



Ashleigh Primary School and Nursery

All Different, All Equal, All Learning

SEND Information Report 2025-2026

Publication date: January 2026

Review date: January 2027



At Ashleigh Primary School and Nursery, we believe in participation for all which is emphasised through our school motto 'All Different, All Equal, All Learning.' We want to create an inclusive culture in our school and we strive to be responsive to the diversity of the children's backgrounds, interests, experiences, knowledge and skills, so that all children are equipped with the skills they need to be successful learners and make the best possible progress.

This SEND Information Report details the range of provision and support which is available to identified children, where it is deemed appropriate. This is under continuous review and subject to change dependent on budgetary constraints, staffing availability and policy review.

Our SEND Policy can be found [here](#).

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School contacts

Headteacher – Mr John McConnell

Inclusion Lead – Mrs Hannah Meek (Working days Wednesday-Friday)

SENDCo – Mr Jack Walker

SEND Governor – Mrs Carolyn Ellis-Gage

To get in touch with any of the above, contact the school office.



Glossary of useful terms:



AAM - All About Me

ADHD - Attention Deficit Hyperactivity Disorder

ASC - Autistic Spectrum Condition

CAMHS - Child and Adolescent Mental Health Service

C&L - Cognition and Learning

C&I - Communication and Interaction

EHCP - Education and Health Care Plan

EYFS - Early Years Foundation Stage

HI - Hearing Impairment

LAC - Looked After Child

MLD - Moderate Learning Difficulties

MSI - Multi-Sensory Impairment

PD - Professional Development

PEP - Personal Education Plan

PMLD - Profound and Multiple Learning Difficulties

PP - Pupil Premium

SEMH - Social, Emotional and Mental Health

SEN - Special Educational Needs

SENCo - Special Educational Needs Co-ordinator

SEND - Special Educational Needs and Disability

SLCN - Speech, Language and Communication Needs

SLD - Severe Learning Difficulties

SpLD - Specific Learning Difficulties

SPN - Sensory or Physical Needs

VI - Visual Impairment

VS - Virtual School

What is SEND?



At different times in their school career, a child or young person may have a special educational need. The **Code of Practice** defines SEND as:

A child or young person has an SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier/s to their learning.

What kinds of SEND do we support?



At Ashleigh, we provide support across the four broad areas of need as detailed in the SEN Code of Practice:

Communication and interaction: Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

SEND Profile (2025-2026)

We currently have 22% of pupils identified as having SEND. 4.4% of children at Ashleigh have an EHCP. 17.6% of children at Ashleigh are receiving SEN support.

These percentages are made up of the following groups:

50% (11% of school) are identified as having an SEND linked to Communication and Interaction.

17 % (3.75% of school) are identified as having an SEND linked to Cognition and Learning.

17% (3.75% of school) are identified as having an SEND linked to Social, Emotional and Mental Health.

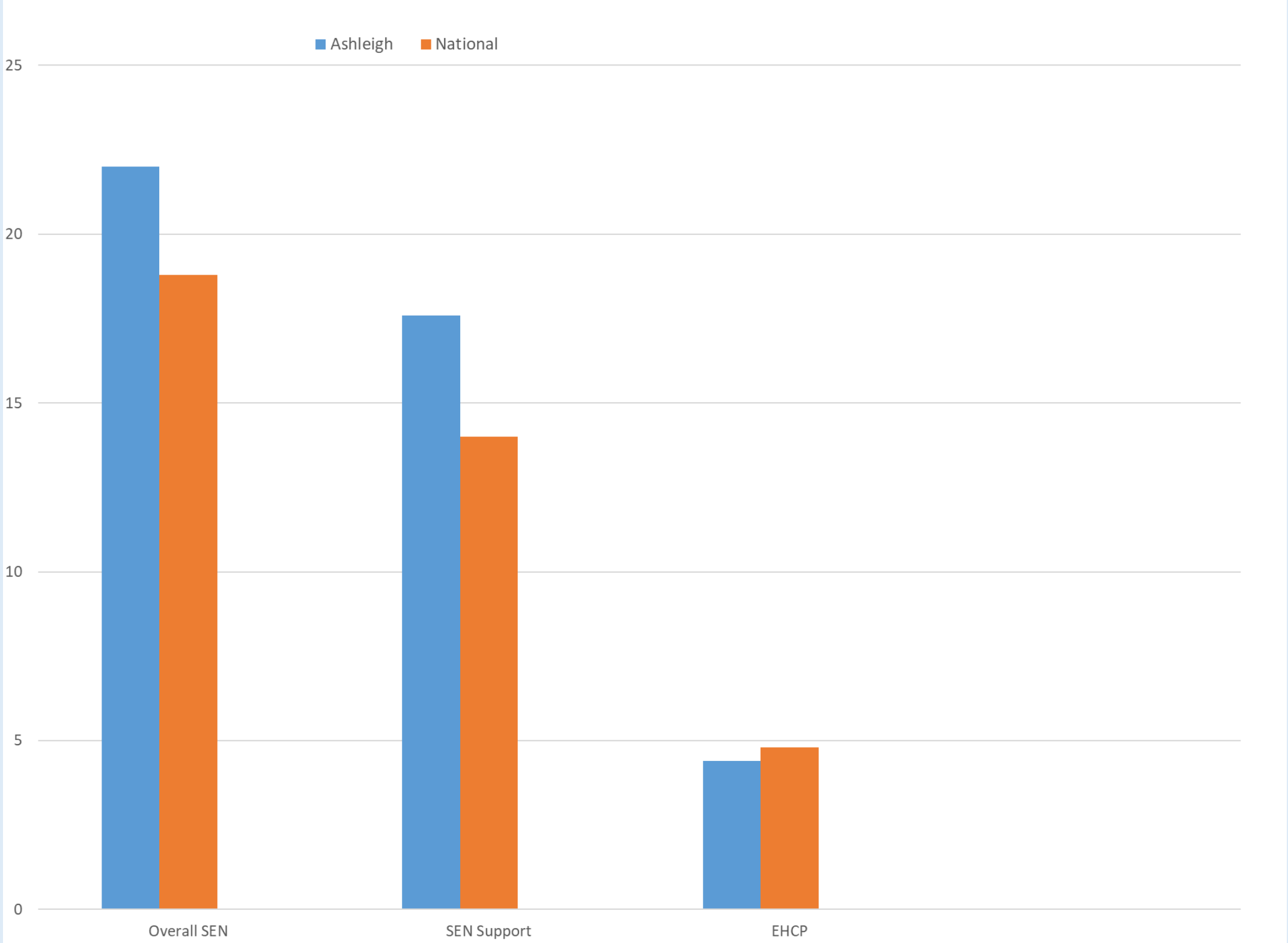
7.5% (1.6% of school) are identified as having an SEND linked to Physical and/or Sensory needs.

