ASHLEY DOWN

PRIMARY SCHOOL

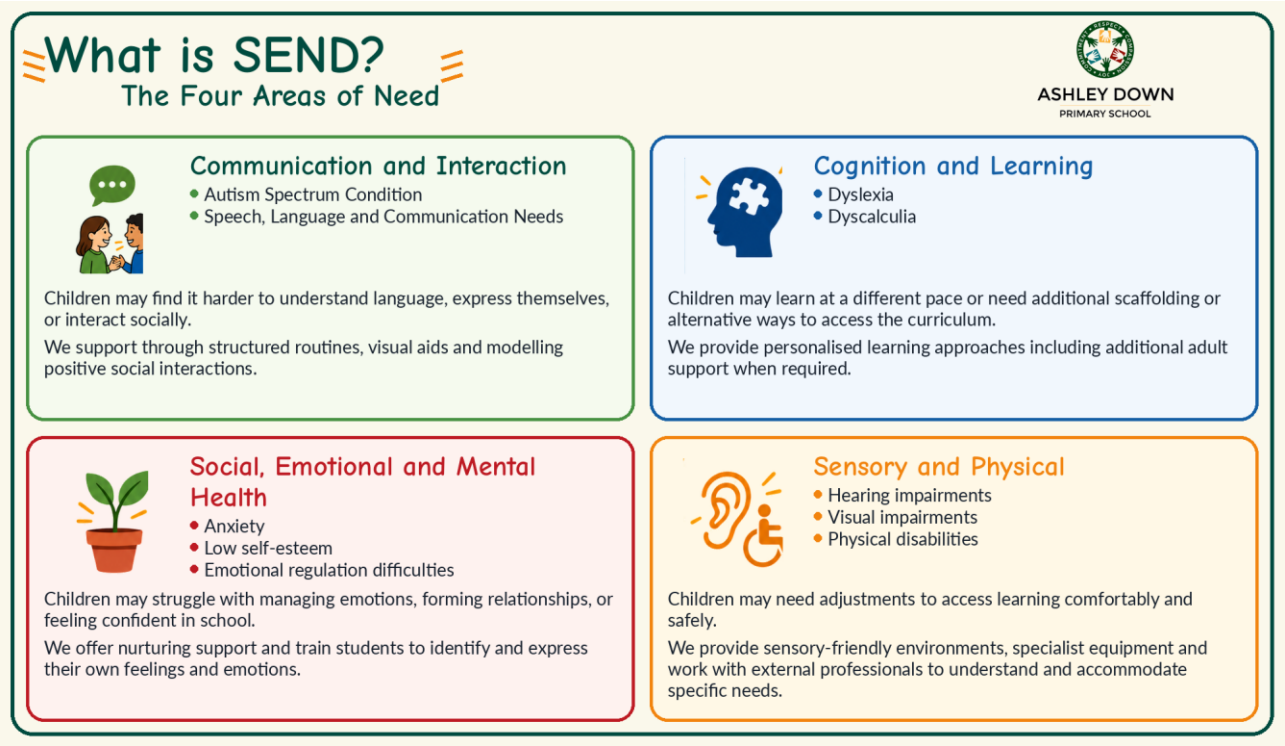
SEND Information Report 2026/27

Ashley Down is an inclusive school. We aim for children with SEND to learn, play, take part and feel that they are valued as important members of our school community. We have high aspirations for every child in our school and support them to be the best they can be. Most children's needs are met through high quality teaching, reasonable adjustments and carefully planned support within the classroom.

What is SEND?

A child has SEND if they have a learning difficulty or disability that means they need special educational provision. This means support that is different from, or additional to what is ordinarily available through high quality teaching in the classroom.

The Code of Practice (2014), groups SEND into four broad areas. At Ashley Down, we support children across all four areas:



What does it mean if my child is on the SEND register?

At Ashley Down, a pupil may be added to the SEND register when:

- They are not making expected progress, even when high-quality teaching is in place.
- Their progress is significantly slower than peers starting from similar baselines.

It is possible that a student with a diagnosis of autism or dyslexia will be making good progress through high quality adaptive teaching. If the pupil's needs can be met fully through quality first teaching alone**, they should** not be placed on the SEND register.

Importantly, the SEND register is regularly reviewed and children may be added or removed dependent on their progress and the provision they require.

Who do I speak to if I'm worried about a learning need or SEND support?

