



# ASHILL VC PRIMARY SCHOOL



**“For I know the plans I have for you,” declared the Lord, “Plans to prosper you and not to harm you, plans to give you hope and a future.”  
(Jeremiah 29:11)**

Our vision, guided by our Christian ethos, is to create an inclusive school family where every child is nurtured to grow and thrive, be confident in showing their strengths and achieve their ambitions in the world. We aim to achieve this through our values of: Resilience, Kindness, Respect, Aspiration, Curiosity and Independence.

## Special Educational Needs and Disabilities Report 2025

### Our SENDCO

Mrs Jo Boote is the Special Education Needs and Disability Coordinator (SENDCO) for Ashill Primary school and the Senior Teacher, working closely with the headteacher. She can be contacted via the School Office on 01760 440 403.

### Our aim

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations from everyone (teaching staff, support staff, parents and the children) involved in the process of special provision.
- To provide full access to all areas of the curriculum, whatever the special need.

We aim to be an inclusive school with support from the Local Authority as necessary to make this possible.

### Identification and Provision

At Ashill Primary School, we believe it is important to the well-being and achievement of all our children to identify additional needs as soon as possible. All children are unique and develop at different rates; sometimes it can take longer for a special educational need to become evident.

As a school we identify pupils with Special Educational Needs and Disability (SEND) in a number of ways:

- Information and concerns raised by parents or carers; we have an open door policy so parents can raise concerns at any time, initially with the class teacher.
- Class teachers, support staff and the learners themselves may be the ones to notice a difficulty with learning.
- Liaison with the previous school or pre-school provides valuable information, whether the child transfers to us into reception or at any point during their time in primary school.

- Tracking and monitoring of progress by class teacher is an on-going process and may raise concerns as well as pupil progress measured termly in assessments.
- Information from external agencies e.g. health, social care, adoption agencies, Looked After Child carer or social worker.

If parents have any concerns about their child's learning they should:

- Talk to the class teacher about their concerns.
- Parents can also make an appointment to phone or meet the SENDCO.

### **Assessing your child**

We assess all children each term to monitor their progress in reading, writing, maths, spelling, grammar and phonics. Children who are not making as progress as they should, or children who are working significantly behind the expected standards for their age are then monitored more closely. If needed, specific further assessments may be carried out e.g. speech and language assessments.

We use a range of assessments to gain a better understanding of a child's abilities and needs depending on the child's age and understanding. The assessments we are currently using include:

- Foundation Stage Profile
- Talk Boost assessment tool
- Welkomm Speech and Language assessment
- Salford reading test
- Youngs spelling test
- End of unit phonics assessment
- Year 1 phonics screening check
- Sandwell Maths assessment
- PUMA maths assessment (in year 1)
- NFER assessments for maths, reading and GAPs (years 3-5)
- SATs assessment tests (years 2 & 6)

### **Supporting your child in school**

#### Support in lessons

Our experienced class teachers will adapt lessons and resources appropriately for all learners including those with SEND. We have high staff to pupil ratios in all our classes, with a minimum of one teacher and one teaching assistant working full time to support the class. Depending on the levels of need within a class, some of our classes have support from an additional teaching assistant for part of every week.

#### Adaptations to the curriculum and learning environment

As a school we strive to make our classrooms and teaching practices as inclusive as possible. We use a range of teaching techniques and resources as part of our everyday teaching, ensuring our classrooms are inclusive to all children whatever their needs.

We strive to make our classrooms ASD friendly. We use visual timetables, now and next boards and verbal reminders before moving on from activities. Children with sensory difficulties have access to ear defenders

during lessons, additional work spaces for children who work better in a quieter environment (this is used during the written task part of lesson) and the class teachers adopt the use of calming music and reduction of stimuli (e.g. reducing the light level within the classroom) when appropriate during teaching activities.

We try to ensure our teaching is dyslexic friendly, using pastel colour backgrounds on our interactive boards, not writing in black (blue is easier for the children to see) and picking fonts on worksheets which learners with dyslexia find easier to read. If children require coloured overlays or paper, we photocopy worksheets onto the appropriate colour and provide exercise books with the preferred colour pages.

We appreciate some children with SEN find sitting still or working at a desk for long periods of time, difficult. We have a selection of fiddle toys, sensory cushions and desk slopes to support them. We also allow children “sensory breaks” if required throughout the school day.