8.5% (1.9% of school) are identified as having an SEND linked to Speech and Language needs.



Many of our pupils have needs across more than one of these groups. These figures show the primary need.

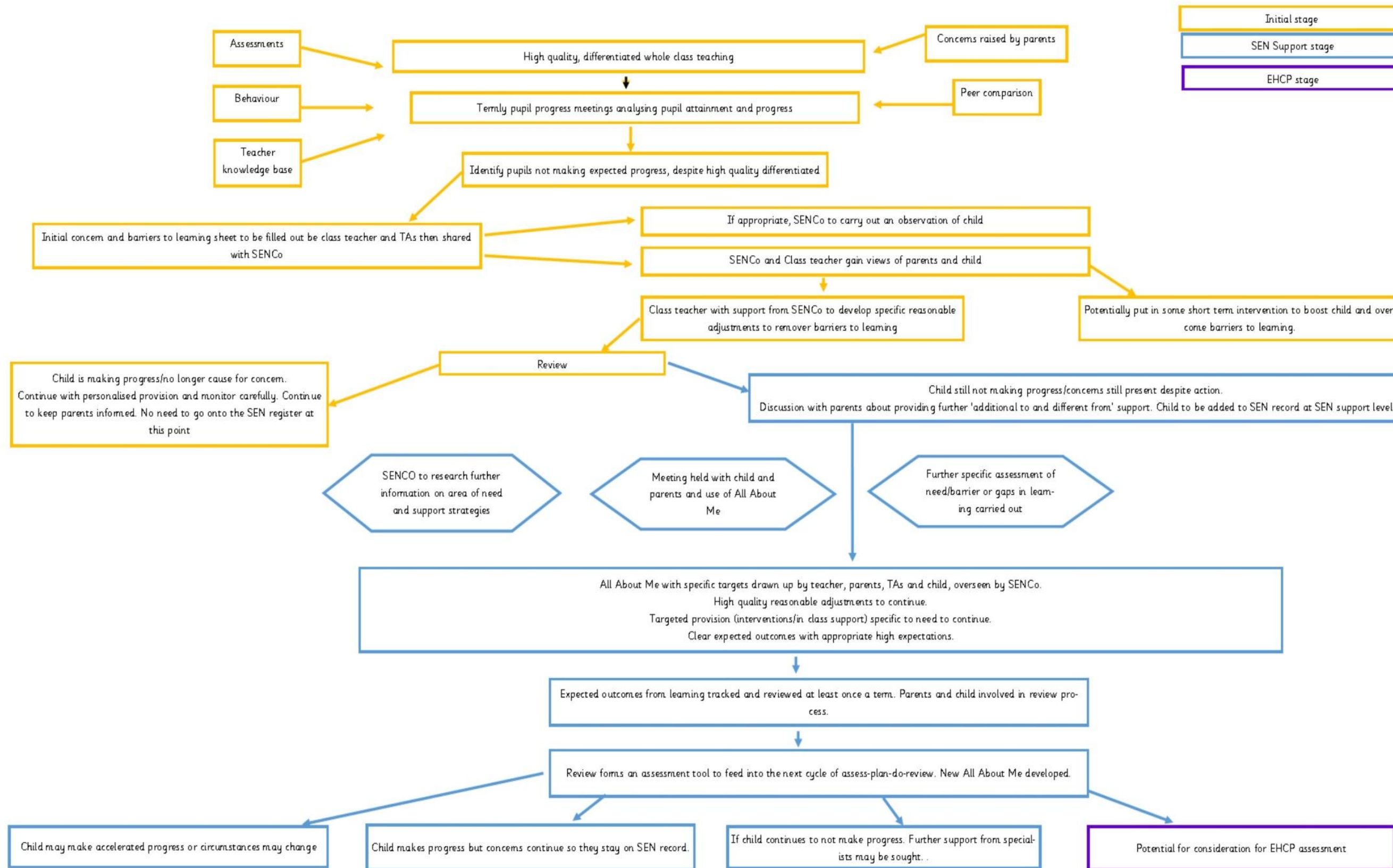
National comparisons



For national data, visit:

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2024-25>

How do we identify the Special Educational Needs of children?



Click on the image to enlarge.



What is our approach to teaching learners with SEN?

We believe in achievement for all which is emphasised through our school motto 'All Different, All Equal, All Learning.' Our aim is to create a learning environment which is flexible to meet the needs of all of our learners. As stated in the Teaching Standards and the Code of Practice, the class teacher remains responsible for ensuring all children, including those with SEND, make progress.

Quality First Teaching:

The first step in responding to the needs of children with SEN, is 'Quality First' teaching. This ensures that personalised approaches are incorporated into the learning environment to meet the needs of our learners with SEN. Teachers have the highest expectations for all pupils in their class. Teaching is built on what the child already knows and can do. Different ways of teaching are in place so that all pupils are fully involved in the classroom learning, through effective challenge and differentiation.

Specific strategies, which may be suggested by the SENCo or outside agencies, are used to support children with SEN to learn. Staff will keep parents/carers informed with how children are progressing, along with any successes or concerns. Children's progress is constantly monitored, assessed and reviewed to ensure that any gaps in their learning will be identified and addressed.



What is our approach to teaching learners with SEN?

Targeted Interventions:

Where a specific learning need has been identified, targeted intervention may be in place. This may run in the classroom or in separate sessions outside of whole class teaching. They may be delivered by a teacher or teaching assistant and are usually group sessions to target a group of pupils with a similar need. Targets will be identified before the intervention begins and their impact will be reviewed and assessed once complete.

Specialist, Individual Interventions:

For some children, it will be necessary to provide a highly tailored, bespoke intervention to meet a child's needs. In some occasions, this may involve 1-1 support after extensive support from outside agencies. Some children will have access to aids and materials to support their learning, for example ear defenders, fidget toys and wobble cushions.

What is our approach to teaching learners with SEN?



Cognition and Learning

<u>Possible needs/ difficulties</u>	<u>Provision</u>		<u>Specific interventions and support</u>