Your first point of contact is usually your child's class teacher if you have questions or concerns about SEND. The class teacher will be able to talk through any concerns about learning, wellbeing or development.

What if I still have concerns?

For questions about SEND procedures, referrals or additional support, please contact the SENCO: Caroline Cook, through the school office or by email at sencoashleydownp@bristol-schools.uk

Please do not wait for a scheduled meeting if you are worried about your child. Speak to your child's teacher or contact the SENCO so that we can respond as early as possible.

How do we review progress towards targets for children with SEND?

Progress does not look the same for all learners. Some of the ways we review how children are developing include:

- whole-school tracking of progress and attainment;
- observations of learning, behaviour, communication and wellbeing;
- information from parents and carers

We review progress for children formally at the end of every term and report this to parents in November, March and July. Parent meetings provide an opportunity to reflect on the successes and consider any additional support that may be required.

What will you do when a child isn't making progress and might have SEND?

In line with our graduated approach, if a child is working below expected levels, making slower progress than expected, or showing signs that they may need additional support, the class teacher will consider what can be adjusted in class. The teacher may also speak with the SENCO and parents/carers to agree next steps.

Where a child needs more focused support, an Individual Target Plan (ITP) may be created. This outlines the child's strengths and challenges and identifies current targets to help the child reach their full potential. The plan helps staff, parents/carers and the child understand what support is being used and what progress is being worked towards.

How do we involve parents and carers?

Parents and carers know their children best. We work in partnership with families so that support is joined up between home and school.

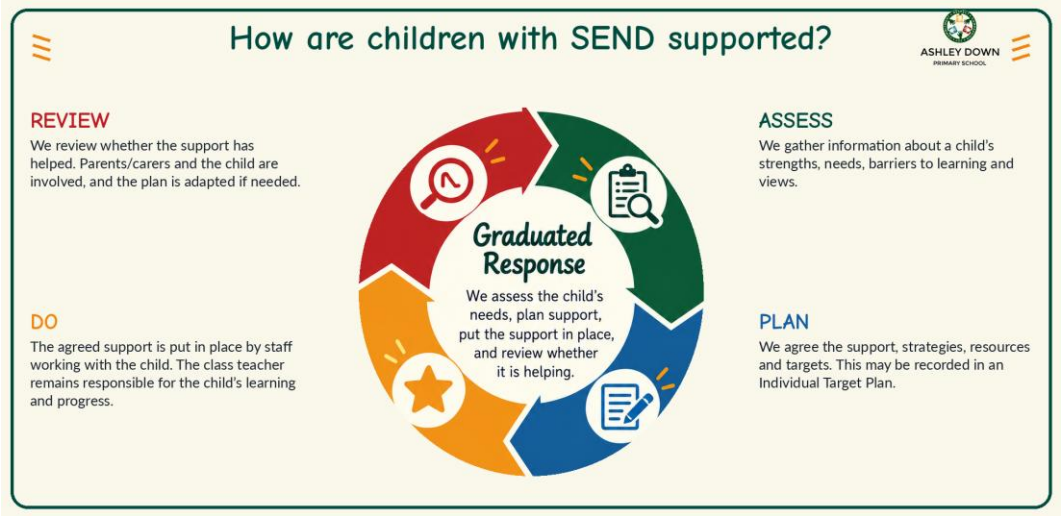
Parents/carers will be involved through conversations with the class teacher, SENCO meetings, Individual Target Plan reviews, EHCP annual reviews, survey feedback and through regular invitations to our busy calendar of school events.

Parents are also an important part of our school trips, Sports Days and performances. We also host coffee mornings in association with the Bristol Parent Carers. This is an opportunity to meet other parents of children with SEND.

Parent meetings are held 2 times a year with an end of year learning celebration with your child and their class teacher. We welcome early conversations outside of these times, should you wish to share successes or concerns.

How are children with SEND supported?

At Ashley Down, we use a graduated approach to supporting learners. This means we assess the child's needs, plan support, put the support in place, and review whether it is helping. We involve families and children throughout this process. This is a continuous cycle.


