



Ashwood Spencer Academy

SEND Information Report 2025/26



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1. Introduction

This document has been written as part of Derby City Council's Local Offer for children and young people with Special Educational Needs and/or Disabilities.

At Ashwood Spencer Academy, we provide all pupils, regardless of need, access to a broad and balanced curriculum, delivered through high-quality teaching that supports them to reach their full potential and thrive. We are committed to creating an inclusive and purposeful learning environment, where provision is tailored to meet individual needs and barriers to learning are identified and addressed. By fostering high expectations alongside care and support, we enable all learners to engage fully with the curriculum, develop confidence and independence, and build the skills they need for success both in school and beyond.

Ashwood Spencer Academy prides itself on its inclusion and accessibility for all pupils. All pupils are encouraged to achieve their full potential through our DREAM values:

-  Determined risk takers who want to succeed
-  Resilient and respectful learners
-  Expressive communicators
-  Ambitious achievers, unafraid of mistakes
-  Magic happens when you dream

It is with these values in mind that we support pupils with Special Educational Needs and Disabilities at Ashwood Spencer Academy.



2. What is SEND and SEND Support?

SEND stands for Special Educational Needs and, or a Disability.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

3. What kind of Special Educational Needs and disabilities are supported at Ashwood Spencer Academy?

Children and young people with special educational needs and disabilities (SEND) can have a wide range of needs. These are usually grouped into four broad areas. A child may fit into more than one area, and their needs might change over time. Support and interventions are chosen to match the child's individual needs at that moment.

Communication and Interaction

Some children find it difficult to communicate with others. This might mean:

- Struggling to understand what's being said to them
- Finding it hard to express themselves
- Not picking up on, or using, social rules in conversations
-

Children on the autism spectrum often have needs in this area.

Cognition and Learning

Some children learn at a slower pace than others. This can include:

- Specific learning difficulties such as dyslexia (reading/writing), dyscalculia (maths), or dyspraxia (movement/coordination)
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties – where children may also have physical or sensory needs alongside very complex learning difficulties

Social, Emotional and Mental Health (SEMH)

Some children have needs linked to their emotions, behaviour, or mental health. This might include:

- Anxiety, depression, or eating disorders
- Conditions such as ADHD or attachment difficulties
- Experiencing difficult or traumatic events in childhood

These needs can show up in different ways, such as challenging behaviour, being disruptive, seeming withdrawn, or struggling to connect with others.

Sensory and/or Physical



Some children have physical or sensory needs that make it harder to access learning in the same way as their peers.

This could include:

