



Ashperton Primary Academy Trust

SEND Information Report, September 2026

Introduction

Ashperton Primary Academy Trust (APA) is an inclusive school. We aim to address our children's needs and support their development using a child-centred approach, where every child is supported in the way most suited to their own individual needs.

Please refer to our Special Educational Needs and Disability (SEND) Policy (SD3) available on this website alongside information on the local offer.

What types of SEND do we provide for?

APA supports the needs of a range of pupils including those with SEND. Additional and/or different provision currently being made in school for children with a range of needs, including:

- cognition and learning – moderate learning difficulties; specific learning difficulties.
- sensory and physical/medical needs.
- communication and interaction difficulties.
- social, emotional and mental health needs.

What we offer children with SEND is bespoke for every child. This provision is designed by the relevant staff members working alongside the child, the child's family, the child and, where necessary, outside agencies. A child with SEND will have a One Page Profile (OPP).

An OPP sets out SMART (specific, measurable, achievable, relevant and time-bound) targets. An OPP will also indicate interventions that are currently in place to help the child reach those targets with a history of intervention used previously. The content of the OPP is shared and agreed with the teacher, SENDCo, child and the parents or guardian. OPP's are reviewed three times a year and parents/carers are invited in for discussion at these points in the year. We ensure a variety of times and days are offered to accommodate parents/carers.

How do we identify and assess pupils with SEND?

At APA children are monitored closely so their additional needs are highlighted early.

Our main ways of identifying pupils are by:

- Talking to parents and following up on any concerns they may have.
- Rigorous monitoring of pupil progress. If pupils fall behind age-related national expectations action will be taken and they may be put on the additional needs register. If they are more than two years behind age-related national expectations, they will be put on the SEND register after discussions with parents/carers.
- Children will also be put on the SEND register if they have a formal diagnosis, are receiving timetabled speech and language intervention(s), or are receiving regular pastoral support.
- Talking to staff, especially if they are concerned about a pupil's behaviour or self-esteem.
- Talking to external agencies who will support in identifying specific needs.
- Working with health professionals who may have already identified needs and health issues.
- Talking to pupils themselves, they often know when they need additional support.

Who is our special educational needs coordinator (SENDCo) and how can they be contacted?

The Special Educational Needs Coordinator (SENDCo) is Catherine Bushnell who can be contacted using the following email address and telephone number.

sendco@ashperton.hereford.sch.uk

Tel: 01531 670385

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any help your child may need (this could be targeted work or additional support) and liaising with the SENDCo as necessary.
- Personalised teaching and learning for your child.
- Ensuring that the APA's Special Education Special Needs and Disability (SEND) Policy is followed in their classroom.
- Overseeing support that TAs provide for your child.
- Ensuring that you are involved in supporting your child's learning.

The SENDCo

Responsible for:

- Developing and reviewing the APA's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND pupils in the school to achieve the best progress possible.
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the APA's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

The Head Teacher

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will delegate responsibility to the Deputy Head (Inclusion) and class teachers but is still responsible for ensuring that your child's needs are met.

- The Head teacher must make sure that the Trust Board is kept up to date about issues relating to SEND.

The Trust Board

Responsible for:

- Making sure that the necessary support is given to all children with SEND who attend APA.
- The review of the SEND policy.
- Ensuring required website content for SEND is live on the school website.
- Reviewing the SEND Information Report.

What is our approach to teaching pupils with SEND?

APA delivers quality first teaching to all pupils of the school. This means that activities are planned and differentiated according to the level at which each child is working in order to ensure that they make good progress towards or beyond national expectations. At different times in their school career, a child or young person may have a special educational need or disability (SEND). The Code of Practice (2015) defines SEND as:

“A child or young person has SEND 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 they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, APA will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. The most important point is this; interventions depend on the needs of the child. If a child’s needs are more specific, then they will have individual targets connected to their area of need. A pupil with a disability will be provided with reasonable adjustments (such as

auxiliary aids and services) to overcome any disadvantage experienced in school and to ensure that they have full access to the taught curriculum.

Where it is decided that special educational provision is required to support the progress of a pupil, the class teacher and, if necessary, the SENDCo will meet with parents to agree and put in place any actions required. The child will be included on the APA SEND register (with permission of the parents/carers) and a gradually increasing level of support will be provided as required.

The child's needs will be assessed in detail, and support will be planned, carried out and reviewed regularly to ensure that the provision is appropriate. If progress rates are still judged to be inadequate despite the delivery of high-quality intervention, advice will be sought from external agencies regarding strategies to best meet the specific needs of the pupil. If a child has a care plan from outside agencies, such as Occupational Therapy, then these specific activities will be linked to their OPP. Progress of all pupils' is reviewed half termly through assessment, but it is also monitored through observations, questioning and teacher's marking. Children with more complex needs may require an Education, Health and Care Plan (EHCP), which sets out the provision schools are required by law to make. If this is the case, the SENDCo will discuss the process with parents/carers and will include information from them and the child's class teacher in the family conversation application document.