How are children with SEND supported?
ASHLEY DOWN
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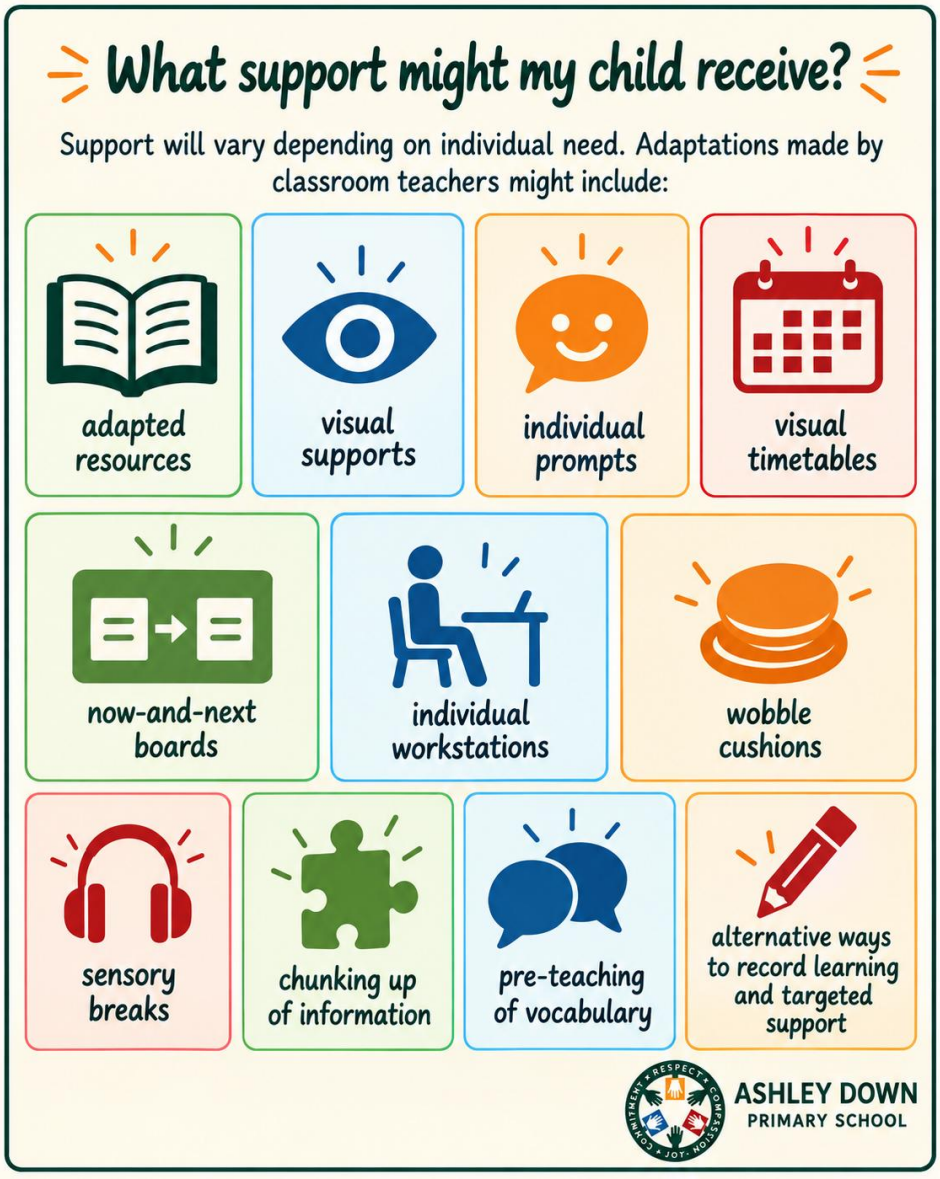
REVIEW
We review whether the support has helped. Parents/carers and the child are involved, and the plan is adapted if needed.
DO
The agreed support is put in place by staff working with the child. The class teacher remains responsible for the child's learning and progress.
Graduated Response
We assess the child's needs, plan support, put the support in place, and review whether it is helping.
ASSESS
We gather information about a child's strengths, needs, barriers to learning and views.
PLAN
We agree the support, strategies, resources and targets. This may be recorded in an Individual Target Plan.

What support might my child receive?



Teachers plan lessons so that children with SEND can access the curriculum and work towards appropriate learning outcomes.

The school uses the Bristol Ordinarily Available Provision guidance to support inclusive classroom practice.

For details about our cohesive curriculum, visit the Curriculum pages or year group pages of our website.

How do we involve children?

Children's views matter. We seek to understand what helps each child learn, what they find difficult, and what they would like adults to know about them.