<ul style="list-style-type: none"> • Reading and spelling • Learning new information and concepts • Working with numbers • Specific diagnosis such as dyslexia or dyscalculia • Working memory • Concentration • Organisational skills 	<ul style="list-style-type: none"> • Quality first teaching with appropriate differentiation in terms of work and delivery • A broad and balanced curriculum • Adult support in lessons to scaffold learning • Learning scaffolded with adapted resources such as writing frames • Individual timetables to support brain breaks and extra processing time • Now and next boards • Re-capping of prior learning in each lesson • Modified arrangements for accessing tests 	<ul style="list-style-type: none"> • Word mats • Working walls which display key learning and key vocabulary • Short, clear instructions • Classrooms that are accepting of mistakes and appreciate that they can help us learn • Access to concrete resources • Visual prompts to remind children of a task • Technology such as voice recorders • Modified arrangements for accessing tests • Enhanced transitions • Cooperative learning strategies • The use of our guiding stars 	<ul style="list-style-type: none"> • Dyslexia Gold • Precision teaching • Read, Write Inc. phonics • PiXL interventions • TT Rockstars • Pre and post teaching • PIVATS assessments • Coloured overlays • Clicker software • Referrals to specialist services • ATT • Numicon: Breaking Barriers • Super Speed 1000 • Spelling frame

What is our approach to teaching learners with SEN?



Communication and Interaction

<u>Possible needs/ difficulties</u>	<u>Provision</u>		<u>Specific interventions and support</u>
<ul style="list-style-type: none"> • Understanding language (receptive) • Using language (expressive) • Understanding how to communicate with other people (social communication) • Attention and listening • Stammering • Conditions including Specific Language Disorder, speech sound disorders and Autism Spectrum Condition 	<ul style="list-style-type: none"> • Quality first teaching with appropriate differentiation in terms of work and delivery • Visual aids such as key vocabulary (word banks), mind maps and diagrams • Visual timetables and clear and consistent routines • Adult support to scaffold learning • Thinking time given before expecting a response • Now and next boards 	<ul style="list-style-type: none"> • Recording devices • Individual workstations • Social stories • Enhanced transitions • Modelling of good language • Providing plenty of opportunities for speech throughout learning • Printed instructions and checklists • Individual timetables to support brain breaks and extra processing time • Cooperative learning strategies • The use of our guiding stars 	<ul style="list-style-type: none"> • NELI • Talk Boost • Referrals to speech and language • Specific speech and language intervention as directed by a speech therapist • Referrals to specialist support • ELSA • DESTY • Wellcomm assessment and intervention • Just One Norfolk – speech sound intervention videos

What is our approach to teaching learners with SEN?



