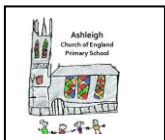


Ashleigh C of E Primary SEND Information Report



Ashleigh C of E Primary School Policy and Procedure

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
What kinds of SEND do pupils in the Ashleigh C of E Primary School have? 1. Is this a mainstream or special setting? 2. Outline main needs currently supported in Ashleigh C of E Primary School 3. Consider general statement on inclusion/vision for SEND	• Ashleigh C of E Primary Ashleigh C of E Primary School is a mainstream primary Ashleigh C of E Primary School with children taught in both mixed age and single year classes. • The Ashleigh C of E Primary School caters for a range of SEND needs; including Communication & Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical & Sensory Needs. • Quote from Ofsted September 2022 – Overall effectiveness - Good <i>Pupils with special educational needs and/or disabilities are well supported. Leaders identify the needs of pupils early. Consequently, teachers know the needs of their pupils and adapt the learning as it is needed. Nurture group and forest Ashleigh C of E Primary School are carefully timetabled to provide bespoke support for pupils. Leaders ensure this is part of the curriculum so that pupils continue to make progress.</i>	The kinds of special educational needs for which provision is made at Ashleigh C of E Primary School



Ashleigh C of E Primary SEND Information Report

How do you know if a pupil needs extra help?

1. How does the Ashleigh C of E Primary School track pupil progress?
2. What systems are in place to quickly respond to difficulties in learning?
3. What systems are in place for spotting pupils who may have unidentified needs?
4. Does the Ashleigh C of E Primary School use any particular screening tools/assessments?
5. How does the Ashleigh C of E Primary School decide when a pupil is having difficulties accessing learning?

- Teachers track pupil progress each half term, completing a class tracker sheet. These are completed using a range of information from teacher assessments to formal testing. Concerns about pupil progress are raised by the class teacher to Unit leaders and the SENDCO.
- In discussion with the Class teacher and SENDCO, staff may use a range of assessments/ screening tools to identify areas of need.
- Children are considered to have a SEND if they have been identified as working below ARE and are struggling to make good levels of progress and/or children who have a need in one or more of the four areas of need.
- At Ashleigh C of E Primary Ashleigh C of E Primary School we use the following screening tools and assessments:

Communication & Interaction

- ★ Language Link
- ★ Speech Link
- ★ Universally Speaking
- ★ Lego Therapy

Cognition & Learning

- ★ HAST-2 Spelling
- ★ Ashleigh C of E Primary School Dyslexia Screeners
- ★ Subject Baselines
- ★ Phonics Assessments
 - ★ Toe-by-Toe
 - ★ RWI Phonics

Social, Emotional & Mental Health

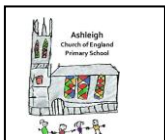
- ★ SEMH Trackers
- ★ Zones of Regulation

Sensory & Physical

- ★ Sensory Sensitivities Checklist

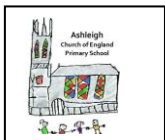
- The Ashleigh C of E Primary School follows an identification of need process to determine if a pupil is having difficulties accessing their learning. This helps to identify their needs and is supported by using the Devon Needs Indicator Tool. The Ashleigh C of E Primary School can then work to identify provision and strategies that can help the children to access their learning.

Information about the Ashleigh C of E Primary School's policies for identification and assessment of pupils with special educational needs



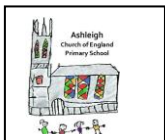
Ashleigh C of E Primary SEND Information Report

Day to Day Support		
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
How do teachers help pupils with SEND? How will the Ashleigh C of E Primary School support my child? 1. What is the Ashleigh C of E Primary School's approach to differentiation and how does this support pupils? 2. How is the Ashleigh C of E Primary School developing quality first teaching? 3. What is the Ashleigh C of E Primary School's graduated approach to meeting the needs of pupils?	- We have a graduated response to meeting pupils' needs, starting with Ordinarily Available Inclusive Provision (OAIP) for all children. Quality First Teaching is used to ensure all pupils receive the support they need. It also includes differentiated and personalised learning, and strategies to support every pupil, including those with SEND, encouraging greater inclusion of pupils with SEND needs, and working to narrow the attainment gap. - Ashleigh C of E Primary School have worked hard to develop Quality First Teaching as well as Adaptive Teaching to ensure that the curriculum is accessible to all children. - Ashleigh C of E Primary School have focussed on developing their OAIP to ensure that there are strategies in place to support children to access the curriculum. Where there needs to be additional support in place, targeted provision is used to ensure that the learning is accessible, Targeted Provision includes: individualised timetables of support, intervention programmes, specific resources to enhance accessibility etc.	The Ashleigh C of E Primary School's approach to teaching pupils with SEND
How will the curriculum be matched to my child's needs? 1. How does the Ashleigh C of E Primary School approach the identification of need and the matching of those needs to appropriate provision? 2. How is learning planned for pupils with SEND, including group and individual adaptations to the curriculum?	- If concerns have been raised about a child's learning progress, social and emotional well-being, communication skills or physical abilities, we use the Devon Needs Indicator Tool to document initial concerns and pinpoint specific areas of need. When concerns are raised, teachers will access support and advice from the Ashleigh C of E Primary School SENDCO and together they will work collaboratively with parents/carers. A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have a difficulty which: ★ Significantly impacts their ability to learn compared to peers of the same age. ★ Has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. ★ Affects access to education, learning, or participation in Ashleigh C of E Primary School life. - Children with SEND may have a My Plan in place, this can be used to plan their personalised adaptations to the curriculum and to outline any strategies and resources in place to ensure access to the curriculum.	How adaptations are made to the curriculum and learning environment



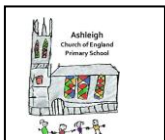
Ashleigh C of E Primary SEND Information Report

Day to Day Support					
Parent/Carer Questions	Key Information				Links to SEND Code of Practice (2015)
Is there any additional support available to help children with SEND? <i>1.How does the Ashleigh C of E Primary School make use of the resources in their delegated budget to support pupils with additional needs?</i> <i>2.What types of support are available?</i> <i>3.How are resources allocated?</i> <i>4.How are such decisions made and who is involved in this process? How are parents/carers and pupils involved?</i>	- We follow a model of ‘Assess, Plan, Do, Review’ to ensure that children’s needs are met throughout their time in Ashleigh C of E Primary School. The Needs Indicator Tool supports this by providing a clear pathway of identifying and assessing needs, the OAIP Framework supports with planning and doing, and then the My Plan review cycles provide opportunities for reviewing. - At Ashleigh C of E Primary School we have the following interventions in place:	<u>Communication & Interaction</u>	<u>Cognition & Learning</u>	<u>Social, Emotional & Mental Health</u>	<u>Sensory & Physical</u>
	★ Language Link ★ Individual Speech and Language Programmes ★ Lego Therapy ★ Social Interaction	★ Working Memory ★ Pre-Teaching ★ Toe-by-Toe ★ Phonics	★ Zones of Regulation ★ Mindfulness ★ Social Stories ★ Co-Regulation	★ Theraputty ★ Motor Skills ★ Handwriting	How adaptations are made to the curriculum and learning environment
How will the Ashleigh C of E Primary School know how well my child is doing? <i>1.How does the Ashleigh C of E Primary School track and monitor progress?</i> <i>2.How does the Ashleigh C of E Primary School identify aspirational outcomes and develop clear steps to achieve them?</i> <i>3.How is this information shared with parents/carers?</i>	- Children with SEND have a My Plan, where appropriate, which details the provision they are receiving in Ashleigh C of E Primary School, as well as their current targets for progress. These are agreed and reviewed termly in consultation with parents. - Targeted support is set for individuals following appropriate assessments for their need. If required, discussions are held with parents and referrals may be made to outside agencies. - All teaching staff receive training from the SENDCO around target setting and My Plan writing to ensure that the targets being set are aspirational and achievable as well as the provision being effective in supporting children to work towards their targets.				Arrangements for assessing and reviewing pupil’s progress towards outcomes



Ashleigh C of E Primary SEND Information Report

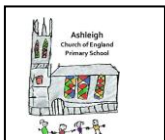
Day to Day Support		
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
How will I know my child is making progress? How do you check on this? 1. What are the Ashleigh C of E Primary School systems, processes and criteria for evaluating the effectiveness of its SEND provision? 2. How does the Ashleigh C of E Primary School assess whether any additional support provided has had an impact on educational progress? 3. How does the Ashleigh C of E Primary School know its arrangements are effective? 4. How are Governors/Trustees involved in this – what are their responsibilities?	- All children's progress is monitored through the year by class teachers. This is both formative, ongoing assessments, linked to learning activities and used to plan next steps, and summative assessment tests. - For children with SEND, there may be other assessments which link to targets on their My Plans, which are evaluated at the end of an intervention cycle. My Plans targets are analysed termly to ensure they are well matched to children's needs and that the provisions in place have been effective. My Plans reviews are sent home for parents information termly and these targets are constantly reflected upon in Ashleigh C of E Primary School. - The SENDCO monitors the effectiveness of interventions that are in place through learning walks, observations, and checking My Plans to monitor individual children's progress towards their targets. - The SENDCO meets with the SEND Governor termly to talk through the SEND Provision within the Ashleigh C of E Primary School and discuss good practice. The SEND Governor asks questions about the SEND information of the Ashleigh C of E Primary School to give the SENDCO opportunity to unpick the SEND Provision across the Ashleigh C of E Primary School. - The Trust SENDCOs also meet half termly to share practice and advice amongst each other. This provides opportunities for Ashleigh C of E Primary Schools to develop their SEND Provision further.	How the effectiveness of provision is evaluated
How will my child be included in activities outside the classroom, including Ashleigh C of E Primary School trips? 1. What extra-curricular activities are available at the Ashleigh C of E Primary School? 2. How does the Ashleigh C of E Primary School enable access for pupils with SEND? 3. How are parents/carers involved in the planning of activities/Ashleigh C of E Primary School trips? 4. What additional support is available during unstructured times and at the beginning and end of the Ashleigh C of E Primary School day? 5. How are pupils, including those with SEND encouraged and enabled to contribute to all parts of Ashleigh C of E Primary School life, such as Ashleigh C of E Primary School councils and in roles of responsibility?	- At Ashleigh C of E Primary School we have the following extra-curricular activities available ★ Forest School ★ Lunchtime Clubs ★ After school clubs ★ School Trips and residentials - All children have the right to access all areas of the curriculum, including trips and the wider life of Ashleigh C of E Primary School. We work in conjunction with parents, and professionals where appropriate, to support those children with additional needs, who may need personalised levels of support. - There are times that parents/carers are invited to join our school trips. For children with complex additional needs, there are discussions with parents/carers to plan for school trips and to ensure that all provision and strategies are in place to support their child's access to the activities. - We have the following provisions available during the beginning and end of each day and during unstructured times of day: ★ Alternative Lunch Club ★ Alternative Break Time Spaces ★ Morning Meet and Greet ★ End of Day Transition Activities - At Ashleigh C of E Primary School we have a number of different groups, for example: School Prefects, Ethos Group. The lead adults of these groups works with the SENDCO to make sure that children with SEND are not only represented in these groups, but supported to access all activities and to have their voices heard.	How pupils with SEND are enabled to engage in activities available with those in the Ashleigh C of E Primary School who do not have SEND



Ashleigh C of E Primary SEND Information Report

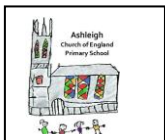
Day to Day Support		
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
How will you support my child's overall well-being? 1. What pastoral, medical and social support is available in the Ashleigh C of E Primary School for children with SEND? 2. How does the Ashleigh C of E Primary School manage the administration of medicines and providing personal care? 3. What support is there for behaviour, avoiding exclusions and increasing attendance? 4. How does the Ashleigh C of E Primary School ensure the safety of their pupils? 5. How do pupils contribute their views? 6. How are pupils, including those with SEND encouraged and enabled to contribute to all parts of Ashleigh C of E Primary School life, such as Ashleigh C of E Primary School councils and in roles of responsibility?	- All children access the PSHE curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children have opportunities to learn about internet safety, PANTS rule and are always able to speak to staff. For children who require more enhanced pastoral support, there is access to targeted intervention programmes as well as specifically trained pastoral members of staff. - Ashleigh C of E Primary School has a Designated Safeguarding Lead (Antonia Lavictoire) and Deputy Safeguarding Lead (Sarah Parris) as well as safeguarding officers. - Ashleigh C of E Primary School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. - We will always work collaboratively with parents to make sure that children have a successful time at school. - Information about administration of medicines can be found on the Ashleigh C of E Primary School website at: ★ Ashleigh CofE Primary School - Home - Children with SEND are supported to voice their views through the 'Pupil Voice' section within their My Plans, these are updated termly. They are also able to share their views through the varying groups across the Ashleigh C of E Primary School where SEND is appropriately represented, e.g. School Prefects and Ethos Groups etc.	Support for improving emotional and social development

Involving Families		
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
How will you help me to support my child's learning? 1. What other opportunities are there for involvement and consultation with parents? 2. How does the Ashleigh C of E Primary School explain how learning is planned and how this can be supported outside of the Ashleigh C of E Primary School?	- At Ashleigh C of E Primary School, there are other opportunities for involvement and consultation with parents. For example: ★ Open Days ★ Coffee Mornings ★ Parent/Child Activities ★ Meet the Teacher Sessions ★ SEND parent events - Ashleigh C of E Primary School explains how learning is planned and how this can be supported outside of the school by sharing the following information with parents/carers: ★ Curriculum Overviews ★ Tapestry ★ Weekly Newsletters	Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education



Ashleigh C of E Primary SEND Information Report

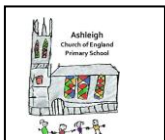
Involving Families																																
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)																														
When will we be able to discuss my child's progress? 1. How does the Ashleigh C of E Primary School share progress information with parents/carers? 2. What opportunities are there for regular contact about things that happened in Ashleigh C of E Primary School?	- Ashleigh C of E Primary School shares progress information with parents/carers by holding termly parent meetings, reviewing My Plans, Annual Reviews of EHCPs, in some cases Team Around the Family meetings and end of year reporting. - There are regular informal opportunities for contact about the child's progress in Ashleigh C of E Primary School through telephone calls or face to face communication. Initially, this would be with the class teacher. The SENDCO would be involved as appropriate.	Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education																														
How will my child be able to share their views? 1. How does the Ashleigh C of E Primary School engage pupils in decision making around provision for them? 2. How are pupils supported to ensure their voices are heard? 3. How does the Ashleigh C of E Primary School encourage the active participation of pupils?	- The school engages pupils in decision making around their provision by involving them in reviews of their targets and including their Pupil Voice within their My Plans. We ask children for their views about learning and Ashleigh C of E Primary School life on a daily basis informally and additionally for TAF meetings and Annual Reviews. Our My Plan Pupil Voice questions are: - What is working well for you in Ashleigh C of E Primary School? - What would you like to change? - What do you want the adults at Ashleigh C of E Primary School to know about you? - Ashleigh C of E Primary School encourages the active participation of pupils through daily informal feedback and more formal pupil conferencing. These opportunities encourage pupils to express their views about their learning.	Arrangements for consulting with children with SEND and involving them in their education																														
How will you support my child when he/she joins your Ashleigh C of E Primary School or moves class or transfers to a new Ashleigh C of E Primary School? 1. What is the Ashleigh C of E Primary School's approach to transition? 2. How does the Ashleigh C of E Primary School work with other settings to transfer information and support transition to the next setting? 3. Who is responsible for providing this support and what are the usual timescales? 4. What support is available for work experience or out of Ashleigh C of E Primary School activities?	We recognise the importance of ensuring a high-quality transition regardless of the stage. - Transitions that may occur for our pupils can include: <table border="0"> <thead> <tr> <th><u>Year Group Changes</u></th><th><u>Setting Changes</u></th><th><u>Changes in the Day</u></th></tr> </thead> <tbody> <tr> <td>★ Nursery – Reception</td><td>★ Into our school from another setting</td><td>★ Entering school in the morning</td></tr> <tr> <td>★ Reception to Key Stage 1</td><td></td><td>★ Leaving school at home time</td></tr> <tr> <td>★ Key Stage 1 to Key Stage 2</td><td>★ From our school to another setting</td><td>★ Transitioning to break time</td></tr> <tr> <td>★ Primary to Secondary</td><td></td><td>★ Transitioning to lunch time</td></tr> <tr> <td></td><td></td><td>★ Moving in and out of the building</td></tr> </tbody> </table> - We have the following strategies in place to support these transitions: <table border="0"> <tbody> <tr> <td>★ Visits to Pre-schools</td><td>★ Stay and play sessions</td><td>★ Move up days in Ashleigh C of E Primary School</td></tr> <tr> <td>★ Meetings with other SENDCOS</td><td>★ TAF (Team Around the Family) meetings</td><td>★ Enhanced transition activities</td></tr> <tr> <td>★ Home Visits</td><td>★ Early Help meetings</td><td></td></tr> <tr> <td>★ Handover Meetings</td><td></td><td></td></tr> </tbody> </table>	<u>Year Group Changes</u>	<u>Setting Changes</u>	<u>Changes in the Day</u>	★ Nursery – Reception	★ Into our school from another setting	★ Entering school in the morning	★ Reception to Key Stage 1		★ Leaving school at home time	★ Key Stage 1 to Key Stage 2	★ From our school to another setting	★ Transitioning to break time	★ Primary to Secondary		★ Transitioning to lunch time			★ Moving in and out of the building	★ Visits to Pre-schools	★ Stay and play sessions	★ Move up days in Ashleigh C of E Primary School	★ Meetings with other SENDCOS	★ TAF (Team Around the Family) meetings	★ Enhanced transition activities	★ Home Visits	★ Early Help meetings		★ Handover Meetings			Arrangements for supporting pupils moving between phases of education and preparing for adulthood
<u>Year Group Changes</u>	<u>Setting Changes</u>	<u>Changes in the Day</u>																														
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Ashleigh C of E Primary SEND Information Report

Staff Skills and Wider Support

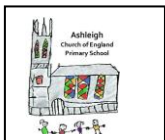
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
What skills do the staff have to meet my child's needs? <i>1. What is the Ashleigh C of E Primary School's approach to CPD for staff which enables them to support pupils with SEND?</i> <i>2. How does the Ashleigh C of E Primary School prepare for new children coming to the Ashleigh C of E Primary School who have needs that they have not previously supported?</i> <i>3. Are there any specialist staff in Ashleigh C of E Primary School? What are their qualifications?</i>	- Ashleigh C of E Primary School are keen to ensure that our staff have the skills and knowledge to meet the needs of all our children. We have clear CPD and training for our staff members and this is delivered in a variety of ways, as outlined below: ★ Staff meetings ★ Twilight sessions ★ SEND & Inclusion Drop-Ins ★ Specific training courses ★ TA training sessions ★ Professional dialogues ★ Online training ★ INSET Days ★ Training from outside agencies ★ Consultations with Educational Psychologists - To prepare for new students with SEND transitioning into our school, we have the following strategies in place to support: ★ Attendance at TAF/Early Help meetings ★ Sharing of documentation between home, pre-Ashleigh C of E Primary Schools and Ashleigh C of E Primary School ★ Taster days/Stay and Play sessions ★ Phased entry to Ashleigh C of E Primary School - At Ashleigh C of E Primary School we have staff trained in the following: ★ Phonics ★ Drawing and Talking ★ Lego Therapy ★ Speech & Language ★ Mental Health Support ★ Forest School ★ Bereavement ★ Dyslexia Screening ★ Attachment Based Mentoring	The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured



Ashleigh C of E Primary SEND Information Report

Staff Skills and Wider Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
What specialist services are available at or accessed by the Ashleigh C of E Primary School? <i>1. What external support services can the Ashleigh C of E Primary School access? Which professionals and organisations provide support to pupils?</i>	- At Ashleigh C of E Primary School, we regularly access support from external professionals who may also come into Ashleigh C of E Primary School to support our children directly. These can include: ★ Educational Psychologist ★ Occupational Therapists ★ School Nursing Team ★ Communication & Interaction Team ★ CAMHS ★ Bladder and Bowel Team ★ Speech & Language Therapists ★ Family Support Workers ★ Family Hubs ★ Early Years Complex Needs ★ Paediatricians ★ Social Care ★ Nursery Plus ★ Visual Impairment Team ★ Hearing Impairment Team ★ Families in Grief ★ SEND Statutory Team ★ SEMH Team ★ Y-Smart	How Ashleigh C of E Primary School involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families
What happens if my child needs specialist equipment? <i>1. What facilities and equipment are routinely provided to support pupils with SEND? How is additional equipment secured?</i> <i>3. Is the Ashleigh C of E Primary School fully wheelchair accessible?</i>	- If specialist equipment is needed, then the Ashleigh C of E Primary School will liaise with outside agencies such as the Occupational Therapy, Physiotherapy or Physical Disabilities Team to ensure that the correct equipment is provided to Ashleigh C of E Primary School. This equipment can be secured through these agencies or through the Ashleigh C of E Primary School. - Ashleigh C of E Primary School is wheelchair accessible – here is a link to our Accessibility Plan: Accessibility plan 2026.pdf	How equipment and facilities to support children with SEND will be secured
How accessible is the Ashleigh C of E Primary School and how does it arrange the facilities children need? <i>1. Are their disabled changed and toilet facilities? Does the Ashleigh C of E Primary School have disabled parking bays? Have the auditory and visual environments been audited?</i>	Ashleigh C of E Primary School has a disabled car parking bay and has multi use toilets which children and adults alike are able to access at any point.	