Children may share their views through conversations with trusted adults, in written reflections, through contributing to their Individual Target Plans and in the EHCP annual review processes. The approach is adapted to the child's age, communication style and needs.

Students views are captured termly as part of the review towards their individual targets. We recognise that different children will share their views in different ways and will work in partnership with the children to record their views in a way that reflects and suits their needs.

What about children with Education, Health and Care Plans?

Some children have an Education, Health and Care Plan (EHCP). An EHCP is a legal document that describes a child's needs, outcomes and the provision required to support them.

For children with an EHCP, a formal annual review is held once a year. Parents/carers, the child, school staff and relevant professionals contribute to this process. The school also continues to review day-to-day support during the year as part of normal teaching and SEND practice.

How does Ashley Down support students with changing class or setting?

Transitions can be an especially important time for children with SEND. Many pupils on the SEND register will receive enhanced transition focus and support. This means extra attention is given to supporting them as they move up the school, with clear communication between colleagues about how to meet their needs.

For children starting in Early Years, staff liaise with nurseries, provide opportunities for children and families to become familiar with school, and arrange additional transition support where needed.

For pupils joining the school during the year, we contact the previous setting and work with parents/carers to understand the child's needs. Families can request a meeting with the class teacher and/or SENCO.

For Year 6 pupils moving into year 7, we work closely with secondary schools to plan supportive transitions. Children with SEND may have additional visits, targeted preparation, smaller group activities, information-sharing between schools and enhanced transition passports where appropriate.

For a small number of students, we work closely with NorthStar's Outreach and Bristol Autism Teams around times of transition to gain additional expertise.

What about the learning environment? How does it support children with SEND?

Curriculum

The curriculum is adapted to ensure pupils with SEND can access learning, participate fully in lessons and make progress. Teachers use inclusive teaching approaches, appropriate support strategies and tailored resources to meet individual needs.

Physical Environment

Pupils have access to suitable equipment, resources and learning spaces. The school continues to review and develop both indoor and outdoor environments to ensure they are accessible and supportive for a wide range of needs.

Information

Pupil Passports, accessible communication and an up-to-date website help ensure pupils, staff and families can easily access SEND information, support and guidance. If you think something is missing, please get in touch.

Our Accessibility Plan can be found here.

Looked-after children with SEN

The school is committed to ensuring that Children in Care (CiC) with SEND receive coordinated and effective support. The Designated Teacher has responsibility for liaising with families, Hope Virtual School, social workers, and other professionals, and for coordinating Personal Education Plan (PEP) meetings. The SENCO works closely with the Designated Teacher, providing advice and input into PEPs and attending meetings where appropriate. Any identified SEND needs are addressed through the graduated response, using an Assess, Plan, Do, Review approach. This ensures that educational provision, interventions, and wider support are regularly reviewed and adapted to meet the child's individual needs and promote positive outcomes.

How do you support children with their social and emotional health?

Every member of staff has a role in supporting children's wellbeing. Adults in school use the Zones of Regulation framework to help children understand their emotions and manage their feelings.

At Ashley Down Primary School, PSHE is taught through the Jigsaw programme, an inclusive and progressive scheme of learning that supports pupils' personal development and wellbeing. The curriculum is organised into six themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me. These themes are revisited each year, enabling pupils to build knowledge and skills progressively throughout their primary education. Lessons are adapted to meet the needs of all learners, including pupils with SEND, through appropriate scaffolding, visual supports, differentiated resources and adult support where required. This ensures that all pupils can develop the knowledge, understanding and personal skills needed to thrive in school and beyond.

Some children access more targeted support through the Hamish & Milo intervention programme. Developed in line with the Jigsaw PSHE approach, Hamish & Milo uses a therapeutic, strengths-based framework and familiar language to help pupils develop emotional literacy, self-regulation, resilience, confidence and positive relationships. Through a series of structured modules and activities, children are supported to understand their emotions, build coping strategies, develop social skills and foster a positive sense of self. In addition, Calm Club runs at lunchtimes, providing a quieter space away from the playground for those needing a softer environment during social time. This means that children who need additional support can access targeted provision that helps them understand and manage their emotions, develop confidence and social skills, strengthen their wellbeing, and successfully engage in learning and school life.

Children are regularly encouraged to speak to trusted adults if they are worried, upset or finding something difficult. Where needed, support may include help from the class teacher, phase leaders and Learning Support Assistants. The school may also seek advice from external services such as the School Nursing Team or Primary Mental Health Specialist if needs are beyond our areas of expertise.

