

Special Educational Needs and Disabilities at



Ashby Hastings Primary School

"Inspiring minds to foster confidence"

A Guide for Parents

Address	Ashby Hastings Primary School School Lane Ashby de la Zouch LE65 2AX
Contact number	01530 442480
Headteacher	Mrs Rachel Mckeown
Special Educational Needs and Disabilities Coordinator (SENDCo)	Mr Joshua Grice (acting SENCO)
Website address	https://www.ashbyhastingsprimary.co.uk/
Age Range	4 – 11 years
Ofsted	Good
Number of children with SEND	29
Number of children receiving additional support	Total on SEND register: Ashby Hastings - 29 pupils (16.1%) National average – 19.5% (2025/ 2026) EHCP and SENIF Ashby Hastings – 9 pupils (5%) National average – 4.1% (2025/ 2026)

What are special educational needs and disabilities?

Special educational needs and disabilities (SEND) can impact upon a child or young person's ability to learn. They may affect their behaviour or ability to socialise, for example, children with autism may struggle to make friends. They can affect their academic learning, for example, a child may have reading problems because they have dyslexic tendencies. They can affect their ability to understand things or their concentration levels, for example, they may have ADHD. They may also affect their physical ability. The broad areas of special educational needs that we support at school are:

- Cognition and learning difficulties
- Speech, language and communication difficulties

- Social, emotional and mental health difficulties
- Physical or sensory difficulties

Our aims for pupils with SEND

Our aims for pupils with special educational needs and disabilities are the same as for all pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them. We are an inclusive school and we will support pupils to ensure they are able to learn and develop their personal and social skills.

Ashby Hastings Primary School makes provision for children with various additional needs. We have a hard working and caring team who strive to work alongside parents to achieve the best for all our pupils.

My child has SEND and I would like to look around. What do I need to do?

We welcome visits by parents to our school if they are considering Ashby Hastings School for their child. Appointments to visit can be made by contacting the school office by phone or email. It would be useful to mention that your child has some additional needs when making this appointment so that, where possible, the school SENDCo can be made available to meet you. Visits can be made at any date and time, during and after the school day, depending on the availability of school staff to show you around.

You can find out more about our school on the school website. Here you can find lots more information under the 'parents' section.

How accessible is the setting both indoors and outdoors?

Accessibility of the school is reviewed annually as part of our Accessibility Plan. The school is one story and ramps are in place to enable movement around the school for wheelchair users. There are accessible toilets available. We make reasonable adjustments to our school building, as required, to support children with SEND who attend our school. We are also committed to making adjustments for off site visits so that your child is given as much access as possible.

How do you identify and assess children with special educational needs?

We recognise that children learn at different rates and that there are many factors affecting achievement. A range of assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- make little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness

- show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- present persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment
- have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In these cases, additional 'in-school' assessments are used to help us identify the specific needs of your child. The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. All staff have knowledge, skills and experience of working with children with SEND and are trained to identify pupils who may have more specific needs (e.g. Dyslexia, Autistic Spectrum Difficulties). The school can also seek quality support and advice from other specialist agencies such as The Autism and Learning Team, Speech and Language Therapists, Occupational Therapists and the Educational Psychologist Service. If required, after consultation with parents, school will seek to involve and work in partnership with these outside agencies to identify children with SEND.

In addition to identification by school staff, your child may be identified as having additional needs through conversations with pre-school settings, communication from yourselves as parents or carers or information from other services that may be involved with your child.

What should I do if I think my child may have special educational needs?

We are a very approachable school and all of our staff are easily available. You can arrange an appointment with your child's teacher and/or the SENDCo through the school office or through Weduc. Parent meetings can be held virtually. We will always listen when a concern is raised and agree some actions together and arrange a time to review how it is going. We would always aim to identify difficulties and provide support as soon as possible.

If you have an issue that you don't feel can be resolved in school, you can also approach our Chair of Governors. Please contact our school office for the contact details.

