



Special Educational Needs and Disabilities Information Report

Academic year 2026 to 2027

Ashbrook Junior School

This report explains how Ashbrook identifies and supports pupils with special educational needs and disabilities, how families and pupils are involved, and how our provision helps children participate, learn and become increasingly independent.

Approval route	Governing Body
Publication date	Autumn 2026
Next review	Autumn 2027 or sooner if information changes

About this report

This is Ashbrook Junior School's statutory SEND Information Report. It should be read alongside the SEND Policy, Accessibility Plan, Equality information and objectives, Supporting Pupils with Medical Conditions Policy, Behaviour Policy, Safeguarding and Child Protection Policy and Complaints Policy. The report is reviewed at least annually and updated sooner when important information changes.

Our approach is rooted in high expectations, early identification, strong partnership with families and a clear focus on belonging, participation and achievement. Every teacher is responsible and accountable for the progress and development of every pupil in their class, including pupils who receive support from teaching assistants or specialist staff.

Our SEND vision

Ashbrook Thrive is our whole-school framework for inclusion. It connects high-quality classroom teaching, targeted support and specialist provision through three foundations:

Thrive foundation	Pupil voice	What we develop
Ready to Learn	I understand myself	Emotional and sensory regulation, confidence, resilience and readiness.
Learning Successfully	I can learn independently	Executive function, working memory, planning, organisation, metacognition and independence.
Working Together	I succeed with others	Communication, collaboration, relationships, problem solving and participation.

Ashbrook Thrive does not replace statutory SEND identification or provision. It strengthens the graduated response and gives staff, pupils and families a shared language for identifying barriers, teaching the next step and checking that new skills transfer into everyday classroom learning.

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1 What kinds of special educational needs and disabilities does Ashbrook support?

Ashbrook is an inclusive mainstream junior school. We support pupils whose needs fall within the four broad areas described in the SEND Code of Practice:

- Communication and interaction, including speech, language and communication needs and autism.
- Cognition and learning, including specific and moderate learning difficulties.
- Social, emotional and mental health needs.
- Sensory and or physical needs, including hearing, visual, motor and medical needs where these affect access to education.

These broad areas help us plan provision, but they do not define the whole child. We consider each pupil's strengths, aspirations, communication, wellbeing, participation and learning profile. A pupil may have needs across more than one area, and needs may change over time.

2 How does the school identify pupils who may need extra help and what should I do if I am concerned?

Concerns may arise through teacher assessment, observation, work scrutiny, pupil voice, information from families, attendance or behaviour patterns, transition information, screening or professional advice. Slow progress or low attainment does not automatically mean that a pupil has SEN, and attainment in line with age-related expectations does not rule it out.

Our first response is to check the quality and accessibility of teaching and ensure that appropriate adaptations and reasonable adjustments are in place. Where concerns remain, the class teacher discusses them with the SENDCO, the pupil and their family. We use the graduated approach:

Stage	What happens	Typical evidence
Assess	Build a rounded picture of strengths, barriers, progress and context.	Assessment, observation, pupil and family views, work, screening and professional advice.
Plan	Agree precise outcomes, adjustments, provision, responsibilities and a review date.	Learning Plan, provision map, success criteria and baseline.
Do	Implement the agreed support. The class teacher remains responsible for daily teaching.	Adaptive teaching, intervention records, classroom prompts and work samples.
Review	Evaluate progress and classroom transfer; continue, adapt, increase or reduce support.	Outcome evidence, pupil and family voice, reduced prompting and revised planning.

If you are concerned, speak first to your child's class teacher as every class teacher has an understanding of SEND and has a good understanding of your child's needs. You may also contact the SENDCO, Mrs Beth Johnstone, through the school office or Class Dojo. You do not need to wait for a parents' evening.

3 How will I know how my child is doing and how will the school help me support learning?

Families receive the school's usual progress information and can discuss learning with the class teacher. Where a pupil receives SEN Support, a person-centred Learning Plan records strengths, needs, agreed outcomes, classroom adaptations and additional provision. Learning Plans are normally reviewed with pupils and families at least three times each academic year, and more frequently where needed.

Reviews consider attainment and progress, but also participation, confidence, wellbeing, independence, use of strategies and transfer into class. Staff will share practical approaches that can be used consistently at home and school. Families can request an earlier conversation if needs or circumstances change.

4 How will staff support my child and how will the curriculum be matched to their needs?

High-quality adaptive teaching is the first response to need. Teachers plan an ambitious curriculum and adjust how pupils access it without unnecessarily lowering expectations. Support may include:

- clear explanations, modelling, chunking and checks for understanding;
- visual timetables, prompts, worked examples, vocabulary support and accessible resources;
- flexible grouping, pre-teaching, additional practice and alternative ways to record learning;
- support for working memory, organisation, attention, emotional regulation and sensory needs;
- reasonable adjustments to the curriculum, environment, equipment or information;
- carefully planned adult support that increases access and independence rather than creating avoidable dependency.

Targeted support may be delivered in class, in a small group or individually. Teachers remain responsible for the pupil's learning and work closely with the adults delivering additional provision.

The graduated offer

Level	For whom	Examples	Intended outcome
Universal	All pupils	Adaptive teaching, inclusive routines, visual support, Thrive language and reasonable adjustments.	Pupils are ready to learn, learn successfully and work together.
Targeted	Some pupils	Learning Plans, short-term support, small-group Thrive modules, pre-teaching, precision teaching and sensory or social communication support.	Barriers reduce and new skills transfer into everyday learning.
Specialist	A few pupils	Highly individualised programmes, external	The right specialist support alongside

Level	For whom	Examples	Intended outcome
		advice, EHCP provision and The Pod where appropriate.	maximum belonging, participation and independence.

The Pod Support Base

The Pod forms part of the graduated offer. It is not a separate curriculum or destination. Access is based on assessed need, a clear intended outcome and regular review. Provision may include regulation and sensory support, social communication, emotional regulation, fine motor and handwriting, outdoor learning, Lego Therapy and focused literacy or numeracy support where appropriate.

Every Pod module identifies the skill being taught, where the pupil will use it in class or wider school life, and how success will be recognised. This transfer of learning is central to Ashbrook Thrive.

5 How is the decision made about the type and amount of support a pupil receives?

Provision is matched to assessed need, intended outcomes and evidence of impact rather than diagnosis alone. Decisions are made through Assess Plan Do Review with the pupil and family, led by the class teacher and supported by the SENDCO. Staff consider what can be provided through ordinarily available classroom practice, whether targeted support is required and whether specialist advice is needed.

Support may be short term, sustained or stepped up or down as needs change. Provision maps record staffing, frequency, duration, intended outcomes and review arrangements. Teaching assistant time is deployed according to need, statutory duties, risk and impact. For pupils with an EHCP, the school uses its best endeavours to secure the special educational provision specified in Section F and reviews the plan annually in partnership with the pupil, family, local authority and relevant professionals.

6 How will my child be included in school trips clubs and activities beyond the classroom?

Pupils with SEND are supported to participate in trips, residential experiences, clubs, PE, assemblies, performances and the wider life of the school alongside their peers wherever reasonably possible. Staff plan ahead with families and pupils, make reasonable adjustments and use individual risk assessments where needed. Adjustments may include additional preparation, visual information, adapted equipment or transport, changes to routines, access to a trusted adult or additional supervision.

7 What support is available for my child's overall wellbeing?

Belonging and emotional wellbeing

Ashbrook Thrive develops regulation, confidence, relationships, communication and independence. Support may include predictable routines, soft starts, trusted-adult check-ins, sensory or regulation breaks, social communication work, emotional literacy, restorative approaches and access to The Pod at planned times. Safeguarding remains central to all support.