- A visual impairment, hearing impairment, or both
- A physical disability

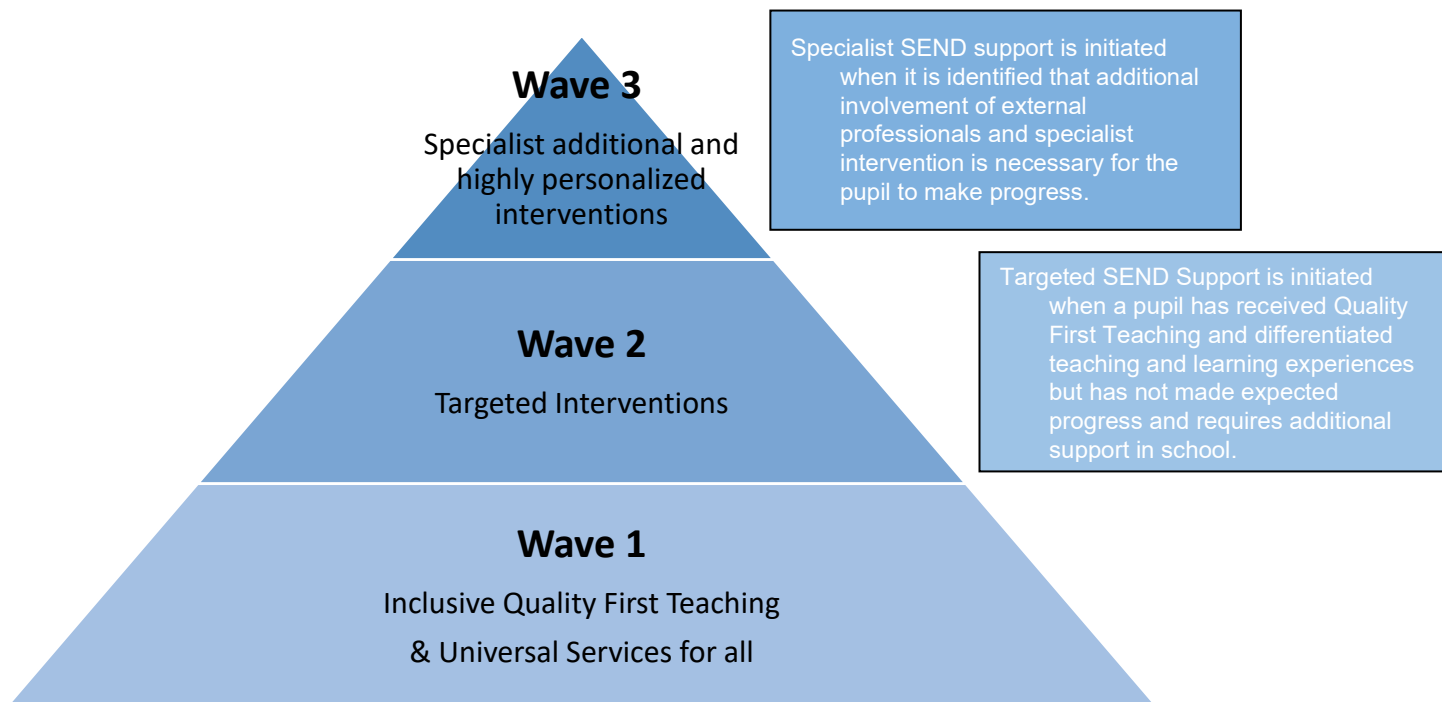
These children may need extra support, adaptations, or specialist equipment to take part fully in school life.



4. What are the different types of support available for children with SEND at Ashwood Spencer Academy?

All teachers at Ashwood have high expectations of all pupils. The quality of teacher and learning is consistently high and is monitored closely to ensure the best possible outcomes for all pupils.

Where additional support for a pupil is needed, we use a waved approach, to ensure each pupil is receiving the support that is right for them:



Wave 1 – Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching (QFT).

For your child this means:

- That the teacher has the highest possible expectations for your child and all pupils in the class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- That different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support your child to learn.

All children in school should be getting this as part of excellent classroom practice when needed. QFT can include a range of strategies to support your child to learn and develop in a mainstream setting, such as: making suitable adaptations, agreeing consistent routines and boundaries and having clear strategies in place.



Wave 2 - Specific group work within a smaller group of children and/or Specialist Support

For your child this means:

- That they have been identified by the class teacher, or SENDCo, as needing some additional support in school.
- Your child has specific gaps in their learning or knowledge of a subject or area of learning.

Many pupils requiring this level of support will engage in group sessions with specific targets to help them to make more progress. A teaching assistant/teacher will run these small group sessions using the teacher's plan or advise from an outside professional (such as a Speech and Language Therapist).

Wave 3 - Specific Individual support

This type of support is available for children with specific barriers to learning that cannot be overcome through QFT and intervention groups

For your child this means:

- They have been identified by the class teacher/SENDCo as needing more specialist input instead of, or in addition to QFT and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school, and yourself, understand your child's particular needs better and the correct support to be put in place.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include;
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. speech and language
 - A group or individual work with an outside professional
- The school may suggest that your child needs some individual support in school. School will tell you how the support will be used and what strategies will be put in place