How will you support my child?

If a concern is raised, then the class teacher would talk to you about your child's progress and work with you to develop an understanding of your child's profile and potential additional needs. They will discuss what adjustments and provision can be made in class. If difficulties persist, the SENDCo may also work with you and your child's class teacher to provide a plan for your child. At this point, there may be a need for more specific assessments in school so that we can set specific targets for your child that will be reviewed with you termly.

If your child is identified as having SEND, your child's class teacher will work with you to develop a one page profile that outlines the everyday adaptations needed to their teaching in order to meet the needs of your child. We will also look at the outcomes you and your child want and the additional support that can be put in place for them. Support is provided in a variety of areas; academic and social and emotional. A plan will be put in place with targets that will be reviewed with you termly.

If your child has an EHCP (Education Health Care Plan) or is in receipt of SEND Intervention Funding, we will put provision in place as outlined in that plan. This plan will be reviewed formally on an annual basis. Your child will also have a plan with short term targets that will be reviewed with you termly.

Your child's progress will be reviewed with you at the two parents' evenings and an additional review meeting; these will be in each term. At these meetings we will look at the targets that were agreed and share how they are progressing towards these. You may discuss their personalised support and the teacher will talk to you about the information from test results or assessments.

We track the progress of our SEND pupils and evaluate their SEND provision very carefully. We look at how well they are meeting their targets and how well support is meeting their needs. We use test and assessment data to help us to measure progress. The SENDCo and other senior leaders at school will monitor SEND procedures by looking at books and observing lessons.

What is our approach to teaching?

We are a very supportive and nurturing school and we are lucky to have a very dedicated staff team whom view themselves as teachers of all pupils with SEND. Teachers differentiate work carefully and are trained to consider learning differences to help each child learn more effectively.

The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered. We also take into account recommendations from outside agencies when adapting teaching to meet specific needs.

We aim to have pupils with SEND fully represented in all areas of school life. Pupils are encouraged and supported to take part in school productions, undertake jobs around school through the 'job centre' and be represented on the school council. Our rewards systems are based on attitudes to learning and character traits, allowing all children to feel a sense of achievement.

How is the decision made about the type and how much support my child will receive?

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher or teaching assistants or it may be continual day to day adjustments by the adults working with them. The level of support they will get will depend on factors like their overall progress and attainment compared to their class or age related expectations. Our aim is to provide enough help to enable our pupils to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting and adulthood.

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

We recognise that good mental health is very important in enabling children to learn effectively at school. We also understand that mental health problems are a growing concern for schools. The school leadership monitor the happiness and well-being of children at our school through pupil interviews and surveys. We track some pupils more closely, where needed, using social and emotional trackers and Boxall profiles.

Our school has a very nurturing school ethos and an emphasis on developing character. We have a PSHE curriculum for all that addresses understanding feelings and changes, as well as a strong anti-bullying policy. For those children who need further support we organise social communication groups, friendship groups and peer support.

Medicines can be administered in school with signed parental permission providing the medication is prescribed by a doctor. There are nominated first aiders in school holding paediatric first aid qualifications. If your child has significant medical needs, you will need to speak to the Headteacher and SENDCo to discuss how we can best support your child and put a medical care plan in place.

Our class teachers are committed to ensuring the overall well-being of the children in their class. We have an open door policy and invite parents to talk to their child's class teacher if they have any worries.

What specialist services and expertise are available at or accessed by the setting?

We work regularly with a range of other professionals and services at our school in order to identify and support the needs of our pupils and to ensure that there is a consistent approach.

We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language therapists
- Educational Psychologists
- Autism outreach and learning service (including hearing and vision support)
- Community Paediatricians
- Health Visitors/School Nurse
- ADHD solutions
- Child & Adolescent Mental Health Service
- Family Support Worker
- Area special schools (Forest Way and Oakfield outreach)
- Early Help services
- Social Care
- Virtual school team
- Voluntary organisations
- Special Educational Needs Assessment and Commissioning Service (SENA)

What training have staff supporting SEND had or what training are they having?

