Special educational needs (SEN) information report

Ashley CofE Primary School

September 2026

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website: SEND Policy

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the glossary at the end of the report.

This report is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

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Contents

Contents 2
1. What types of SEN does the school provide for? 3
2. Which staff will support my child, and what training have they had? 3
3. What should I do if I think my child has SEN? 4
4. How will the school know if my child needs SEN support? 5
5. How will the school measure my child's progress? 6
6. How will I be involved in decisions made about my child's education? 7
7. How will my child be involved in decisions made about their education? 7
8. How will the school adapt its teaching for my child? 8
9. How will the school evaluate whether the support in place is helping my child? 8
10. How will the school resources be secured for my child? 8
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN? 9
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 9
13. How does the school support pupils with disabilities? 9
14. How will the school support my child's mental health, and emotional and social development? 9
15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood? 10
16. What support is in place for looked-after and previously looked-after children with SEN? 11
17. What should I do if I have a complaint about my child's SEN support? 11
18. What support is available for me and my family? 11

1. What types of SEN does the school provide for?

Ashley CofE Primary School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to teach learners who may have difficulties with the areas outlined below.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010) and the Children and Families Act 2014 (PART 3 Children and young people in England with Special Educational Needs or Disabilities).

As an Academy in The Good Shepherd Trust, the Trust is the Admission Authority for the school and has agreed a Published Admission Number (PAN) of 600 pupils with the Local Authority (LA). Any child with an Education, Health and Care Plan naming the school will be admitted.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Louise Athersuch
They are allocated 4.5 a week to manage SEN provision and their SENCO working days are Monday to Friday
They can be contacted via: Phone: 01932 227695 Email: senco@ashley.surrey.sch.uk Booking: Book a Meeting with the SENCO Please note that we aim to return calls or emails within 48 hours.
They are a qualified teacher and achieved the NPQSENCO (National Professional Qualification Special Educational Needs Coordinator) in 2026. They have 15 years of teaching experience and 3 as a school SENCO.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Recent training has included:

- PINS Partnership
- Emotion Coaching (Surrey Educational Psychology)
- Inclusive & Adaptive Classrooms (Surrey Specialist Teachers for Inclusive Practice)
- Neurodiversity, Demand Avoidance, Anxiety & Masking (Surrey Team Around the School)
- Developing SMART targets (Nasen)

Learning Support Assistants (LSAs)

We have a team of 20+ Learning Support Assistants (LSAs) who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as ELSA, Drawing Feelings, LEGO Therapy, TacPac, Clicker, Emotion Coaching. We have a full catalogue of appropriate interventions.

In the last academic year, TAs have been trained in Emotion Coaching, Lego Therapy, Attention Bucket, and more.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Specialist Teachers for Inclusive Practice (STIPs)
- Educational psychologists
- Occupational therapists
- Outreach services such as Freemantles for ASD
- Team Around the School Support Hub – Neurodiversity Advice
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS/Mindworks)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Some of our children are identified as having SEND or a disability prior to joining us. We liaise closely with any feeder schools and nurseries sending children with known special needs. Other children are identified as having SEND during their time with us.

Tell us about your concerns	We will invite you in for a meeting to discuss them	We will decide whether your child needs SEN Support
If you think your child might have SEN, the first person you should tell is your child's teacher by emailing parents@ashley.surrey.sch.uk The teacher will raise with the SENCO. You can also contact the SENCO directly (contact details above).	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of special educational needs and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

The progress of all pupils is monitored informally on a continual basis in all areas of learning and development. Formal monitoring of progress is captured 3 times a year and this data is discussed with teachers and senior leaders (assess).

Where a pupil has made less than expected progress despite receiving high quality teaching and additional support, senior leaders will recommend an Early Identification of Concern is completed (plan). The child's learning barriers are observed and strategies are implemented over a set time (do) and then reviewed. If progress still isn't seen, then the teacher meets with the SENCO to discuss which stage of the graduated approach the child is at and the next steps. This may include capturing pupils' strengths, needs and supportive strategies on a pupil passport or a SEND support plan. This is done in conjunction with parents/carers. The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