**Acorns Learning Hub**

Our Acorns Learning Hub opened in April 2024 as an extension of our KSI class. The hub supports children who are on the neurodevelopmental pathway or already have a diagnosis of Autism or ADHD. These children are still able to access some lessons and activities within their main class (when appropriate) but are also able to remain within the hub full-time if needed. Staff within the hub are able to support other children who have an EHCP are also able to access specific interventions at various points throughout the day.

**Our Whole School Provision**

Universal support is accessible to all children and addresses most of our pupils needs.  
Targeted support is provision that is additional to what is provided for all pupils, this is normally in the form of small group interventions.  
Enhanced support is targeted and personalized teaching for children with SEND who are identified as needing additional support.

|                             | Universal Support                                                                                                                                                                                                                              | Targeted Support                                                                                                                                                                                                                                                                                             | Enhanced Support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication & Interaction | <ul style="list-style-type: none"><li>• Quality first teaching</li><li>• Differentiation</li><li>• Transition meetings</li><li>• Assessments</li><li>• ASD and ADHD friendly teaching environments</li><li>• Pupil progress meetings</li></ul> | <ul style="list-style-type: none"><li>• Talkboost</li><li>• Speech and language targeted group support</li><li>• Elklan Speech and language support</li><li>• Lego Therapy</li><li>• Visual aids and prompts</li><li>• SEN provision map</li><li>• School and Communities Team – group led support</li></ul> | <ul style="list-style-type: none"><li>• Key adult support</li><li>• Individual speech and language therapy sessions</li><li>• Welcomm speech and language intervention</li><li>• Educational Psychologist input</li><li>• Specialist Support Teacher</li><li>• Speech and Language therapy (SaLT)</li><li>• School and Communities Team – individual support</li><li>• Neurodevelopmental Service Referral</li><li>• Education, Health and Care Plans (EHCPs)</li><li>• Acorn Learning Hub for children with NDS/ SEMH needs which cannot be met in main class</li></ul> |

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognition & Learning              | <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiation</li> <li>• Spelling shed spelling resources</li> <li>• Daily “catch-up” sessions for maths and English when needed</li> <li>• Transition meetings</li> <li>• Assessments</li> <li>• ASD,ADHD and dyslexia friendly teaching environments</li> <li>• Pupil progress meetings</li> <li>• Marking and feedback policy</li> </ul> | <ul style="list-style-type: none"> <li>• Precision teaching</li> <li>• Phonics booster groups – inc sound discovery</li> <li>• Adult led small group support – maths, writing, reading</li> <li>• SEN provision map</li> <li>• Catch-up reading</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>• Key adult support</li> <li>• Pre-teaching sessions</li> <li>• Educational Psychologist input</li> <li>• Specialist Support Teacher</li> <li>• Speech and Language therapy (SaLT)</li> <li>• Acorn Learning Hub for children with NDS/ SEMH needs which cannot be met in main class</li> </ul>                                                                                               |
| Social, Emotional & Mental Health | <ul style="list-style-type: none"> <li>• PSHE sessions</li> <li>• Quality first teaching</li> <li>• Differentiation</li> <li>• Transition meetings</li> <li>• ASD and ADHD friendly teaching environments</li> <li>• School dog</li> <li>• Behaviour policy</li> <li>• Zones of regulation</li> <li>• Worry box</li> <li>• Forest school</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>• Thrive sessions</li> <li>• I:1 sessions with counsellor</li> <li>• Lego therapy</li> <li>• Alternative play spaces for break and lunch</li> <li>• Small group pastoral sessions with school dog</li> <li>• School and Communities Team – group led support</li> <li>• SEN provision map</li> </ul> | <ul style="list-style-type: none"> <li>• Key adult support</li> <li>• Educational Psychologist</li> <li>• Child &amp; Adolescent Mental Health Service (CAMHS) Referral</li> <li>• Education, Health &amp; Care Plans (EHCPs)</li> <li>• Benjamin Foundation</li> <li>• Young Carers</li> <li>• Point I</li> <li>• School and Communities Team – individual support</li> </ul>                                                       |
| Physical & Sensory                | <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• P.E.</li> <li>• Forest School</li> <li>• Mindfulness</li> <li>• Fine and gross motor development</li> <li>• Disabled toilets and ramp access</li> <li>• First aider</li> <li>• Health Conditions &amp; Allergy information</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>• Specialist Equipment e.g. desk slopes, sound field speaker system</li> <li>• Fiddle toys, chair bands, wobble cushions</li> <li>• Sensory Circuits</li> <li>• Ear defenders</li> <li>• Cluster sports events</li> <li>• SEN provision map</li> <li>• Care plan (medical)</li> </ul>                | <ul style="list-style-type: none"> <li>• Key adult support</li> <li>• Educational Psychologist</li> <li>• Education, health &amp; Care Plans (EHCPs)</li> <li>• Physiotherapy</li> <li>• Occupational Health Input</li> <li>• Hearing Impairment Teacher</li> <li>• Visual Impairment Teacher</li> <li>• School nursing team</li> <li>• Specialist nursing teams when needed e.g. diabetes, Cystic Fibrosis, Oncology etc</li> </ul> |