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND and we work closely with the above agencies to access training and support. Training needs are identified by staff themselves or by the SENDCo to meet the needs of children in school or those known to be coming into school.

The autism outreach service offer ongoing support and advice for staff working with our children who have a diagnosis of ASD. As appropriate staff will receive training from this service in relation to the needs of the children. The school SENDCo has received tier 3 training and attends the local lead practitioner meetings to keep knowledge up to date. The Headteacher has received appropriate training.

Training is also sourced if there is a specific need.

The SENDCo regularly attends LA briefings and Symphony Primary Partnership meetings to keep up to date with local and national developments and to share best practice. The SENDCo has achieved the National Award SENDCo (NASENCO) qualification.

How are parents, carers and families involved in the setting?

We are a friendly and approachable school who value the strong partnerships that we have with parents. We aim to involve and inform parents as much as possible and provide them with support, advice and access to services. We hold parents' evenings in the Autumn and Spring terms for all children and an additional review meeting in the Summer term for children with SEND. We provide a mid-year report in the Spring term and a comprehensive written report in the Summer Term. We adopt a number of other strategies to communicate with parents depending on your availability; home school communication books, reading diaries and phone call discussions. Parents are welcome into the building at the end of the day to look at their child's work or learning journey. A member of staff can also be found at the school gate every day to meet and speak with parents.

Parents are also invited to become involved in school life through our parent-teacher association, through volunteering and helping to listen to children read and through ongoing invitations to school events throughout the year such as class assemblies, sports days and performances. We host information events for parents in the lead up to residential visits and other key events.

How do pupils participate?

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our SEND pupils have pupil centred one-page profiles that are produced in conjunction with the pupil and their parents and enable them to identify their strengths and ways that they learn best.

We have pupil centred reviews that allow us to engage your child in commenting on the support they want and receive.

Pupils with SEND are actively encouraged to put themselves forward as School Council Representatives. We also encourage our SEND pupils to apply for jobs to support us in the running of our school.

PSHE times give children the opportunity to express their thoughts and feelings. Alongside this, we are promoting positive mental health by focussing on agreed core values.

How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?

We understand that transitions can be particularly difficult for pupils with SEND and we work closely with other schools and agencies to ensure as smooth a process as possible. If your child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place. Any paperwork we hold relating to the support needs of your child will be passed over.

We have a programme in place for welcoming all new learners to our setting. Children entering school in our Foundation Stage visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENDCo and class teacher in pre-school meetings for children who may need additional support in place.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

When your child moves between classes at Ashby Hastings we ensure that all information is discussed and passed on to their next teacher in advance at a transition meeting between teachers.

Open mornings enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to secondary school have a planned transition programme. Less confident children are accompanied to the High School by a member of the support staff for a planned programme of additional induction. We access the Autism Outreach Service to offer additional help to those children with ASD where needed.

If your child has an EHCP and is moving to secondary school, then an early review will be held and the SENDCo of their next school will be invited to attend.

What other support services are there who might help me and provide me with information and advice?

If you need support in finding an organisation or support service for your child, please contact Mr Joshua Grice (Acting SENDCo) at Ashby Hastings Primary, who will be happy to help you navigate through the local offer. You may also find the Parent Partnership Service useful or IPSEA. Parents or carers can also seek advice from the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They provide free, impartial and confidential advice and support to parents and carers of children with additional needs. They will advise on all matters relating to SEND, including education, health and social care issues.

What should I do if I have a complaint?

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo, head teacher or another member of the senior leadership team.

The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues. We also have a specially appointed SEND Governor to support with any issues. There is a complaints policy in school, in which such procedures are outlined and you can find this on the school's website.

Where can I find the local authority's Local Offer?

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority's local offer can be found on their website at **<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>**

You can also find a link on our school website <https://www.ashbyhastingsprimary.co.uk/>