Education, Health and Care Plans

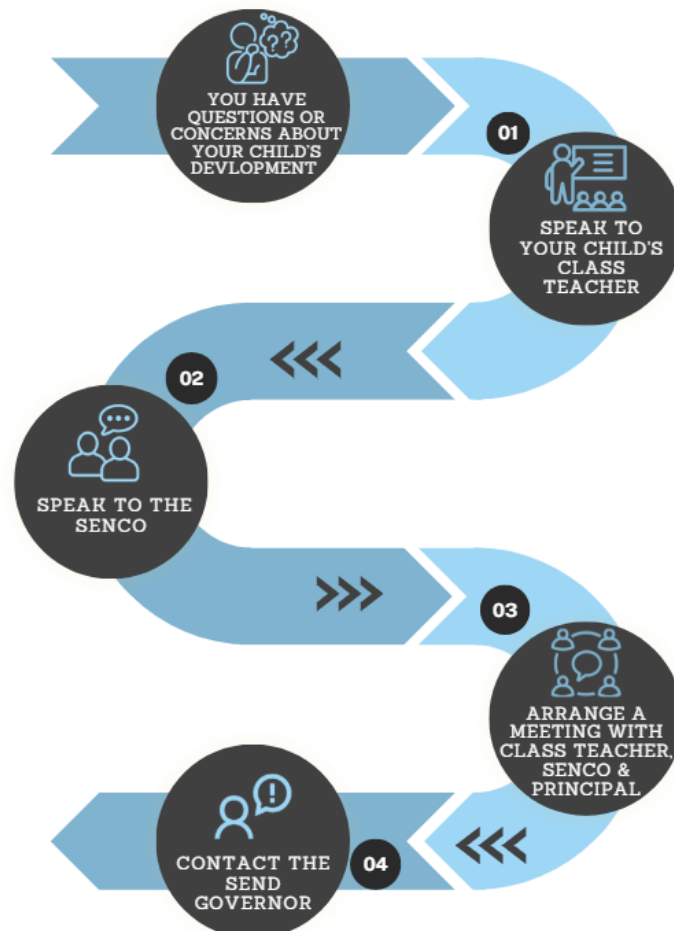
From September 2014, this level of support is usually provided via an Education, Health and Care Plan (EHCP).

Additional information regarding the EHC Needs Assessment process and EHC Plans can be accessed from the following link:

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/ehc-assessment-and-plans/what-to-expect-during-an-ehc-needs-assessment/#page-1>



5. How can I let the school know I am concerned about my child's progress in school?



Your Child's Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be through targeted work, additional support, adaptations to the classroom environment, plus much more).
- Writing individual Provision Maps, reviewing these once each term and sharing with parents.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in the classroom and for all the pupils they teach with any SEND.
- Involving the school SENDCo, when necessary.

**SENDCO– Elizabeth Fisher****Assistant SENDCo – Michelle Sims**

Responsible for:

- Coordinating all the support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistently, high-quality response to meeting their needs in school.
- Ensuring that you are: involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how your child is doing.
- Liaising with other professionals, who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc ...
- Updating the school's SEND register (a system for ensuring all the SEND needs of a person in this school are known).
- Providing specialist support for the teachers and support staff in the school, so they can help pupils with SEND to achieve their full potential.

Principal – Paula Baines-Chambers

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for the children with SEND.
- Delegating responsibility to the SENDCO and the class teachers, whilst remaining responsible for ensuring that your child's needs are met.
- Communicating to the Governing Body, so that they are kept up to date about any issues in the school relating to SEND.

SEND Governor – Simone Reilly

Responsible for:

- Making sure that the necessary support is in place for all pupils who attend Ashwood Spencer Academy.

6. How will the school let me know if it has any concerns about my child's learning in school?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning.



7. How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Derby City LA, includes money for supporting children with SEND.

The principal decides on the budget for Special Educational Needs and Disabilities in consultation with the governors, on the basis of needs in the school. The following information is considered:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

8. Who are the other people providing services to children with an SEND in this school?

Directly funded by the school:

- Full time Behaviour Mentors
- Full time Learning Mentors
- Family Support Worker
- Designated Safeguarding Lead
- Designated teacher for children who are looked after by the LA-
- Educational Psychologist support, when required.
- Members of staff who are trained in Forest Schools
- Four full time specialist SEND teaching assistants, based in our specialist provision classes
- Specialist SEN Teachers
- Teaching assistants working across classes in each year group

The school can access agencies that are provided centrally by LA, but delivered in school:

- Educational Psychology Service
- Local Authority central services such as the Specialist Teaching and Educational Teaching Service (STePS), Autistic Spectrum Disorder (ASD), Visual Impairment (VI), Hearing Impairment (HI), or Physical Impairment (PI) Team.
- Outside agencies such as the Speech and Language Therapy (SaLT) Service.