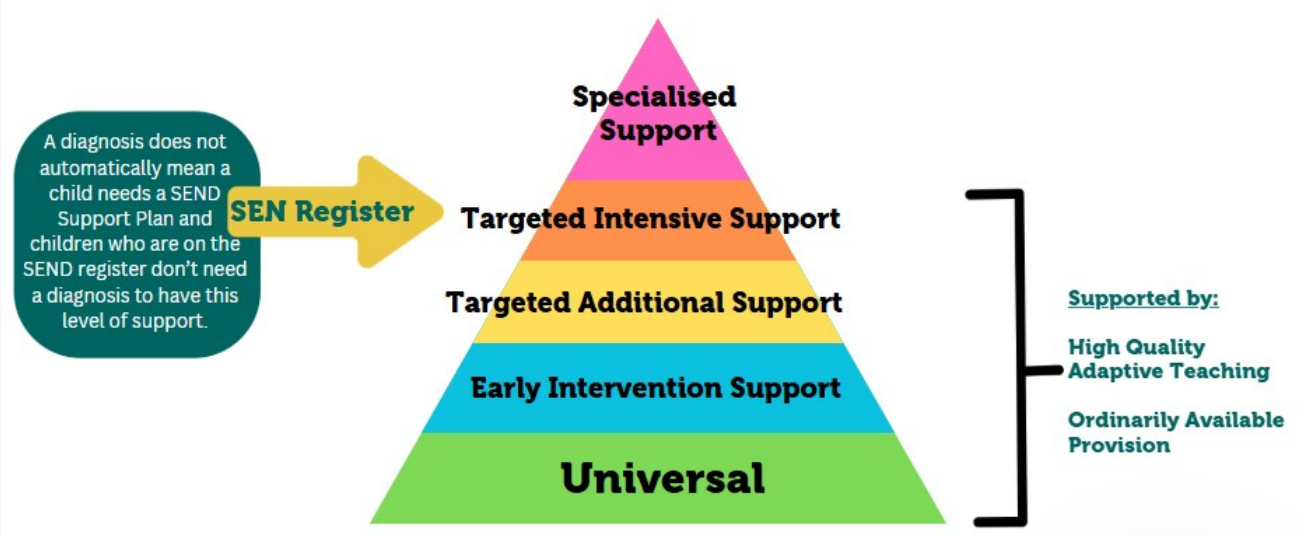
Parents/carers are encouraged to talk to their child's teacher initially about concerns they may have, and then the SENCO or Assistant Head for Wellbeing & Pastoral about their child's educational needs or progress.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEND register. This is an internal list of children who have been identified as having a special educational need in discussion with the SENCO and parents; it is managed by the SENCO.

Being on the list means that your child requires support that is additional to and different from what the school is already providing through high quality teaching and ordinarily available provision. They will have a SEND Support Plan through Edukey and progress against targets will be measured formally three times a year. A child does not require a formal diagnosis to be on the register and having a diagnosis doesn't automatically mean they are added to the register. Pupils whose needs can be met through ordinarily available provision but do not currently need a targeted intensive support, may have a pupil passport.

If a learner makes adequate progress and no longer requires support that is additional to and different from ordinarily available provision, then they can come off the SEND register. A pupil passport can be used to capture specific provisions that work specifically for that child and can be monitored to ensure they maintain age-appropriate progress.

Parents/carers are formally notified through an email but discussions with parents, teachers and SENCO will have already happened.



5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We record our interventions and some provisions on Edukey. Parents are able to access this information.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

As part of the assess, plan, do and review cycle, we look at the actions needed to support a child towards their outcomes.

These actions are:

➢ The teacher's assessment and experience of the pupil

➢ The pupil's previous progress and attainment or behaviour

➢ The pupil's development in comparison to their peers

➢ The views and experience of parents/carers

➢ The pupil's own views – a One Page Profile is completed

➢ Advice from external agencies where relevant

6. How will I be involved in decisions made about my child's education?

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via parents@ashley.surrey.sch.uk

Formally, parents and carers of pupils with SEND are involved in reviewing pupils' progress throughout the year, but specifically during parent consultations where they have an additional 10 minutes and through reviewing their targets on Edukey three times per year. See our SEND reporting cycle for more information.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes

- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Where pupils have been assessed by outside agencies, e.g. Speech and Language Therapy or Educational Psychologist, teachers ensure that the recommendations made by these practitioners are implemented, as far as possible.
- If a pupil has an EHCP (Education, Health and Care plan), the level of support listed in the document will be provided.

We may also provide the following interventions linked to different learning barriers and areas of need:

Learning-Barriers-Provision-Catalogue.pdf

We consider our environment to be fully accessible. Ashley is equipped with accessible toilets, ramps and other specialist equipment. Additional support resources are bought for children with special needs and stored in a centralised area unless specific to the individual child. Class teachers tailor their classroom layout/displays depending on the needs of the children.