Social, Emotional and Mental Health Needs

<u>Possible needs/difficulties</u>	<u>Provision</u>		<u>Specific interventions and support</u>
<ul style="list-style-type: none"> • Forming and maintaining relationships • Withdrawn and/or isolated • Anxiety • Behaviours that interfere with learning • Behaviours that pose a risk to themselves or others • Disorders such as ADHD, ADD, attachment disorder • Eating disorders • Low self-esteem • Hyperactive and lack of concentration 	<ul style="list-style-type: none"> • Quality first teaching with appropriate differentiation in terms of work and delivery • RSHE curriculum that promotes health and wellbeing • A nurturing ethos across the school • Clear classroom routines, supported by the three reminders • Whole school behaviour approach • A Norfolk Steps approach to behaviour management 	<ul style="list-style-type: none"> • Access to quiet space in the classroom • Mental health champion • Visual timetables and now and next boards • School council • LINKS cluster SEN group • E-safety teaching • Anti-bullying week • Classroom worry monsters • Enhanced transitions • Whole school THRIVE assessments • Cooperative learning strategies • The use of our guiding stars • Social stories 	<ul style="list-style-type: none"> • THRIVE/ELSA • Benjamin Foundation • Nurture groups • Referral to Ormiston Families • Sensory circuits • Referrals to specialist support and multi-agency working including the Family Support Process • Lego therapy • ELSA • DESTY • Risk assessments • Reward charts • Norfolk Steps • Trauma informed Practitioner • Lunchtime nurture sessions

What is our approach to teaching learners with SEN?



Sensory and/or Physical Needs

<u>Possible needs/ difficulties</u>	<u>Provision</u>		<u>Specific interventions and support</u>
<ul style="list-style-type: none"> • Visual impairment • Hearing impairment • Multi-sensory impairment • Gross motor difficulties • Fine motor difficulties • Self-organisation for daily living • Diagnosed conditions such as cerebral palsy and dyspraxia 	<ul style="list-style-type: none"> • Quality first teaching with appropriate differentiation in terms of work and delivery • An environment which values diversity and encourages respect • An accessible sight with adaptations made where needed • Printed copies of materials being used on the board • Seating adjustments dependent on physical or sensory barrier • Enhanced transition • The use of our guiding stars 	<ul style="list-style-type: none"> • Disabled toilets with medical bed • Specialist equipment including overlays, sloping board and pencil grips • Recording technology • Modified assessment papers • Additional scaffolding support from classroom teaching assistant • Writing on displays, on whiteboards and worksheets in an accessible font • Left handed seating (where necessary) and equipment • Large print 	<ul style="list-style-type: none"> • Support from outside agencies such as physiotherapy and occupational therapy • Sensory circuits • Sensory room • Funky Fingers • Speed Up! Handwriting • ATT • Care plans • Ear defenders • Writing slopes • Referrals to specialist services including the virtual school. • Different colour reading overlays

What is our approach to teaching learners with SEN?



SEN and EAL

“ Identifying and assessing SEN for young children whose first language is not English requires particular care.” (SEN Code of Practice, 2015)

Being able to speak more than one language is something we celebrate at Ashleigh.

When a child who has English as an additional language is being considered for having an SEN, we have to look carefully at all aspects of a child’s performance in different areas of learning and development to establish whether a lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

Difficulties related solely to limitations in English as an additional language are not SEN.

What is our approach to teaching learners with SEN?

Specialists and External Agencies



At Ashleigh, we will value the advice and expertise from specialists and external agencies. Wherever possible, we aim to implement the suggestions made. Below are some of the specialists we regularly work alongside:

Dyslexia Outreach

Provides dyslexia-friendly support and strategies.

Just One Norfolk

Supports a range of health needs.

Point 1

Supporting mental health for children

School and Community Team

Advice and support for children with emerging SEND needs.

Access Through Technology

Can provide equipment to support children to access the curriculum

Ormiston Families

Working with families and offering support to school for children with mild-moderate mental health difficulties.

School 2 School

Access to expertise from specialist provision schools in Norfolk, can offer training or support for a specific child.

Educational Psychologist (EPSS)

Identify barriers to learning and underlying needs.

Paediatrician

Health needs and neurodevelopmental concerns

Speech and language therapist

Assessments of speech/language/communication needs and provide interventions.

Inclusion Team

Advice to support children who are finding accessing mainstream provision challenging.

Physiotherapist and occupational therapist

Specialist assessment and intervention for children with physical difficulties and helping to support independence.