Provided and paid for by the Health Service (Derby City and Derbyshire NHS Trusts) but delivered in school:

- School Nurse



9. How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo and Assistant SENDCo's job is to support the class teacher in planning for children with SEND. Both the SENDCo and Assistant SENDCo hold qualifications relating to SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. Staff Induction supports teachers and teaching assistants to further develop their knowledge of inclusive practice and supporting pupils with SEND.

Further training on SEND such as ASD, Dyslexia and Speech and Language difficulties are provided to staff through workshops and bespoke training opportunities.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Specialist Teaching and Educational Teaching Service, Speech and Language Therapy. The school has taken advantage of being part of the Derby City Opportunity Area and has been involved in CPD and training opportunities to further upskill our dedicated staff team.

10. How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through strong adaptive teaching practices. Teaching and learning strategies are discussed at Aspire meetings, which support inclusive practice seeking the best approaches to overcome barriers to learning and support inclusion.

11. How will we measure the progress of your child in school?

Your child's progress is continually monitored by his / her class teacher.

Children's progress is discussed in depth at Aspire meetings. Their progress is reviewed formally each term and a judgement made about their level of progress.

Wave 1:

Children in EYFS are assessed using the EYFS Profile and teachers are proactive in drawing on the professional expertise of others early on, if they identify concerns in regard to developmental delays.

If your child is in Year 1 or above and working significantly lower than his or her peers, a more sensitive tool may be used to capture small steps of progress and identify appropriate targets for your child to work towards.

At Ashwood Spencer Academy, we use iASEND which is a planning, assessment and tracking tool which uses objectives from the National Curriculum which are broken down into smaller and manageable steps, helping to identify your child's personal progress.

Wave 2:

In addition to the above, children at SEN Support will have an Individual Provision Map, which will be reviewed and communicated to you, every term and the plan for the next term made. This will be bespoke to your child's needs and supports them to make progress in their learning.

**Wave 3:**

In addition to the above, the progress of children with an EHC Plan is formally reviewed at the Annual review, including all adults involved with the child's education.

When needed, iASEND assessment tool is used to inform planning and set individual targets.



12. What support do we have for you as a parent of child with an SEND?

We have an open door at Ashwood Spencer Academy and supporting parents to support their children is an area of high priority. Parents are supported in the following ways:

- 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 similar strategies can be used.
- The SENDCo and Assistant SENDCo are available to meet with you by appointment to discuss your child's progress or any concerns you may have.
- All information from outside professionals will be discussed with you and with the person involved directly Or, where this is not possible, in a report.
- Individual Provision maps will be reviewed with you and shared each term.
- Our family support team are available to discuss specific concerns.
- Range of parenting workshops and drop-ins to support parents.

13. How will my child's views be considered? How will my child be involved in decisions about their education?

The class teacher has regular conversations with your child about the progress that they are making and the steps that they need to take to support their learning and progress.

Children with Individual Provision Maps are included in termly reviews, with their views shared and their personal targets communicated to them, when appropriate.

At Ashwood, our Learning and Behaviour Mentors and specialist TA's regularly deliver small group and one-to-one interventions to support children to develop their communication skills, so they can develop their ability to share their thoughts and express opinions.

For children who are unable to express an opinion for themselves, because of either age or disability, staff will use observations to note their preference for certain activities.

14. How is Ashwood Spencer Academy accessible to children with SEND?

The building is accessible to children with physical disability via ramps and a lift to the first floor. We ensure that equipment used is accessible to all children regardless of their needs.