## Funding support

### How SEND funding for 2024-25 has been spent

For the financial year 2024-25 we received £36, 236 in SEN funding.

It will be spent:

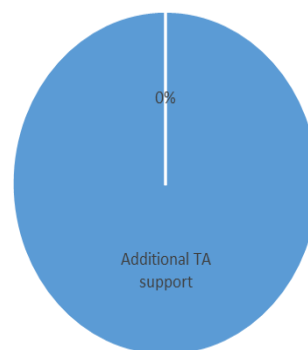
100% on additional TAs to support specific children of groups of children during lessons.

As a school we will then fund a further

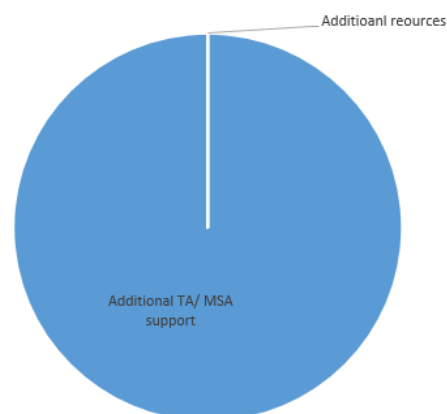
£500 on resources

£2786 on EPSS support, paying for assessments with Educational Psychologist, specialist teacher, ASD team, behavioural support or Speech and language therapist.

SEN Top-up funding 2024-25



SEND funding 2025-26



### How SEND funding for 2025-26 will be spent

For the financial year 2025-26 we received £47, 044 in SEND funding.

It will be spent:

100% on additional TAs to support specific children of groups of children during lessons.

As a school we will then fund a further

£500 on resources

## How we spend additional “top-up” funding

We spend out additional top-up (Element 3) funding on additional classroom support and small group interventions. These are to support children academically, behaviourally and emotionally. Through top-up funding we are able to run Thrive sessions for the equivalent of 2 days a week which supports children with their social and emotional needs. We are able to provide additional support at lunchtimes for children with medical needs and those who struggle both behavioural and emotionally at this time.

### Top-up funding for 2024-25 has been spent

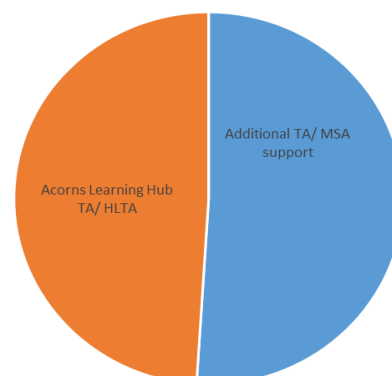
For the financial year 2024-25 we received £90, 093 in SEN top-up funding.

It will be spent:

51% on one additional TA and one HLTA to support specific children within our learning hub who present with a high level of neuro divergent needs.

49% on additional TAs/ MSAs across all year groups to support specific children or groups of children during lessons and at lunchtime with significant medical and academic needs.

SEN Top-up funding 2024-25



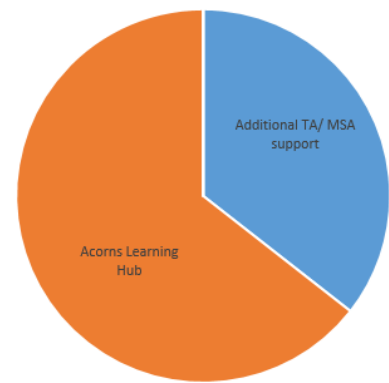
Top-up funding for 2025-26 will be spent

For the financial year 2025-26 we received £84, 292 in SEN top-up funding.

