coffee morning. On occasion, the SENCO will arrange for an outside agency, such as the Autism Team, to deliver a parental support workshop which all parents are invited to attend.

How pupils are involved in their education.

At Ashton Gate, we foster an inclusive environment where pupils feel safe and empowered to voice their needs this is achieved through strong pupil-staff relationships. Pupil voice is included on IEPs and their reviews three times a year. Effective adaptations are in place throughout learning based on pupils' needs.

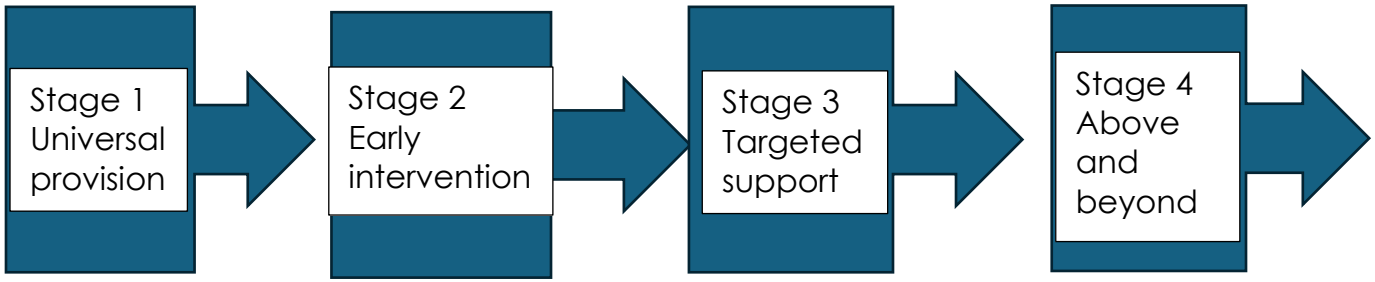
The graduated approach at Ashton Gate

At Ashton Gate, concerns may be raised by parents/carers, teachers, support staff or the pupil themselves. We use a range of information to identify potential SEND, including:

- Progress and attainment data
- Teacher observations
- Attendance information
- Behaviour and wellbeing information

- Screening and assessment tools
- Information from previous settings
- Advice from external professionals

Where concerns are identified, the class teacher and SENCO will work with parents/carers and the pupil to determine whether additional support is required through the graduated response process.
Please see the below diagram and outline of our graduated approach.
Wave 1: Universal provision in line with Ashton Gate's core offer of support which includes adaptive teaching.
Wave 2 early intervention support: class teacher completes SEN or pastoral referral request. Parent/carer voice and pupil voice is captured to gain a holistic view. At this point the school SENCO work alongside class teacher to advise on early intervention support.
Wave 3 targeted support: Pupil is added to the SEN register which is shared with parents/carers. At this point the pupil's provision is in addition to the school's core offer. An Individual Education Plan (IEP) is implemented.
Wave 4, above both targeted and universal support: At this point a pupil's needs are complex or long term and the SENCO might consider applying for an EHCP.



Ashton Gate quality assure provision to ensure it is high quality. This process often involves the SENCO and at a wider Trust level through SEN priority visits.

Preparing pupils for adulthood

The school has a policy of visiting pre-school settings and home visits for all children joining Reception. Children visit their reception classes in the term before they start and parents have several opportunities, including a New Parents/Carers' Meeting, to meet their child's teacher. For pre-school children already identified as having SEND, we liaise with parents/carers, pre-school settings and other professionals such as health professionals. Parents/carers will have more opportunities to meet with the class teacher, Early Years Leader and SENDCO, as appropriate to the level of need. The school has a carefully planned transition programme each year for children as they move through the school. At Ashton Gate we believe in fostering pupil independence which in turn prepares pupils for adulthood. We work closely with our local secondary schools to support transition to Year 7. Our admissions policy can be found on our website - Ashton Gate Primary School - Admissions

Teaching and learning for pupils with SEND

All pupils at Ashton Gate have access to a broad and balanced curriculum. Teachers adapt the curriculum to meet the needs of children in their classes. The curriculum can be adjusted to allow a child with complex needs or a disability to have full access to the curriculum as far as is reasonably possible. We provide specialist materials for dyslexia, such as coloured acetate sheets and writing slopes. We make use of IT to support the learning of children with SEND. Ashton Gate uses a range of intervention to support pupils and reduce gaps in learning.

We work closely with a range of outside agency and take part in Trust wide quality assurances processes.



Social and emotional development for pupils with SEND

At Ashton Gate all teachers and LSAs have had training in our behaviour policy. Our rolling programme of induction for new LSAs includes this training. We also use a child friendly anti-bullying policy and help sheet as we believe in empowering all pupils including those with SEN to advocate for themselves. At Ashton Gate we make reasonable adjustments to our behaviour policy support pupils with SEN which may include the use of a de-escalation plan.

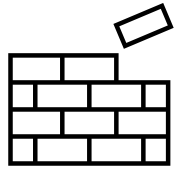


Anti-bullying is a whole school ethos at Ashton Gate, and we are aware that some pupils including those with SEN may be more vulnerable to bullying. We have Diversity Champions who help promote a culture of respect, belonging and inclusion

Staff expertise in SEND

We employ a range of staff members to support pupils with SEN all of whom will have a range of expertise including but not limited to:

- Makaton
- Lego Therapy
- Attention Autism
- Speech and Language support
- De-escalation technique
- ELSA
- Team Teach trained



It is the decision of the Headteacher to deploy support staff within our school. Ashton Gate work alongside professionals and secure additional training if required.

Working with external professionals
For children with complex needs we liaise with specialist services such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Bristol Sensory Support Service (HI and VI) and the Bristol Autism Team. For children with medical needs, we work with Health Professionals such as the School Nurse and social care. 

At Ashton Gate, we work closely alongside parents/carers and value parental insight to gain greater understanding of the pupil's needs. We foster an inclusive culture and strive to support all pupils whose needs can be met within a mainstream setting. Further information about services available for children and young people with SEND can be found through the Bristol Local Offer: https://www.bristol.gov.uk/bristol-local-offer