Ashley Down is committed to preventing bullying and responding to concerns promptly. In line with our anti bullying policy, if bullying behaviours are found to target a disability or any of the other protected characteristics, we will conduct an Equalities incident review.

How are children with SEND included in activities outside of the classroom?

Children with SEND are supported to take part in the full life of the school, including lessons, playtimes, assemblies, school events, clubs, trips and other enrichment activities. Students with SEND are well represented on our School Council and are actively encouraged to take part in leadership opportunities across the school. We ensure that all children have meaningful opportunities to express their views, contribute to school improvement, and develop their confidence as active members of our school community. Their views are listened to and help inform decisions that affect school life.

Reasonable adjustments are carefully considered and applied so that children can participate safely and meaningfully. This may include additional planning, risk assessments, extra adult support, adapted resources, discussions with families, and communication with external providers.

Staff expertise and training

The SENCO, Caroline Cook, holds the National Award for SEN Coordination from Bath Spa University. Teachers and Learning Support Assistants receive regular training and professional development to ensure they can meet the needs of all learners. Training has included specialist maths intervention programmes, dyslexia, autism, speech and language development, Makaton, Better Move On, positive handling, attachment and trauma-informed practice, Mental Health First Aid, Precision Teaching, Effective Support Practices, phonics, and Sounds and Syllables. Staff have also undertaken whole-school training on Ordinarily Available Provision and the graduated response to SEND. Additional training and support has been provided through external agencies including North Star Outreach and Adoption West. Professional development is reviewed regularly and planned in response to pupils' needs, ensuring staff maintain up-to-date knowledge and skills in SEND, inclusion, and social, emotional and mental health support.

What happens if my child needs specialist support?

Where appropriate, and as part of our Graduated Response Ashley Down works with other professionals and services to support children and families. This may include:

- Educational Psychology Service
- Bristol Autism Team
- North Star Outreach support
- Occupational Therapy
- School Nurse Service

- Bristol City Council's Inclusive Learning Service
- Speech and Language Therapy
- Other health, social care or voluntary sector organisations where relevant

The school may seek specialist advice where a child's needs require additional expertise. We will always involve parents in discussions with specialists and seek consent before making referrals.

How are resources are allocated?

The school uses its overall budget to support pupils with SEND. This may include staffing, resources, interventions, training and adjustments to the learning environment.

For children with higher levels of need, the Local Authority may be required to provide additional funding. This will likely be administered through a child's Education Health Care Plan. This funding may be used for enhanced staffing ratios, equipment, resources or provision linked to the child's identified needs.

How do you evaluate SEND provision?

As part of our graduated response, Ashley Down continuously reviews SEND provision to understand what is working well and what needs to change. This includes looking at progress information, reviewing Individual Target Plans, intervention outcomes, pupil voice, parent/carer feedback, teacher assessment, SENCO reviews, staff discussion and advice from external professionals.

The aim is to use this information to improve support, update provision and make sure children with SEND are making progress in learning, building their confidence and independence, and through their participation in school life.

What should I do if I have a concern to raise?

If you have a concern about SEND provision, please speak to your child's class teacher first. Many concerns can be resolved quickly through an early conversation.

If the concern continues, please contact the SENCO, Caroline Cook. If further discussion is needed, the matter may be referred to the Headteacher. Parents/carers can also use the school's formal complaints procedure found here Complaints Policy

The Local Offer

Ashley Down Primary school is part of NW24: The Teaching and Learning Partnership for Bristol. This network allows us to collaborate with other schools in north west Bristol to share information, expertise and professional development.

We also work closely with Bristol's Inclusive Learning Service. The SENCO attends termly cluster meetings facilitated by their team, where updates are shared and inclusive best practice is celebrated.

We engage with local providers such as Sirona and Bristol's Speech and Language Service, providing feedback and information to aid their support of young people.

Policies and useful links

The following documents and services provide further information:

- SEND and Inclusion Policy
- Accessibility Plan
- Equality Objectives
- Anti-Bullying Policy
- Bristol Local Offer: https://www.bristol.gov.uk/web/bristol-local-offer
- SEND and You: https://www.sendandyou.org.uk/
- Bristol Parent Carers: https://www.bristolparentcarers.org.uk/
  FLORA (Families, Local Offer, Resources and Advice) Advice for children and young people with additional needs and their parents and carers.