It will be spent:

63% on one additional TA and one HLTA to support specific children within our learning hub who present with a high level of neuro divergent needs.

37% on additional TAs/ MSAs across all year groups to support specific children or groups of children during lessons and at lunchtime with significant medical and academic needs.



### Monitoring progress

Our monitoring process is an integral part to teaching and learning for all children at Ashill Primary School. We follow the 'asses, plan, do, review' model from the Code of Practice. When a child has been identified as having a special educational need then either a provision map or Individual Education Plan (IEP) will be put in place, depending on a child's level of need. This involves a meeting with the child, parents/carers and the class teacher. The needs of the child are discussed, how best to support the child, termly targets are set and the interventions and support to be put into place are used to create a provision map or IEP. From this, interventions are put into place and reviewed termly during pupil progress meetings and using intervention dashboard. The SENCO and head teacher have termly meetings with our Educational Psychology and Specialist Support team (EPSS) to monitor with SEN, progress of children previously seen and new referrals are discussed.

The SENDCO monitors all of the interventions used and the progress of all SEND children. Children, Parents/Carers as well as teaching and support staff are directly involved in the reviewing progress. The review is part of parent's evening meetings held once a term. The child's progress is discussed; evaluated and next steps are planned. Outside agencies are sometimes commissioned to work with individual children when the assess, plan, do, review cycles are not showing accelerated progress or further advice is needed.

If a child has an Education Health and Care Plan (EHCP) the same termly review meetings take place, but the EHCP is also be formally reviewed annually. The SENDCO keeps records of every child with SEND in the school. All children are assessed once a term (3 times a year) however children with SEND may be assessed more frequently. Once an assessment has taken place the SENDCO is informed of the outcome and next steps are discussed. All interventions are recorded and monitored through the school's 'intervention folders' and 'intervention dashboard' where progress and impact is evidenced and accelerated progress is achieved. EHCP referrals can be completed by the school if we feel we are not currently meeting the child's needs and extra support is required or involvement of other health professionals is needed. Parents can also apply for an EHCP, paperwork and instructions on this can be found on the Local Offer (see below)



## Joining our school

We recognise that arriving at a new school can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If a child is planning on moving to our school:

- We invite parents to visit the school with their child to have a look around and speak to staff.
- The SENDCO will attend any Annual Reviews of children transferring from pre-school and attend transition meetings.
- Additional visits are arranged as needed over an extended time period to support individual need.
- If other professionals are involved with the child, a meeting of all professionals may be held to discuss the child's needs; share strategies used, and ensure provision is put in place before the child starts.
- Visits to their existing setting (e.g. pre-school) will be made by staff and SENDCO.
- We may put 'settling in' strategies in place
- If a child has moved to our school without a transition, we will contact the previous school to arrange for transfer of information as soon as possible, which will include telephone/ face to face meetings if required.
- Each child will be monitored and any necessary additional support will be discussed with parents, the class teacher and other relevant professionals.
- The class teacher will endeavor to assess a child's levels of attainment in numeracy and literacy as soon as possible to their arrival at our school and will plan accordingly, with SENDCO input, as relevant.

## Moving on

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We can contact the new school's SENDCO to discuss any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If needed, transition visits over an extended period of time can be arranged.

## When moving classes in school:

- Information and relevant documents (including a record of support) will be passed on to the new class teacher and a 'handover' meeting with the previous and new teacher will take place.
- If your child would be helped by a book or other resource to support them understand moving on, then it may be made for them.
- There will be an opportunity for children to meet their new teacher and other adults who will be working with them, and spend time in their new classroom prior to the end of the summer term (in Summer 2021 we ran this as a whole week of transition, we plan to continue this as children and staff found this very beneficial.)

## In Year 5:

- Children with EHC plans will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate secondary school options.

## **In Year 6:**

- The SENDCO (or inclusion manager) from our feeder High Schools meets with the SENDCO at Ashill Primary and is invited to attend Annual Review meetings.
- An enhanced transition project has been developed for SEND children in their transition to high school which has included additional visits.