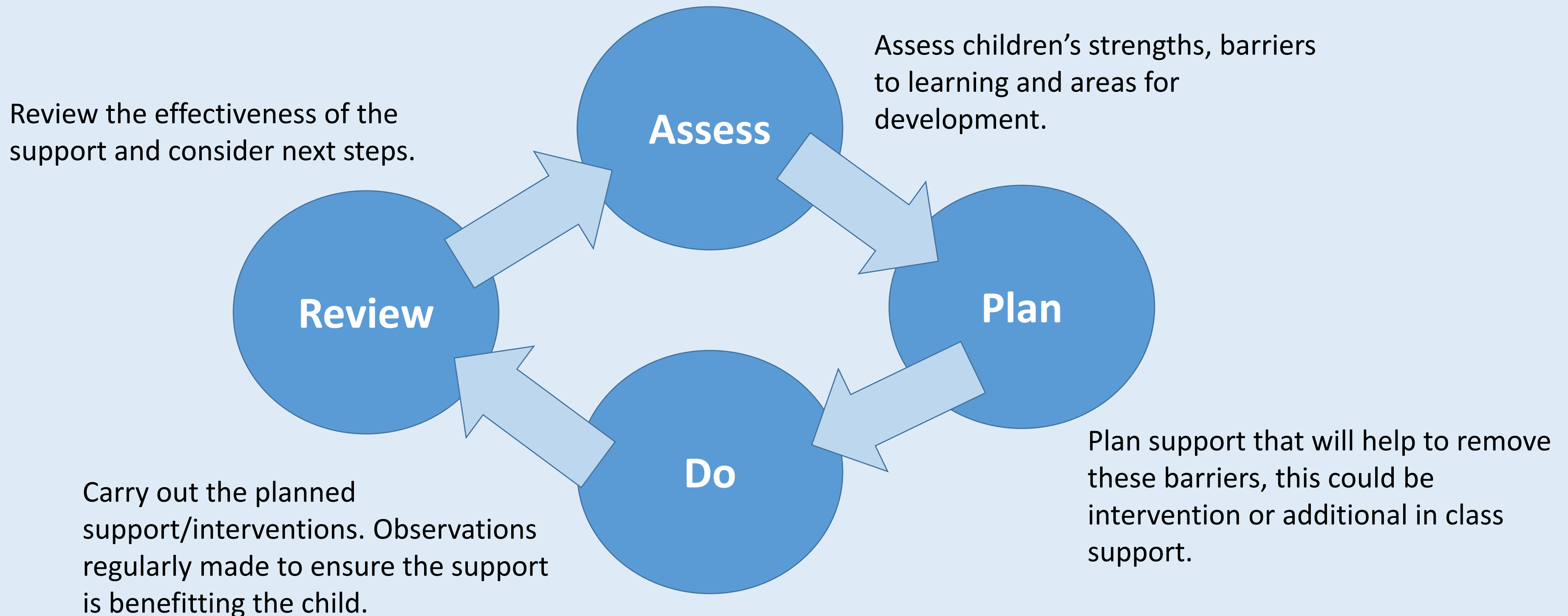
Virtual School

Virtual School for Looked After Children and Virtual School Sensory Support

How do we assess and review children's progress?

The Graduated Approach

Once a child has been identified as having an SEN, we follow the four stages of assess, plan, do, review to ensure the individual needs of the child are being met. This cycle involves staff, parents and the child.




How do we assess and review children's progress?

All About Mes



As part of the graduated approach (our assess, plan, do, review), support is recorded on an All About Me which is written collaboratively with the parent and child.

Jack Walker – All About Me			
	Date of birth:	15/01/2024	Class: Oak
	Teacher:	Mr Walker	
	Date of Plan:	January 2024	Date of review: April 2024
	Areas of SEN need:	Social, emotional and mental health Cognition and learning	
	Diagnoses:	None	
Step 1: Assess			
What I am good at: (Capture the views of teacher, child and parent)		How to help me to learn: (Strategies or approaches needed)	
<ul style="list-style-type: none"> ✓ I have a good range of vocabulary. (teacher) ✓ I have good friends (Child) ✓ I have a good imagination and like to be creative. (Parent) ✓ I have positive relationships with the grown-ups in my class. (Teacher) 		<ul style="list-style-type: none"> ✓ Offer regular reassurance and communicate expectations clearly using visual prompts. ✓ If Child B has a worry, use the WIN technique and ask 'curious questions' (MHST recommendation) ✓ Follow consistent routines. ✓ Use a social story to ensure that Child B feels confident with what his time at school will entail. ✓ Regularly review the 3 school reminders and discuss what these look like. ✓ Regularly review Child's safety hand and ensure he understands who he can talk to if he is worried. ✓ Use a visual timetable so he feels reassured he knows the daily routine. ✓ Explore different ways to understand and process emotions. Have regular discussion about strategies to use when feeling sad or scared or worried and what to do in these situations. These could include breathing techniques, muscle relaxation or distraction (See MHST closure letter) ✓ Break down my learning into small manageable chunks and use visual prompts and gestures as much as possible to help me understand. ✓ Use voice recording software to help me share my creative ideas. 	
Things I find tricky: (barriers to learning – targets will be set to remove these)		Other professionals/services who help me:	
<ul style="list-style-type: none"> 1: Using my phonics when writing a sentence. 2: Understanding one more or one less than a number. 3: I sometimes worry about being away from home throughout the day and this distracts me from my learning. 		<p>Mum attended the timid to tiger parent led anxiety course at our school led by the Mental Health Support Team- see closure letter on CPOMS for strategies.</p> <p>Benjamin Foundation sessions once a week (ongoing)</p>	
What I can do now: (baseline in relation to barriers)		What I would like to be able to do: (long term target e.g. read my favourite book, to motivate the child in achieving their targets)	
<ul style="list-style-type: none"> 1: I am making good progress in reading and phonics 2: I can count objects to 5 and match these to the numeral 3: I have made great progress and now come into school most days without being upset. 		<ul style="list-style-type: none"> 1: I want to write long stories. 2: I like maths and want to do more of it. 3: I like school and want to be with my friends. 	
What would 'beautiful' look like for this child? (Think about the learning behaviours that we are aiming for)			
<p>Child B is able to concentrate on learning and is not distracted by anxiety throughout the day. He has a range of strategies to use independently to manage his worries.</p> <p>Child B can manipulate concrete resources effectively in Maths to solve increasingly complex problems and has a good conceptual understanding of number.</p> <p>Child B is able to express imaginative ideas in writing and enjoys writing.</p>			

