

What Do We Mean by SEND?

A child has special educational needs if they need something different from, or additional to, the high-quality teaching every child in the class receives.

The SEND Code of Practice groups needs into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Many children need extra help at some point, and for most it is short-lived. Needing support is never a label, and it never lowers our expectations of what your child can achieve.

How We Identify Needs

In a school of our size, we notice quickly. Every teacher discusses individual children at our weekly staff meeting, and we track progress from each child's own starting point half-termly rather than against cohort averages.

Where a need emerges, we follow the graduated approach — a repeating cycle of:

- **Assess** — what are the barriers, and what does your child need?
- **Plan** — what support and adaptations will we put in place, and what are we aiming for?
- **Do** — the support is delivered consistently, by staff who know your child well.
- **Review** — is it working? What should change next?

You are part of every stage of that cycle. Nothing is decided about your child without you.

If You Have a Concern

Please speak to your child's class teacher first — they know your child best day to day. Where it would help, they will involve Mrs Jarman, our SENCo, who will meet you to agree next steps and set review dates.

You are equally welcome to contact the SENCo or the Headteacher directly at any time.

How We Support Your Child

In the classroom

Quality first teaching comes before anything else: work adapted to your child, clear scaffolding, visual supports, movement breaks, quiet spaces and pre-teaching of key vocabulary.

Our mixed-age classes let us group flexibly, so a child can work on foundational skills where they need to and stay with their own class for everything else — building skill without ever costing them their sense of belonging.

Targeted interventions

Delivered by trained teaching assistants who know each child well, and reviewed for impact:

- Speech and language therapy programmes
- Read Write Inc and phonics catch-up
- Plus One and Power of 2 maths support
- Narrative therapy and visual coding
- Social stories and small-group social skills work

Adapted resources

Sloped writing boards, pencil grips, adapted scissors and cutlery, coloured overlays, ear defenders, assistive technology and a wide range of decodable and interest-led reading books.

Wellbeing and pastoral care

My Happy Mind is taught weekly across the school, developing emotional regulation and resilience for every child. Alongside it we offer learning mentor sessions, check-ins with a trusted adult, and reading to Jaffle, our school dog — a calm, judgement-free audience, with the chance to be named Pawsome Reader of the Week.



Ashdon Primary School

Special Educational Needs and Disabilities

Information for Parents and Carers

Care. Challenge. Celebrate.

Address: Bartlow Road, Ashdon,
Saffron Walden, Essex CB10 2HB

Tel: 01799 584219

Email: admin@ashdon.essex.sch.uk

Website: www.ashdon.essex.sch.uk

Scan for Facebook Page OR Code:



Our Approach

Meet Our SENCo

Mrs Jarmain is our Special Educational Needs Co-ordinator. She holds the National Award for SEN Co-ordination, teaches Jupiter Class, and leads SEND provision across the school with the Headteacher's support.

She is approachable, patient and a determined advocate for every child, working alongside families, colleagues and outside specialists to remove barriers to learning.

Mrs Reynecke-Raybould, our Headteacher, also holds the National Award for SEN Co-ordination. This means SEND leadership at Ashdon is shared by two qualified SENCos — so there is always someone with specialist expertise available to you.

Either can be contacted through the school office on 01799 584219 or at admin@ashdon.essex.sch.uk.

Working in Partnership With You

You know your child better than anyone, and our provision works best when it is built with you rather than for you.

- **One Plan meetings** — where your child is on SEN Support or has an EHCP, we meet with you (and with your child) to agree outcomes, the support that will be put in place, and how we will know it is working.
- **Termly reviews** — plans are formally reviewed at least three times a year, with dates agreed in advance so you can plan around them.
- **Flexible meetings** — we recognise many parents work full time, so we offer telephone and video meetings as readily as face-to-face ones, and we are happy to meet before or after the school day.
- **Everyday contact** — alongside formal reviews, your child's teacher is on the playground every morning and you are always welcome to ring or email.
- **Your child's voice** — children are asked what helps them and what gets in the way, and their views shape their plans.

Specialist Support

Where a child needs expertise beyond our own, we refer to and work alongside:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- The specialist teacher team and behaviour support team
- The school nurse and community paediatrics
- Emotional wellbeing and mental health services

We will always be honest with you about waiting times, which can be long. While we wait, we do not wait: support is put in place straight away and reviewed as new advice arrives.

Education, Health and Care Plans

Most children's needs are met through SEN Support. A small number need an Education, Health and Care Plan (EHCP) — a legal document describing needs, outcomes and the provision required.

An EHCP needs assessment can be requested by the school or by you as a parent, through Essex County Council. If you are considering this, please talk to Mrs Jarmain, who will talk you through the process and the evidence involved.

Moving On

Transitions matter, and we plan them carefully. Children moving up a class have extra visits and time with their new teacher. Children joining us partway through the year are given a phased, supported start.

For Year 6, we begin secondary transition early, sharing information with the receiving school and arranging additional visits where they would help. Our leavers go on to Saffron Walden County High School, Linton Village College and Joyce Frankland Academy.

Finding Out More

Published on our website, and available in paper form from the school office on request:

- SEND Policy
- SEND Information Report
- SEND Vision
- Accessibility Plan

Essex County Council publishes its Local Offer — all the support available to children and young people with SEND across the county — at www.essexlocaloffer.org.uk

For free, impartial advice, Essex SEND Information, Advice and Support Service (SENDIASS) can be contacted through the county council.

If Something Is Not Right

Please tell us early. Speak to the class teacher or to Mrs Jarmain, and if the matter is not resolved, to the Headteacher. Our complaints procedure is published on the school website, and the governor with responsibility for SEND can be contacted through the school office.