## **External Personnel and Other Agencies**

We work closely with the Educational Psychology and Specialist Support team (EPSS), Educational Psychologist, Specialist Support Teacher, GP practices, contributions to NHS referrals, professionals from the Short Stay School for Norfolk, School to School Support (S2S), Virtual School Sensory Support team, Speech and Language team (SALT), Occupational Therapists, ASD team, Gemstones (bespoke behaviour support), One2One Counselling, CAMHs, Specialist School support and the School Nursing team. We will continue to work alongside these agencies as well as voluntary organisations such as The Benjamin Foundation and Family Action over the coming year.

## **Staff experience, training and deployment**

We have a very experienced team of teachers and teaching assistants working across all our classes. They have experience of working with and supporting children with a range of SEN needs including; ASD, ADHD, ADD, ODD, anxiety, attachment and trauma related needs, dyslexia, dyscalculia, Meares Irlen syndrome (visual stress condition), hearing loss, vision loss and a variety of medical conditions. Their previous experience allows them to adapt and differentiate both academic tasks and the learning environment for a child's individual and specific needs.

Our staff receive regular training to ensure high quality teaching and support. Staff are currently trained in:

- Basic British Sign Language
- ELKLAN speech and language
- Talk Boost
- Autism awareness training
- Dyslexia friendly teaching practice
- First Aid
- Norfolk Steps training
- Sound Discovery phonics programme
- Read, Write Inc phonics programme
- Prevent Training
- Thrive

Over the next year some of our staff are also being trained in:

- Further Thrive training
- Drawing therapy training

Support staff are deployed according to individual needs. Although some children do have 1:1 support for the school day, we work hard to ensure they are given opportunities to develop their independent skills. Teaching assistants are training in delivering specialised interventions and work alongside teachers and the SENDCO to deliver these throughout the school. During the mornings support staff mainly support children within their class and during the afternoons support staff deliver specific interventions throughout the school to a range of children.



## Our school's current data – October 2025

Ashill Primary school has 32 pupils (30% with SEND (accurate at time of reporting)). The pupils are categorised according to the new SEND code of practice 2014. The percentage of pupils within each category is shown below;

|                                              |                              |
|----------------------------------------------|------------------------------|
| Behaviour, Emotional and Social difficulties | 9 pupils out of 108 = 8.3%   |
| Cognition and Learning                       | 3 pupils out of 108 = 2.7%   |
| Communication and Interaction                | 11 pupils out of 108 = 10.2% |
| Physical/ Sensory and/ or Medical            | 8 pupils out of 108 = 8.3%   |

Whilst some children's needs cover more than one category, for the purpose of the above data only their primary need has been included. We have 7 pupils who have an Education, Health and Care Plan (EHCP).

### SEND profile by year group

|                                           | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total |
|-------------------------------------------|-----------|--------|--------|--------|--------|--------|--------|-------|
| <b>Pupils identified with SEN</b>         | 3         | 5      | 2      | 7      | 1      | 3      | 4      | 25    |
| <b>Pupils who have an EHCP</b>            | 0         | 0      | 2      | 4      | 1      | 0      | 0      | 7     |
| <b>Pupils awaiting outcome of an EHCP</b> | 0         | 0      | 0      | 0      | 0      | 0      | 0      | 0     |

### Equality

Ashill VC Primary is an inclusive school where we focus on the well-being and progress of every child regardless of SEND. We ensure all children are included and treated equally. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. All pupils are actively encouraged to take part in all parts of school life including after school clubs and trips, making adaptations where needed. Our school staff are experienced in supporting children with a wide range of needs and ensure all children are supported. Please refer to our Single Equality Scheme policy on our website. <https://www.ashillschool.co.uk/policies>

Our school admissions policy does not discriminate against any child because of their special educational needs. <https://www.ashillschool.co.uk/policies> We work hard to ensure that no children within our school is subject to bullying. This is the same for children with SEND.

### Complaints

Our school's Complaints Procedure can be found on our website. Any concerns should, in the first instance, be addressed to the class teacher, then the headteacher who may involve Governors as appropriate in line with the school's Complaints Procedure.

### Local Offer

The Local Authority have published a “Local Offer” to outline services available to children and their families. It explains what they can expect from a range of local agencies and will signpost you to further support if needed. Information on Norfolk’s Local Offer can be found on the Norfolk website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

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Written October 2025

To be updated October 2026 to ensure new policy reflects changes to arrangements and provision for pupils with SEND.