Step 2: Plan		Step 3: Do		Step 4: Review
What I want to do next: (a 'plus one' target which is achievable in a term to work towards removing the barriers to learning)		How I will achieve this target: (action that is additional to and different from quality first teaching – include all interventions and how child can be supported at home)		How I got on with this target: (impact the target has had on the child's learning - next steps will be the new targets on next plan)
1:	I can use the 'hold a sentence' technique to write a dictated sentence containing known sounds (set 2) and red words with 90% accuracy.	At school I will: <ul style="list-style-type: none"> ✓ Teacher to model using 'Fred Fingers' to spell the words in the sentence. ✓ Pre-teach new vocabulary. ✓ Read, Write log, laminated sound chart on the desk. ✓ Read, Write, log, check box for self-editing. 	At home I will: <ul style="list-style-type: none"> ✓ Read daily ✓ Practice spelling the 10 high frequency words (red words) on the flashcards. 	
2:	He can show understanding of 'add one' using Numicon on ten separate occasions.	At school I will: <ul style="list-style-type: none"> ✓ Maths lessons will be adapted to allow lots of practise of adding one more. ✓ ___ will always have access to Numicon in Maths lessons. ✓ Practical intervention 10 mins 3 x per week with class TA to work on adding one more and comparing the results. "Which is more? Which is less?" 	At home I will: <ul style="list-style-type: none"> ✓ Use everyday objects to practise counting to 10 and to work on adding one more. (e.g. can you count five pieces of pasta. How many would I have if I add one more?) 	
3:	When I tell an adult that I feel worried during the day I can independently choose which breathing technique I will do by pointing to this on a card.	At school I will: <ul style="list-style-type: none"> ✓ Social story shared regularly to ensure that Child B knows strategies for managing worry and for redirecting thoughts. ✓ Adult to use techniques from 'how to help me learn' to ensure the day is as predictable as possible. ✓ Adults to praise Child B for independently choosing a breathing technique. ✓ Laminated visual prompt with 3 breathing strategies to choose from. 	At home I will: <ul style="list-style-type: none"> ✓ Practise my breathing techniques when I already feel calm. ✓ Encourage use of the three breathing strategies at home when Child B is anxious about coming to school. 	
Note: If a child achieves a target before the end of term, use a new copy of this page to set a new target				
Signed by child:			Date:	
Signed by parent/ carer:			Date:	

How do we assess and review children's progress?

Assessment Tools

We use a range of assessments to help measure progress, from a specific starting point. Below are our most commonly used assessment tools:

- Boxall Profile (SEMH);
- PiXL assessments (cognition and learning);
- PiXL reading speed tests (cognition and learning);
- WellComm screening (speech and language);
- Universally speaking checklist ages 5-11 (speech and language);
- Neurodiverse barriers to learning checklist (SEMH and cognition and learning);
- Strengths and Difficulties Questionnaire (SEMH);
- Talk Boost assessments (speech and language);
- ELSA assessments (SEMH);
- DETSY assessments (SEMH);
- PIVATS (Cognition and learning);
- Literacy Gold (Cognition and learning) .



Where necessary, we will commission external agencies (such as Educational Psychologists or Dyslexia Outreach) to complete more specialised assessments.

How do we assess and review children's progress? Applying for an Education, Health and Care Plan (EHCP)



“The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.”
(SEN Code of Practice, 2015)

The following people can request an Education, Health and Care needs assessment for a child:

- The child's parent;
- A young person between the ages of 16 and 25;
- A person acting on behalf of a school.