What does our SEND profile look like?

Our current SEND profile shows that 14% of our children have been identified as having a SEND.

We currently have 4 children who have an Education, Health and Care Plan. (Correct at September 2026).

How do we adapt the curriculum and learning environment?

APA is on one level with easy access and double doors. We pride ourselves on being an inclusive school and have created a nurturing, inclusive environment centred on quality first teaching. We use practical equipment to support learning and use a range of teaching techniques. All classes have access to a range of IT, including laptops, iPads, video cameras and recording equipment. Classes are well staffed and teachers are supported by Teaching Assistants.

Support could include:

- Group intervention work in or out of the classroom.
- 1-1 support in or out of the classroom.
- Individual targeted support programmes practical, recorded or computer based.
- Visual prompts/resources.
- Speech and Language Therapy.
- Physiotherapy/Occupational Therapy.
- ELSA (emotional literacy) sessions.
- Nurture based interventions e.g. cookery, caring for nature, the garden or guinea pigs.

Throughout these programmes of support, pupils are closely monitored and provision is adjusted if that's what's needed. Baselineing is carried out where applicable before the intervention is started and progress, alongside dialogue about the provision, noted. We continue adjusting and trying different proven support and if pupils still fail to thrive, then we seek the support of outside professionals such as Learning Support; Educational Psychologist; Speech and Language Therapist; Behaviour Specialists; Specialist Teachers; Health; Child and Adult Mental Health Services (CAMHS) and the Child Development Centre.

What should a parent/carers do if they think their child may have special educational needs?

If parents/carers have concerns relating to their child's learning or physical abilities, then they should initially discuss these with their child's class teacher. This then may result in a referral to the school SENDCo. Parents/carers may also contact the SENDCo directly if they feel this is more appropriate. All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by APA.

How do we consult parents/carers of pupils with SEND and involve them in their child's education?

We actively encourage partnerships with parents/carers as you have a vital role to play in your child's learning. There is a lot of research that shows that where parents/carers play an active part in a child's education the child is likely to make more progress.

If your child is receiving SEND support, this will be written down on an OPP as described previously. The OPP will be discussed with your child and you will be asked for your input with regards to targets within the plan which will be regularly reviewed. Parents/carers are invited to attend termly OPP review meetings, where progress towards identified outcomes and suggestions about how home and school can work together to support your child will be discussed. You will also be invited to meet any professionals brought in to see your child.

In addition, we have an 'open door' policy where parents/carers can talk with staff about concerns. Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENDCo, whenever they feel concerned or have information, they feel they would like to share with the school. At APA, we value and encourage strong home-school links and we ask for your support at home with related learning activities. Please do not hesitate to ask your child's class teacher for activities related to their OPP targets. We are keen to shape and develop provision for all of our learners, ensuring achievement for all. We would therefore welcome constructive feedback from parents.

How do we consult pupils with SEND and involve them in their education?

When a child has an OPP, they are invited to contribute to their front page and also invited to the OPP meeting with parents/carers, SENDCo and teachers. The document is shared and they are given the opportunity to have their say. When children are involved in this process it helps to ensure that they take ownership of their OPP and the targets that they are working on. Often children will know what it is they are struggling with and may have ideas about what would help them.

How do we assess and review pupils' progress towards their outcomes?

All APA staff have high expectations for all learners. Monitoring of progress takes place on a day-to-day basis by class teachers and teaching assistants as they are placed to identify where progress is falling or excelling. For learners with the most significant needs, regular contact with parents/carers also takes place.

We assess and review pupils' progress in a variety of ways:

- Pupil progress review meetings are held between class teachers, the assessment lead and the SENDCo on a termly basis.
- Book scrutiny with constructive feedback to teachers.

- Classroom observations and learning walks including monitoring the learning environment.
- Use of Intervention Records to plan and review individual pupils' learning.

Several reporting procedures are in place to ensure parents/carers are kept informed of their child's progress:

- Communication through a home school diary, if appropriate, or a conversation with a member of staff.
- Use of Class Dojo to record behaviours can also be used.
- Written reports three times a year.
- OPP reviewed three times a year.
- Specific data shared on OPP beyond telling parents/carers that their child may be below expectation.
- Parents evenings which are held twice a year.
- Parents are welcome to seek additional appointments to discuss their child's progress as required and class teachers are often available for informal discussions.

How do we support pupils moving between different phases of education?

We aim to make transition as easy as possible for all of our children. When a new child is due to start at our school, we will:

- Meet with the child and parents/carers to talk about any additional needs and answer any questions about school.
- Speak with staff from the child's previous setting, for children starting Reception in September we will also: offer taster sessions in the Summer term.

