Inspiring Futures Through Learning

Ashbrook School
SEND Information Report
2025-2026

At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.

What kinds of Special Educational Needs and Disabilities are provided for?

Ashbrook School offers a range of provision to support children with Special Educational Needs (SEN) The support deployed will be tailored to meet individual needs following an assessment by school staff or external agencies. It is designed to promote children becoming more independent and resilient learners.

- Communication and Interaction (including Autism Spectrum Disorder and Speech and Language Needs)
- Cognition and Learning (including dyslexia)
- Social, emotional and mental health (including ADHD)
- Sensory and/or physical needs (including hearing and visual impairment

Special education provision is that which is additional to, or different from, that provision which is offered for most of the children.

At Ashbrook school we offer support and provision to children across all these identified areas of need. We prepare to receive with SEND transitioning into our school and ensure that when required the teachers and support staff receive training to understand the special educational need, to be able to give the appropriate support

How does our school identify children with Special Educational Needs and Disabilities?

We identify children with Special Educational Needs and Disabilities when:

- Concerns are raised by parents/carers, teaching staff, pre-school, previous school(s).
- There is a lack of progress
- There is a change in the child's behaviour which impacts on learning

All parents are encouraged to contribute to their child's education and work in partnership with the school. This may be through:

- Discussion with the child's class teacher.
- PSP/SEND support plan Meetings/Reviews
- EHC Plan Meetings/Reviews
- Parent Consultations.
- Meeting with the SENDCo or other professionals.
- Open door policy - daily informal discussions with school staff

How does our school assess their needs?

You will be kept informed about your child's progress and their support in the following ways:

- The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children, which is monitored by senior leaders throughout the school.
- Should your child require additional support they may be included in an intervention group. This may be run by a teacher or teaching Assistant. The interventions are planned in consultation with the SENDCo. All additional support and interventions for a pupil are recorded on our Provision Map program. The impact of interventions are measured and discussed at half termly Pupil Progress Meetings.
- As well may as being included in an Intervention Group, as part of the provision to meet children's identified needs, some children may also have specific or personalised targets.
- SEND Support Plans are planned/reviewed termly and agreed in partnership with parents. Your child also be invited to his/her SEND Support Plan meeting. If necessary, an interim meeting can be held between SEND Support Plan Reviews.
- The academic progress of SEND pupils at Ashbrook is monitored in the same way as all pupils across the school, using the assessment monitoring on Bromcom. The 'Engagement Model' is also used to support pupils who are working below National Curriculum expectations.

- We use the 'Graduated Approach' to plan for SEND support, using the 'Assess, Plan, Do, Review' cycle. This cycle can be repeated many times to support the child's progress.
  - **Assess:** All pupils on the SEND register will have an individual 'Pupil Support Plan' on Provision Map. Teachers will observe and assess pupils to identify their needs.
  - **Plan:** New interventions and target are agreed and provision is specified.
  - **Do:** The plan is put into practice over a set period of time and pupils are supported to try and meet the targets.
  - **Review:** The impact of the support and provision is reviewed by the teachers, SENDCo, the child and their family. Next steps are then planned and the cycle will begin again.

How will you support and communicate with me to help my child?

- Your child's class teacher is available at the end of the day if you want to have an informal chat. If you want to have a more detailed conversation, please make an appointment through the school office.
- You will be kept informed of your child's progress through Parent Consultations and your child's Annual School Report.
- SEND Support Plans are planned/reviewed at least three times a year and agreed in partnership with parents. Your child may also be invited to his/her SEND Support Plan meeting. If necessary, an interim meeting can be held between SEND Support Plan Reviews.
- If we are concerned about your child's progress or well-being, parents will be invited for a chat so that together we can put in place strategies that will support your child at school/home. This is often referred to as early intervention.

What will the review process look like?

- If your child's class teacher is concerned about your child's progress and/or well-being but they do not at this stage require a SEND Support Plan, then you will be invited in to school to discuss strategies that will be put in place to support him/her. The impact of these will be reviewed in partnership with parents and targets will be recorded on Provision Map.
- Occasionally, a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, parents' consent will be required for the needs of their child to be discussed. This may trigger the involvement of the relevant Specialist Teacher.
- For other external agencies such as Educational Psychologists, Speech and Language Therapists, parents' consent will initially be required, and a consultation appointment will be arranged.

The involvement of external agencies and the co-ordination of meetings is part of the role of the SENDCo.

- If your child has an Education and Health Care Plan, parents are invited to SEND Support Plan Reviews (which link with the EHC Plan short term targets), EHC Plan Meetings/Annual Reviews, Transition Reviews, as required. This process is co-ordinated by the SENDCo.
- The Governors of PATH (Partnership of Ashbrook, Two Mile Ash and Holmwood schools) are responsible for entrusting a named person to monitor Safeguarding and Child Protection procedures.
- They also monitor and review the Accessibility Plan and all other statutory policies defined by the DfE (Department for Education).

How will my child be prepared and supported during transition?

At Ashbrook School we understand that moving school or provision can be quite a challenging time for some children. We put in place a number of strategies to make the transition as smooth as possible. These include:

- Meetings with Pre-School Settings
- Liaison with individual Children's Support Service Professionals for pre-schoolers moving to school.
- Visits by the SENDCo and Early Years Co-ordinator to our main feeder pre-schools and nurseries.
- Additional visits for individual families of pupils with Special Educational Needs as well as the school's usual induction procedures.
- Additional visits for children with Special Educational Needs as well as the school's usual induction procedures.
- Meetings with our main receiving Junior School (Two Mile Ash) - Year 3 team and SENDCo, to plan for pupils transferring at the beginning of the next academic year.
- A comprehensive and established transition programme with our main receiving Junior School. Our transition programme includes tours of the new school, induction morning or afternoon sessions, transition books, meetings with the receiving SENDCo and staff visits. In addition, there is a programme for parents, which includes an introductory meeting at the Junior School, tours and individual meetings as required.
- Arrangements with any other local Junior Schools to support the smooth transition for individual children.
- Liaison with the receiving school if a child moves from Ashbrook at any point before the end of Year 2.

We are also firmly committed to aiding children's transition between classes within the school. Transition booklets may be produced for some pupils to help reduce anxiety.

How will my child be taught within the school?

Targeted classroom teaching known as High Quality Teaching, which for your child means:

- The teacher is developed on what your child already knows, can do, and can understand.
- Different ways of learning are in place so that your child is fully involved in learning in class. This may involve using more practical learning strategies.
- The teacher will have checked on all children's progress and may have decided that some children have a gap in their understanding/learning and need some extra support to help them make the best possible progress.
- In addition, your child may participate in interventions. These target specific gaps, identified through data collection to enable your child to make progress and will be documented in a Pupil Support Plan. A Pupil Support Plan specifically identifies targets for your child to work towards, whilst also detailing how they will achieve them, e.g., through dedicated interventions.
- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that the child's needs are met with appropriate adaptations.
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are put in place to support your child to learn. If after these strategies and interventions are implemented and the child continues to not make sufficient progress, the class teacher and SENDCo may seek support from external agencies (Specialist Teaching Team, Educational Psychologists or the Speech and Language Team).

How will the curriculum and school environment be matched to my child's needs?

All children are entitled to high quality teaching, adapted to children's individual needs to enable them to access the curriculum.

- Teachers and/or Teaching Assistants may be allocated to work with your child 1:1, or in a small group to target more specific needs.
- If appropriate, specialist equipment may be provided for your child. This may be a "sit and move" cushion, pencil grip or spring-loaded scissors.

Activities and school trips are available to all.

- Risk assessments are carried out and procedures put in place to enable all children to participate at the school's discretion. This is completed in consultation with parents/carers.
- If a Health and Safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.

What training has been provided for staff at our school?

- All staff can access regular training related to Special Educational Needs and Disabilities.
- The SENDCo has completed the National award of SENDCO Standards.

How can specialist expertise be accessed?

- The SEN budget is allocated each financial year to support Special Educational Needs throughout the school. The money is used to provide additional resources or support, dependent on need. Support for individual children is decided following discussion with relevant parties.
- Specialist advice/support may be sought from the Local Authority Specialist Teams to support individual children as appropriate e.g., Educational Psychologist, Specialist Teacher. We have access to the schools' Speech and Language Therapy Service. In addition, we can access other health professionals such as the Occupational Therapy Service.
- If necessary, advice/support may be bought in from other external agencies TA Training Programme linked to Pupil Premium Strategy (all TAs)

How do we evaluate our practices within our school?

When children with identified Special Educational Needs first start school, additional support is allocated according to the information provided by the previous setting and external agencies already involved.

- Children with an Education and Health Care Plan are allocated appropriate resources as specified in the document.
- The Class Teacher carefully monitors progress. This is reviewed, in consultation with the Head teacher/Senior Leaders and SENDCo at half-termly Pupil Progress meetings. If further concerns are identified due to a child's lack of progress or well-being, the Class Teacher and SENDCo review the provision/level of support and make the necessary changes. This may include applying to the Local Authority for Additional Support Funding (top-up funding). A further step may be to make a request to the Local Authority for an assessment for an Education and Health Care Plan.
- The governing body also have regular updates as to the progress and attainment of pupils with SEND.

- Trust leaders from Inspiring Futures through Learning attend school, complete learning walks and moderation. Trust leaders also provide challenge to school leaders to assure the quality of provision.
- The support allocated for each child is shared with all relevant parties as appropriate.

How does the school ensure an inclusive environment for all?

Ashbrook is an inclusive school and committed to providing equal opportunities for all children.

School clubs, educational visits and residential trips are available to all children. The school will make **reasonable adjustments** for children as required. All of our extra-curricular activities and school visits are available to all our pupils where appropriate, including our before-and after-school clubs. Consideration will always be given to risk to ensure the safety of all involved, and risk assessments will be carried out for the aforementioned activities as required.

All pupils are encouraged to take part in sports day, school plays and class assemblies. They can be supported and prepared for these events through resources such as social stories and other reasonable adjustments. No pupil is ever excluded from taking part in these activities because of their SEN or disability, however risk and the safety of all will always be considered.

To ensure that the site is accessible to all pupils we have the following facilities and adjustments in place:

- Ramps to make the building accessible to all.
- Children's disabled toilet.
- Signs displayed at different levels to ensure they are visible for wheelchair users.
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The Accessibility Plan can be found on the school's website.

Additional locations where we adapt provision to meet needs:

The Cove

We have a room within the school known as **The Cove,** where a team of SEND teaching assistants can support targeted and specific small group and individualised work for children, with a focus on their specific needs and targets. The staff working with the children on their targets liaise with the SENDCO and class teacher regularly. Teachers plan for the range of needs.

The Hub

We have a second additional classroom known as The Hub where support staff can deliver tailored leanring to suits the broad needs across Key Stage 1.

Sensory Room
We have a sensory room that is accessed by children on an individual basis to support them weigh regulation of feelings and emotions in school.

Forest Fun
We have an extensive forest fun outdoor learning space where children can engage in learning through nature.

Hall space
Physical activity is key for child development and the children have access to equipment to move and balance. Staff leads what is called 'sensory circuits' to support children.

Shared area, including library:
Support staff lead a range of interventions for children in the shared area spaces in both Foundation and Key Stage 1. We also use the library as an additional calming space in school.

How does the school support my child's wellbeing?

We offer a variety of support for all children. This may include:

- Opportunities for children to talk with members of staff.
- Some children may have "meet and greet" support in the morning to help them settle into the school routine or be given 1:1 time with a familiar teaching assistant during the day.
- Some children will have access to small group sessions to promote confidence and self-esteem.
- Some children will have access to Individual Play as Therapy sessions.
- Some children will be included in intervention groups to promote social skills.
- Play-time support such as a Play Rangers or Play Leads/Mid-day Supervisor to promote games/activities and positive friendships.
- Ashbrook has a Pastoral Support Officer, Miss Cheryl Ferguson who is also available to support children across the school.

Pupils with SEND are included in pupil voice so that they have an opportunity for their voice to be heard and represented.

What additional support is available for a child who is looked after by the Local Authority and Special Educational Needs and Disabilities?

Any child who is a Looked After Child (LAC) with SEN or Disabilities will access the same support as any other SEN child in our school. Their needs will also be reviewed in a Personal Education Plan (PEP) meeting and the relevant Local Authority who is responsible for the child will be invited to all meetings. PEP meetings are held each term. Additional support for a LAC child will be decided at a PEP or SEN review meeting. Consideration will be given to the needs a child may have besides their SEN needs.

Other professionals involved can be:

- A social care team – who support the family and engage with the school
- The virtual school – who provide schools with information, tools to raise attainment and training.
- Pupil Premium Plus – additional funds to help school meet the needs of a child.

Who do I contact if I need further support or information about the provision for my child?

How to raise a concern or make a complaint.

Should you require further support or information about the provision for your child, please speak to their class teacher in the first instance. If further information is required, please contact the SENDCO (contact details below).

We are committed to supporting every child with additional needs or SEND, and we strive to provide the highest quality care and education. If at any point you feel dissatisfied with

Local Authority Local Offer

Milton Keynes Local Offer link:
https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer.

the provision in place for your child, we encourage you to raise your concerns through the school's complaints procedure. This first stage is always directly with the class teacher or a member of the leadership team. This ensures your voice is heard and allows us to work together to find the best possible outcome for your child.

Full details of the complaints process are available from the school office or on our website.

https://www.iftl.co.uk/policies/

Contact Details:

Ashbrook School: 01908 561366 or office@ashbrookschool.net

Class Teacher	First point of contact	They are on the playground each day. Alternatively, please make an appointment through the school office.
SENDCo	Second point of contact	Louise Verrall lverrall@ashbrookschool.net
Headteacher	Third point of contact	Jamie Ainscow jainscow@iftl.co.uk
Chair of Governors	Fourth point of contact	Garry Beardsworth