Where a child has an EHCP, there will be an annual review held which will take into account the views of the child, parent or carer and any other professionals involved with the child.

More information can be found here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/education-health-and-care-ehc-plans>

What are our roles and responsibilities?



Headteacher

- Managing the day to day life of all aspects of the school, including the support for children with SEND.
- Ensuring the governing body is kept up to date about issues relating to SEND.
- Ensuring that the school is implementing a broad and balanced curriculum for all of its learners.
- Ensuring the school has ambitious expectations for all pupils, including those with SEND.
- Appointing a SENDCo.
- Supports the SENDCo in ensuring the school is fulfilling its statutory duties in line with the Code of Practice.

SENDCo

- Ensuring staff are aware of individual children's needs and ensuring that reasonable adjustments are in place so that they are able to access the curriculum.
- Liaising with outside agencies to ensure appropriate support is in place.
- Liaising with new schools (particularly secondary school) around transition.
- Ensuring All About Mes are in place and assessing intervention grids for effectiveness.
- Applying for additional funding for high needs pupils.
- Managing the SEND budget and buying appropriate resources.
- Updating the school's SEND register.
- Applying for EHCP assessments and reviewing these annually.
- Reviewing the school's SEND policy and SEN Information Report.
- Providing specialist support and training for teachers and support staff.

What are our roles and responsibilities?



Class teacher

- Monitoring the progress of the children in their class and as a result, planning any additional support that they may need and making reasonable adjustments to meet the needs of any pupil with SEND.
- Complete regular assessments (in line with the school assessment policy) to monitor progress.
- Plan and assess the effectiveness of interventions.
- Use ongoing assessments to write and review All About Mes, alongside the pupil and their parents.
- Attend school training related to SEND.
- Ensuring that the school's SEND Policy, SEN Information Report, Anti Bullying Policy, Accessibility Policy, Behaviour Policy and Equality Policy are followed in their classroom and for all the pupils they teach with any SEND.
- Working with parents/carers, pastoral staff, SENDCo and outside agencies to support your child's individual needs.
- Attend termly pupil progress meetings to discuss the needs of children with SEND.
- Working with parents/carers, pastoral staff, SENDCo and outside agencies to support your child's individual needs.

Teaching assistants

- Working with the class teacher to ensure the needs of any children with SEND are being met in order for them to access the curriculum.
- Delivering high quality small group and 1:1 evidence based interventions.
- Encouraging children to remain focused on their learning and helping to scaffold learning where necessary.
- Observing and recording achievements and concerns.
- Empowering pupils to develop effective strategies that enable them to become independent learners.
- Supporting the implementation of differentiation and specialist support strategies in the classroom.
- Supporting pupils to use and then develop independence with resources such as ATT laptops, coloured overlays etc.

What are our roles and responsibilities?



SEND Governor

- Making sure the necessary support is given for any child who attends the school, who has SEND.
- Meeting with the SENDCo to evaluate the effectiveness of the school's work with SEND pupils and their families.
- Looking at the school data to measure and assess the progress of pupils with SEND.
- Raising awareness of SEND at governor meetings.
- Reviewing policies linked to SEND and ensuring the SEND Information Report is compliant.

How do we involve the children and their parents/carers in their education?



Parent

Attend parent meetings every term and any additional meetings to discuss progress and next steps.

Contribute towards the termly All About Mes (and/or behaviour plans).

Communicate with staff in person or via email.

Where necessary, meet and communicate with external agencies that are involved with supporting their child.

Child

- Contribute to their All About Me, identifying their areas of strength, difficulties and what helps them within the classroom.
- Where the child has an EHCP, share their views on how they are getting on with their education.
- Take part in interventions.
- Talk to adults about any concerns or worries that they may be feeling.
- Use resources to aid their learning and use these to help develop independence.
- Take part in annual school surveys, questionnaires and School Council class/whole school meetings.

What additional support is available to children with SEN?



Medical Needs

Any child that has a medical need, has a care plan and in some cases, a risk assessment. These are reviewed annually (or whenever there is a change is need, whichever is sooner). There are staff in every year group qualified in First Aid.

Any child that is unable to attend school due to a medical need will be referred to the Medical Needs Team. More information can be found using the following link:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/how-education-providers-support/medical-needs-education-provision>

Extra-curricular activities

We believe that all learners are entitled to access extra-curricular activities and therefore we are committed to making reasonable adjustments to ensure participation for all. These include music lessons, football, dodgeball and dance.

There is also our breakfast and after-school club which is available to all pupils.

Access Arrangements

We understand that some children may need additional support in order to access exams. Arrangements should never benefit or disadvantage a child and any agreed support is based on normal classroom practice. Access arrangements are agreed on a case by case basis but could include scribes, larger print, rest breaks, readers and additional time.

How do we help children to prepare for the next step in their lives?