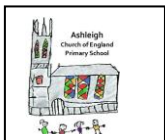


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Staff Skills and Wider Support

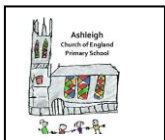
Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)									
How will my child manage tests and exams? 1. What access arrangements are available if appropriate for examinations? 2. How are decisions about support made and how are families involved in this process?	- Ashleigh C of E Primary School can support children with SEND to access their assessments and exams using Access Arrangements. Below are examples of Access Arrangements that are used at our Ashleigh C of E Primary School: <table border="1" data-bbox="568 499 1742 598"> <tr> <td>★ 25% Extra Time</td><td>★ Scribe</td><td>★ Rest Breaks</td></tr> <tr> <td>★ Transcribe</td><td>★ Reader</td><td>★ Enlarged Test Papers</td></tr> <tr> <td>★ Different Colour Test Papers</td><td>★ Colour Overlays</td><td></td></tr> </table> - The Access Arrangements are discussed in meetings with class teachers and the SENDCO to ensure that the children have what they need in place to access their assessments and exams.	★ 25% Extra Time	★ Scribe	★ Rest Breaks	★ Transcribe	★ Reader	★ Enlarged Test Papers	★ Different Colour Test Papers	★ Colour Overlays		Information regarding access arrangements
★ 25% Extra Time	★ Scribe	★ Rest Breaks									
★ Transcribe	★ Reader	★ Enlarged Test Papers									
★ Different Colour Test Papers	★ Colour Overlays										



Ashleigh C of E Primary SEND Information Report

Accessing Advice and Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
What should I do if I think my child may have a special educational need or disability? <i>1. Who is the SENDCO and what are their contact details? When and how is the SENDCO best contacted? Who is the Governor responsible for SEN and what are their contact details?</i>	- If you have concerns about your child's progress, you should speak to your child's class teacher initially. - If you continue to be concerned that your child is not making progress, you can arrange to meet with the SENDCO. - Ashleigh C of E Primary School's SENDCO is Sarah Parris (ashleigh@thsp.org.uk) - The school SEND Governor can also be contacted for support – David Archer (ashleigh@thsp.org.uk)	Contact details for the Special Educational Needs Coordinator
What do I do if I'm not happy or if I want to complain? <i>1. What is the Ashleigh C of E Primary School's approach to resolving concerns? 2. Who can families talk to if they are worried? 3. How does the Ashleigh C of E Primary School communicate with parents and carers and what measures are employed to ensure concerns are addressed? 4. Where can the formal complaints policy be found and what are the key points?</i>	- At Ashleigh C of E Primary School we will listen carefully to parental concerns, develop a plan of action together to find ways to move forward and ensure the actions are completed and review in a timely manner. Families should talk to the child's class teacher if they have a concern. If further support is needed, then the SENDCO can be contacted. The Headteacher will also be available if parents are concerned. - The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. - My Plans will be reviewed with your involvement on a termly cycle. - Pupils, staff and parents are expected to listen carefully and respectfully to each other. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head teacher, who will investigate and report back on the results of the investigation. - A copy of the Ashleigh C of E Primary School's Complaints Procedure is available on request from the Ashleigh C of E Primary School.	Arrangements for handling complaints from parents of children with SEND
Where can I get information, advice and support? <i>How does the Ashleigh C of E Primary School signpost families to services that can provide additional support?</i>	- The SENDCO will be able to support parents further by signposting them to relevant services. - There is also a Devon support service, as outlined below: ★ The Devon Information Advice and Support (DIAS) Service is available to give further impartial advice and support should you need it. DIAS can be accessed via this link: Home - Devon Information Advice and Support	Contact details of support services for parents of pupils with SEND



Ashleigh C of E Primary SEND Information Report



Accessing Advice and Support

Parent/Carer Questions	Key Information	Links to SEND Code of Practice (2015)
Where can I find out about other services that might be available for our family and my child? <i>1. How does the Ashleigh C of E Primary School link to the LA local offer and how is this information made available to parents/carers? How has the Ashleigh C of E Primary School contributed to the LA local offer?</i> <i>2. Where can the LA local offer be accessed?</i>	Local Authorities and Ashleigh C of E Primary Schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The support provided by Devon Local Authority for children with SEN and disabilities can be found through the link below: Devon's SEND Local Offer - help and support for children with SEND	The Ashleigh C of E Primary School's contribution to the local offer and where the LA's local offer is published