More information can be read in our Accessibility Plan.

These interventions are part of our contribution to Surrey's local offer (see section 18).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards the goals in their SEND Support Plan each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in whole schools events such as sports day, workshops and special days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our school's admission policy explains how the admissions process is fair for pupils with SEN or a disability. Any child with an Education, Health and Care Plan naming the school will be admitted.

13. How does the school support pupils with disabilities?

The Good Shepherd Trust aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure all schools are accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

Our accessibility audit and plan explains how we aim to make reasonable adjustments for pupils with a disability and promote understanding through our school values.

14. How will the school support my child's mental health, and emotional and social development?

As a school, we fully recognise that a child's emotional and social needs are as important as their academic ones.

The school has high expectations of behaviour; bullying or other challenging behaviour, is regarded as completely unacceptable and not in line with our school values. Members of staff are available to support children and play an active role in upholding the Behaviour and Relationship policy along with the Anti-Bullying policy which includes guidance on expectations, rewards and consequences. All members of staff have been trained in restorative approaches. Our office team manage the administration of medicines and provision of personal care. Staff members are trained to administer emergency aid to pupils with specific medical needs as well as being first aid trained. The school has an up-to-date Medical Policy in place.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Whole school Nurture Approach using the Boxall Profile to identify needs
- Restorative approach to behaviour, focused on connections

- Pupils with SEND are encouraged to take on a leadership role in the school
- All children participate in PSHE lessons (Personal, Social and Health education)
- We run a nurture provision for pupils who need extra support with social or emotional development
- Trained ELSAs in the school
- All approaches underpinned by our school values of Care, Courage, Curiosity

15. What support will be available for my child as they transition between classes or settings?

Children who join us in their reception year have a full induction programme. This includes a presentation for parents/carers, visits by the children to the school and visits by the staff to the early years settings before they join as well as home visits in the autumn term. Children start in a staggered way that best suits their needs. We will work closely with families and early years settings to enable a smooth transition.

Between years

To help pupils with SEN be prepared for a new school year we follow our Rainbow Transition plan, which includes:

- Time for teachers to meet each other, read and handover key information
- Opportunities for pupils to get acquainted with the new year group environment and staff
- Transition passports are encouraged to be completed by parents to ensure the most up to date information
- Social stories to support understanding that change is good and necessary
- Videos, pictures and visits of their new classes

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

Handover forms, completed by the Inclusion Leader, SENCO and year 6 class teachers, are forwarded to all relevant secondary schools in the summer term prior to transfer. All year 6 pupils spend at least one day in their new schools. When considered necessary to ensure a successful transition, the SENCO will also arrange for SEND and/or other vulnerable pupils to make additional visits to their new secondary schools. The SENCO also attends the annual secondary transfer event organised by the secondary feeder schools, where primary and secondary SENCOs meet face to face to discuss each SEN/vulnerable pupil in detail.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Attending supportive additional PSHE sessions regarding change (Eikon Heads Up)
- Being part of the STIPS Aspire programme (if necessary)

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Designated Teacher for looked-after and previously looked-after children is Nicola Clifford (Assistant Headteacher for Pastoral & Wellbeing)
They can be contacted via: Phone: 01932 227695 Email: parents@ashley.surrey.sch.uk Please note that we aim to return calls or emails within 48 hours.

Nicola Clifford will work with Louise Athersuch, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy, which can be requested in writing from the school office. A guide is found here.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Global Mediation is the independent mediation contact for Surrey. It is free of charge and your conversation will be confidential. For more information please visit Surrey's website here.

18. What support is available for me and my family?

Supporting children with additional needs and disabilities should be a team effort and we have access to a network of expert advice and resources to guide families through identifying and supporting needs. The advice is always developing and improving as families share their knowledge with school. There is a SEND parent group run independently, and a forum set up by Family Voice. If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

We run courses and workshops for parents covering a range of needs and always looking to improve our offer. We work closely with other local schools to share knowledge and resources. A half-termly newsletter is produced to keep parents and carers up to date with latest developments and also signposted to useful information. Leaflets are produced to support initial understanding of processes and terminology.

To see what support is available to you locally, have a look at the local authority's local offer. Surrey publishes information about the local offer on their website:

- Surrey Local Offer website

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

- SEND Advice Surrey

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages