

ASHCOMBE PRIMARY SCHOOL

Special Educational Needs Information Report



Welcome to our SEN information report, which is part of the North Somerset Local Offer for children with Special Educational Needs (SEN). All governing bodies of maintained schools have a legal duty to publish information on their website about the provision available and the implementation of the school's SEN policy. This information will be updated annually.

Ashcombe Primary School is an inclusive, fully accessible, mainstream school, which provides education for 630 primary (aged 4 – 11) aged children. At Ashcombe, we value all members of our school community, and this report has been produced with pupils, parents and carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Kerry Evans (Special Educational Needs Co-ordinator - SENCo) - kerry.evans@ashcombe.kmat.co.uk
Chris Penny (Head teacher) – chris.penny@ashcombe.kmat.co.uk

If you have specific questions about the North Somerset Local Offer please contact the SEN department directly; SEN.Team@n-somerset.gov.uk

Our Approach to Teaching Learners with SEN.

SEND refers to children who may need extra help with learning due to difficulties in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory needs

At Ashcombe School we ensure that all pupils in our schools are equally valued by having access to a broad and balanced curriculum which is adapted to meet individual needs and abilities. We also have a higher than average amount of adult support in the school, which enables children to be supported in the class and access the Quality First Teaching from the class teacher.

- We have effective management systems and procedures for SEN, taking into account the current Code of Practice 2014, and an effective review cycle that allows us to monitor, review and plan for next steps of development, and use a Provision Map website to create 'Learning Plans'.
- We have successful communication between teachers, children with SEN, parents of SEN children, intervention group leaders and outside agencies, and we draw on parents' knowledge and expertise in relation to their own child.
- We value high quality teaching for all learners and actively monitor teaching and learning in the school. We ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.

- We work to develop our successful academy work with Kaleidoscope MAT to develop provision and practice.

AT ASHCOMBE PRIMARY SCHOOL

In January 2026 our SEN Register shows that we have 93 children (14.76%) in the school identified as having SEND. This percentage is made up of the following groups:

- 3.49% are identified as having SEN linked to Cognition and Learning (including difficulties with maths, reading, writing and spelling, as well as specific learning difficulties such as dyslexia)
- 5.56% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and Autism Spectrum Disorder)
- 4.92% are identified as having SEN linked to Social, Emotional and Mental Health (including ADHD, ADD, attachment disorder or anxiety)
- 0.79% are identified as having SEN linked to Physical, Sensory or Medical needs (including disabilities such as those affecting mobility, sight and hearing)

How does Ashcombe School identify particular Special Educational Needs of a child?

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

“A child or young person has 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 a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or**
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Where pupils' progress is significantly slower than that of their peers, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries which distract them from learning. The school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

The class teacher is responsible for the progress of each child in the class and will use quality first teaching, on-going observations and assessments to identify any causes for concern. We use a 'SEND Identification and Provision Pathway' to identify children with SEN, there is a link to this on the school website SEN page. If you have concerns about your child's progress at school around any of the following; reading, writing, number work,

social and emotional development, behaviour, communication, physical or sensory development then the first person to speak to about your concerns is your child's class teacher, who will explore your child's progress in more detail. If the class teacher agrees that the required progress is not being made despite additional support, then your child will be referred to Kerry Evans (school SENCo). Please see our 'SEND Identification Pathway' on the website page.

A variety of 'in school' assessments may be used to further identify any additional need. This may lead to new strategies being used in the classroom to support your child, or a referral to an outside agency. Outside agencies include Speech and Language, Educational Psychologist, Community Paediatrician, CAMHS, Occupational Therapist, Physiotherapist, Early Help, Visual and Hearing Impairment Teams and School Nurse. Parents/carers will be consulted before children are referred to an outside agency, and a signature of consent will be sought.

How will the school support my child's additional needs?

Each class teacher seeks to provide high quality education for all of the children in their care. As part of Quality First Teaching every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Ashcombe School are proud of our Teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Scaffolding / chunking the learning to break it down into smaller parts
- I-pads, lap tops or other alternative recording devices
- Fiddle resources to aid concentration

The provision at Ashcombe is reviewed frequently to ensure that all children are able to access the full curriculum.

If your child is identified as having additional needs, extra provision will be delivered by working in small groups with adult support, and receiving extra practise or support in specific areas. Once a child has been added to the Ashcombe SEN Register, their teacher will create a 'Learning Plan for them which parents can access online. This will outline the additional strategies/adaptations being made and the impact these have had over time (they are reviewed 3 times per year). Parents and learners are consulted with at each of these reviews. If your child has received all of the relevant support available, but they are still not making progress, then we will apply for an Education, Health and Care Plan (EHCP) and additional funding for further support. This is only applicable to children with the very highest level of need in the school, and we request that this has been discussed with the SENCo before putting in the application.