When your child is moving to a new class we will:

- Introduce the child to their new teacher, teaching assistant and classroom. This is achieved through transition days, we are thoughtful about easing transition through sending a familiar TA/teacher up with the class. Time is also spent in the classroom additionally if needed.
- Final Pupil progress meeting of the year, both current and receiving teacher are present for information. Staff are made aware of the children they will be receiving and their folders of information.
- Interventions from the Summer term are carried on for the first half term of the new Autumn term.

- Additional handover sessions when all relevant information is passed from the existing teacher to the new teacher so they are fully aware of any specialised requirements children in their class may have. Any equipment is passed on.

When your child is moving to new/secondary school we will:

- Arrange for pupils to visit their new school and ensure additional days are arranged for children who need them.
- Liaise with the SENDCo of the receiving school.
- Ensure all assessment, SEND and other information is handed over to enable the new school to prepare effectively for the children.
- If your child has an Education, Health and Care Plan the Secondary SENDCo may be invited to their Y6 annual review or a similar meeting to ensure the new school is aware of your child's individual needs.

What expertise and training do our staff have to support pupils with SEND?

The training needs of staff are identified through APA's annual performance management cycle as well as performance data and school development plan priorities. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENDCo to explain the systems and structures in place around the APA's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo is an experienced teacher who has completed her NASENCO qualification. She attends the county SENDCo network meetings in order to keep up to date with local and national updates in SEND.

The school provides training and support to enable all staff to improve teaching and learning of children including those with SEND. Where appropriate, some staff are trained in order to work with specific needs.

How will we secure specialist expertise?

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, APA will engage with relevant external services.

The external specialist may:

- Act in an advisory capacity to refine targets set by the school.
- Extend the expertise of the teaching staff.
- Provide additional assessment.
- Be involved in supporting the child directly.
- In all instances, the pupil and their parents/carers will be kept fully involved in the process.

These agencies may include:

- Educational Psychology Service (EPS)
- School Nurse
- NHS Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Information Advice Support Service (IASS)
- Occupational Therapy (OT)
- Physiotherapy
- Behaviour Support Team (BST)

How do we evaluate the effectiveness of our SEND provision?

Monitoring progress is an integral part of teaching and leadership within APA. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in this process. The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include:

- Classroom / lesson observations by the senior leadership team or SENDCo.
- On-going assessment of progress made by pupils with SEND.
- Provision mapping over time of children's intervention(s).
- Work sampling and scrutiny of planning to ensure effective matching of work to the needs of the pupils.
- Teacher meetings with the SENDCo as necessary to provide advice and guidance on meeting the needs of pupils with SEND.
- Regular meetings between the Trustee with responsibility for SEND and the SENDCo to ensure that the necessary support is made for any child who is identified

as having SEND and that APA is complying with the requirements of the 2015 Code of Practice.

What can I do if I am not happy with a decision or what is happening?

APA encourages parents to address any worries or concerns promptly, initially with the class teacher and then, if they are unable to help, with a member of staff such as the SENDCo or the Head Teacher.

In the vast majority of cases, we find that by talking through things we are able to find solutions to most problems. However, if after discussing your concerns with these people you remain unhappy with any aspect of APA's performance you may wish to pursue our complaints procedure, details of which can be found on the school website.

What support services are available to parents and how do we involve other organisations in meeting the needs of pupils with SEND?

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers free advice, information and support to parents/carers about special educational needs for children and young people up to the age of 25. Information about Hereford SENDIASS can be found at: <http://www.hwsendiass.co.uk/>

The Parent Carer Forum (PCF) is a group of parents and carers of children with additional needs and disabilities. Everyone who works or volunteers with a parent carer forum is also a parent or carer of a child or young person with SEND. Parent Carer Forums aim to ensure the services in their area meet the needs and improve outcomes of children and young people with special educational needs and disabilities (SEND) and their families. Herefordshire's Forum is the Parent Carer Voice Herefordshire. Information about the Parent Carer Voice Herefordshire can be found at: <https://pcvh.co.uk/>

There is also Herefordshire Carers Support, which is a registered charity providing practical support and advice to the carer community in Herefordshire. They provide a wide range of help, advice and support specifically targeted to meet the needs of parent carers. We can signpost services to parents where needed. Information about Herefordshire Carers Support can be found at: <https://www.herefordshire.gov.uk/social-care-and-support/support-for-carers/>

Where can the Local Authority's Local Offer be found? How have we contributed to it?

Local Authorities are required to set out and publish a 'Local Offer'. This will explain how they will work with parents, children, young people, local schools and colleges, as well as other agencies such as Health Services. The hope is that this will encourage a joined-up process when delivering services for mainstream and disabled children and young people. The Herefordshire Local Offer can be found at: <https://www.herefordshire.gov.uk/localoffer>