To support inclusion, pupils in our Team Friendship and Team Courage classes are supported by a Total Communication approach. Throughout our school, individual communication support and visuals are used to support teaching and learning.

Extra-curricular activities are accessible for children with SEND, where necessary adaptations can be made.



15. How will we support your child when they are leaving this school OR moving on to another class?

We recognise that transition 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 will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child,
- We will make sure that all records about your child are passed on as soon as possible.
- We will work with the school to support transition arrangements.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All Individual Provision Maps will be shared with the new teacher.
- If your child would be helped by a book or social story to support them to understand moving on, then this will be made for them.

In Year 6:

- The Y6 staff will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will participate in focused learning about aspects of transition to support their understanding of the changes ahead.

16. What is in place to improve the emotional and social development of my child?

Wellbeing is a key aim in our school development plan with the core objective to develop positive relationships and know how to express a range of emotions. Our curriculum is designed to develop these skills. Each day is themed to promote health and wellbeing across the school; Mindful Monday, Talking Tuesday, Wellbeing Wednesday, Thoughtful Thursday and Feel Good Friday.

We have designed our timetable, to enable pupil's opportunities to develop their emotional wellbeing on a Monday. 'Mindful Monday' promotes positive attitudes and behaviour towards learning, introducing the week gradually rather than abruptly.

There is a staff group dedicated to Health and Wellbeing in order to promote positive health and wellbeing for all.

In addition, our pastoral team provide tailored support with developing social and emotional development to pupils who require it.



17. What measures are in place to prevent bullying?

Staff have high expectations for behaviour and these through our DREAM expectations. Children are taught to show respectful attitudes towards each other and there are clear systems in place to deal with instances where pupils have unkind or disrespectful to one another.

In lessons and assembly pupils are regularly reminded what bullying is and it is made clear that it is not accepted at Ashwood Spencer Academy.

Positive relationships between staff and pupils ensure a culture of openness with opportunities for pupils to express concerns including those around bullying to adults in school. Instances of bullying are recorded and monitored, they are discussed regularly to ensure appropriate action is taken in a timely manner.

Please refer to our Behaviour and Anti-bullying Policy and Inclusion Policy for more information.

18. What arrangements are in place to support children with SEN who are looked after by the local authority?

The designated teacher for children who are looked after by the LA will work closely with the SENDCo and LA to ensure appropriate provision is put in place and reviewed regularly.

19. What are the admission arrangements for children with SEN?

We follow the admission process and procedures set out by Derby City. Please see the admissions policy for full details.

20. How do I contact school staff?

We encourage parents to discuss any concerns they may have as and when they occur, in person with the class teacher. Parents are also invited to contact our SENDCo.

- SENDCo – Elizabeth Fisher – e: efisher@ashwoodspencer.org.uk
- Principal – Paula Baines-Chambers – e: head@ashwoodspencer.org.uk
- SEND Governor: Simone Reilly– e. sreilly@ashwoodspencer.org.uk
- Our Contact number: 01332 348356
- Website: www.ashwoodspencer.co.uk



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21. Related policies

- Accessibility policy and access plan
- Admissions policy
- Equality and diversity policy
- Behaviour and Anti-bullying policy
- Inclusion Policy
- SEND Policy
- Safeguarding and child protection
- 'A SEN DREAM Curriculum'

22. Derby City Council's Local Offer

To find out about services and support available in the Local area can be accessed through Derby City Council's Local Offer: Available at <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/about-the-local-offer/>

23. Glossary of Abbreviations



Abbreviation	Meaning
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AHT	Assistant Head Teacher
ASD	Autistic Spectrum Disorder
SEMH	Social, Emotional and Mental Health
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CP	Children Protection
DCD	Developmental Co-ordination Disorder (also known as Dyspraxia)
EAL	English as an Additional Language
EH	Early Help
EP	Educational Psychologist
HI	Hearing Impairment
LA	Local Authority
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PI	Physical Impairment
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty (usually refers to Dyslexia and/or Dyscalculia)
STePS	Specialist Teacher and Educational Psychology Service
VI	Visual Impairment