At Ashcombe School we believe that all learners are entitled to the same access to extra-curricular activities and after school clubs, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

What support will there be for improving the emotional and social development of children with additional needs?

In addition to support received for academic subjects, there is a range of pastoral support available through our Learning Mentors. We have 4 Learning Mentors in school, who each run sessions to help children express their feelings and manage their emotions. We also have an 'Education Mental Health Practitioner', who works in school for one day per week supporting children and families with mental health difficulties. There is always the opportunity for any child to talk with a trained adult over any concerns and anxieties, with parent's permission.

Specific support plans will be put into place for children experiencing significant difficulties with behaviour and those needing medical support, through a Personal Handling Plan or Health Care Plan.

Learning Mentors also have a role as Parent Support Advisor. They are available to support parents with their child's behaviour or a wide range of additional needs for the family.

How will the school monitor my child's progress?

Monitoring progress is an integral part of teaching and learning within Ashcombe School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN using the child's Learning Plan. As much as possible, when any additional provision is selected to help a child, a baseline will be recorded to provide the point of reference for measuring progress made by a child within a given time scale. Progress will be reviewed via the Learning Plans 3 times per year (October, February & June) and discussed at parents' evenings or other arranged meetings if required. If a learner has an Education Health and Care Plan (EHCP) the same review conversations take place, but the EHCP will also be formally reviewed annually.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with parent's consent. This may involve the Speech and Language Team, Occupational Therapy, the Educational Psychologist Service or health services such as a Paediatrician or school nurse.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Children are also discussed as part of our fortnightly Pupil Progress Meetings.

Staff Training

Last year we were chosen for the PINS (Partnership for Inclusion of Neurodiversity in Schools) project, which granted the school £3,750 to spend on training or resources. We used this funding to secure training on the following:

What is Autism?

Autism vs ADHD

Autism in women and girls

Supporting sensory difficulties

Neurodiversity and adaptive teaching

We also held parent coffee mornings on masking and transitions, and had a sensory audit of the school environment.

Additional training over the last 18 months has also focussed on:

Makaton (for YR staff)

A trauma informed approach (following 6 days training for Kerry Evans and Christina Young – learning mentor)

Writing effective learning plans

Supporting children with English as an Additional Language

Kerry Evans completed her National Award for Special Educational Needs (SEN) Coordination in July 2011 and Sarah Bridge completed her National Professional Qualification for SEN Coordination (NPQ SENCO) in July 2025.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Ashcombe School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Starting in Nursery or Reception:

We contact your child's pre-school to understand their needs and the support already in place.

We meet with you to share information and plan next steps.

For children with more complex needs, we arrange formal transition meetings (through the LINK programme)

Moving to or from another school:

We liaise with the other school's SENCo to share key information and ensure a smooth handover.

All records are transferred securely and promptly.

Changing classes or year groups:

Teachers meet to share information.

Children visit their new classroom and meet their new teacher in advance.

Moving to secondary school:

We encourage families to visit potential schools and connect with their SEND teams.

We share successful strategies and may arrange extra visits to help your child feel confident. The SENCo shares significant information with the school's SENCo in advance.

Your involvement is key to a successful transition.

Accessibility

Ashcombe School is fully accessible, with no stairs on site, enabling children and parents/carers to access all areas, facilities and services of the school. Please see our accessibility policy on the school website.

Discrimination and inequality towards pupils with SEND

Ashcombe Primary School has a zero tolerance approach to discrimination and inequality against pupils with SEND and is committed to responding promptly and effectively to any incidents.

Complaints

If parents or carers have any concerns or complaints regarding SEND provision, they are encouraged to discuss these with the class teacher or SENCo in the first instance. If the matter remains unresolved, parents may follow the school's complaints procedure, available on the school website.

Have your say

Ashcombe School welcomes your views on our SEN Information Report. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff.

Useful links

KMAT SEND Identification Pathway and SEND policy can both be found on:

<https://www.ashcombepprimary.com/sen/>

Information from North Somerset SEN Team can be found on:

<https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>

Our Voice Counts

Somerset LA Disabled Children's Team pages

Gov.uk - Children with SEN and Disabilities

www.dyslexics.org.uk

www.beingdyslexic.co.uk

Reviewed by Kerry Evans – January 2026

Next review due – January 2027