From Nursery to School	Moving Within the School	Moving to a New School
<p>Transitions between our nursery teacher (or alternative nursery provision) and reception teachers to discuss strategies to support the child.</p> <p>Additional visits to the school to become familiar with environment, where necessary.</p> <p>Staggered and phased start to reception.</p> <p>Transition morning/afternoon.</p>	<p>Transitions between current class teacher and new class teacher to discuss strategies to support the child.</p> <p>Transition time.</p> <p>For some children with SEND, there will be a transition meeting with current class teacher, new class teacher and parents.</p> <p>Additional activities where needed such as transition booklets/pic collages.</p>	<p>Transition conversations between SENDCo and SENDCo at the new school.</p> <p>Additional visits to the new school, where possible.</p> <p>SEND records shared with the new school.</p> <p>In some cases, staff from the new setting will visit the child in their current setting.</p> <p>Transition days.</p> <p>Enhanced transition programme to High School</p>

What SEN training opportunities have the staff received?



The school SENDCo received the National Award in Special Educational Needs Coordination (NASENCo) in July 2019.

Further training recently completed by staff:

- Step On training;
- Step Up training;
- Working memory training;
- Precision teaching;
- ARTiculate training;
- Sensory circuit training;
- TalkBoost training;
- PIVATS training;
- Acquired brain injury training;
- SENCo attends SEND forum which provides updates from local authority SEN advisors;
- SENCo attends Essential SENCo Network which provides updates and training opportunities;
- ELSA training;
- Numicon: Breaking Barriers training ;
- Trauma informed practice training;
- DESTY Island Emotional Resilience Programme training.



Future training:

Staff training is regularly reviewed and assessed in line with the needs of the children. Upcoming training currently involves understanding how to support children with neurodevelopmental conditions, particularly ASD and ADHD.

How has school funding supported SEN provision?



Information on how much notional funding the school receives can be found here:

<https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>

Funding for financial year 2025-2026: £86,124

How notional funding has been used:

- Access to specialist services, including Educational Psychologists and the Dyslexia Outreach team.
- Specialist resources.
- Additional adult support.
- Staff training.

Element 3 funding:

If a child has needs that cannot be met within the school's notional funding budget, element 3 and exceptional needs funding can be applied for.


What support services are available for parents and carers of children with SEND?



Norfolk SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)

SENDIASS offer information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education. They are a free, dedicated, confidential and impartial service based in Norwich. Staff are independently trained in SEND.

Website  : <https://www.norfolksendiass.org.uk/>

Phone  : 01603 704070

To find out more about what they can offer, click on the image below:



What support services are available for parents and carers of children with SEND?



Organisation	What do they do?	Contact details
Just One Norfolk	Single point of access for all Norfolk Healthy Child Services including speech and language therapy.	Phone 📞: 0300 300 0123 Website 🖱️: https://www.justonenorfolk.nhs.uk/
Family Voice Norfolk	Ran by parents and carers of children with special educational needs and/or disabilities in Norfolk. Their aim is to improve services for children by ensuring that families' voices are heard by decision makers.	Phone 📞: 07950 302937 Website 🖱️: https://www.familyvoice.org.uk/
Ormiston Families	Providing a range of services to support positive mental health across Norfolk.	Phone 📞: 01473 724517 Website 🖱️: https://www.ormiston.org/what-we-do/mental-health-and-wellbeing/
Benjamin Foundation	Helping children overcome challenges, including emotional wellbeing support.	Phone 📞: 01603 615670 Website 🖱️: https://benjaminfoundation.co.uk/
Norfolk Early Help and Family Support	A service offering help and support for family difficulties or for parents who are worried about their children.	Website 🖱️: https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support/get-early-help-and-family-support



What is the Norfolk Local Offer?

“Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.”

It has two key purposes:

1. To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

It can be accessed by clicking on the link: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This Ashleigh SEND Information Report for 2025-2026 forms part of the Norfolk Local Offer for learners with Special Educational Needs (SEND).

Links to school policies



[Accessibility Policy and Action Plan.pdf](#)

[Admission Arrangements](#)

[Behaviour Policy](#)

[Safeguarding Policy](#)

[SEND Policy](#)

[Supporting Pupils with Medical Conditions](#)

Additional school policies can be seen at [Policies – Ashleigh Primary School](#) or contact the school office.

Useful Links



SEND Code of Practice:  <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Autism Educational Trust:  www.autismeducationtrust.org.uk

ASD Helping Hands:  www.asdhelpinghands.org.uk

Benjamin Foundation:  www.benjaminfoundation.co.uk

British Dyslexia Association:  www.bdadyslexia.org.uk

Dyslexia-SpLD Trust:  www.thedyslexia-spldtrust.org.uk

Dyspraxia Foundation:  www.dyspraxiafoundation.co.uk

Ormiston Families:  <https://www.ormiston.org/>



Have your say:

This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. Please contact us with any thoughts, opinions and ideas; we would love to hear them!

What can I do if I am not happy with the SEND provision for my child?

At Ashleigh, we aim to support all children to the best of our ability. However, if you have any concerns about the SEND provision for your child, please contact the class teacher in the first instance. If the situation cannot be resolved, please contact the SENDCo.

For further information about our complaints procedure, please see our complaints policy, using the link below:

[Complaints Procedure](#)