Behaviour

Behaviour may communicate an unmet need. Staff seek to understand triggers, functions and barriers and use proactive, relational and consistent strategies. Where behaviour creates a risk, an individual plan and risk assessment may be developed with the pupil and family. SEND does not remove the need for safe boundaries, but reasonable adjustments and identified needs are considered when support and responses are planned.

Attendance

Attendance and persistent absence for pupils with SEND are monitored. Where attendance becomes a concern, school works with the pupil, family and relevant services to understand barriers, agree reasonable support and review impact in line with the Attendance Policy.

Medical conditions

Pupils with medical conditions are supported to access education, trips and physical education. Individual Healthcare Plans are developed where appropriate with families and health professionals. Some pupils with medical conditions may also have SEND or a disability; the school follows its Supporting Pupils with Medical Conditions Policy and duties under the Children and Families Act 2014 and Equality Act 2010.

8 What specialist services expertise and staff training are available?

The SENDCO coordinates provision and advises staff. Teachers and teaching assistants receive need-led professional development. Recent and ongoing development includes autism, emotional regulation, behaviour, effective deployment of teaching assistants, adaptive teaching and the use of Derbyshire and PINS resources. The SENDCO and Lead TA support follow-up so training is translated into classroom practice.

Depending on need and service criteria, the school may work with:

- Derbyshire Inclusion Support and Advisory Service;
- educational psychology;
- speech and language therapy;
- occupational therapy and physiotherapy;
- hearing, visual, sensory and physical support services;
- school nursing and other health services;
- Child and Adolescent Mental Health Services;
- Early Help, social care and voluntary or community organisations;
- Transform Trust colleagues, including the Trust SEND Associate;
- Partnerships for Inclusion of Neurodiversity in Schools, known as PINS.

Referrals are discussed with families and consent is sought where required. External advice is translated into specific actions, provision and review measures; a referral alone is not treated as an outcome.

9 How accessible is the school indoors and outdoors?

Ashbrook works to increase access to the curriculum, physical environment and information through its Accessibility Plan. The site includes wheelchair access inside and outside, ramps to the entrance and playground, a lift to access the hall and an accessible parking space. Individual needs are considered before admission, transition, trips or changes in provision. Reasonable adjustments, auxiliary aids and accessible information are provided where required and reasonable. Please contact the school to discuss a specific access need or request information in an alternative format.

10 How are parents and carers involved and who can I contact?

Families are partners in identifying needs, planning support and reviewing impact. Their knowledge of what works, what is difficult and what matters to their child informs decisions. The school offers Learning Plan reviews, SENDCO contact and Guardians' Group coffee mornings. Recent topics have included regulation, sensory needs, anxiety, mental health, online safety and access to local services.

The usual first point of contact is your child's class teacher. For persistent, complex or SEND-specific concerns, contact:

SENDCO	Mrs Beth Johnstone
Telephone	01332 673785
Other routes	School office or Class Dojo

11 How will the school prepare and support my child when joining leaving or moving to a new stage?

Transition is planned around the individual pupil. This includes entry to Year 3, movement between classes and year groups, changes of staffing or provision, transfer to secondary school and moves to another setting. The SENDCO and teachers liaise with families, previous or receiving settings and relevant professionals. Records are shared securely and promptly. Children may have an individual transition plan to support their movement through education.

Additional arrangements may include enhanced visits, visual information, photographs or social stories, meetings with families and new staff, pupil passports or Learning Plans, familiarisation with routines and spaces, and explicit teaching of skills needed in the next setting. For pupils receiving targeted or specialist support, successful transition back into classroom learning is also planned: staff agree where a skill will be used, how prompts will be faded and how success will be recognised.

12 How will my child's views be heard?

Pupils are involved in decisions in a way that matches their age, communication and understanding. Staff seek to understand the pupil's strengths, aspirations, what is important to and for them, what helps, what is difficult and how support feels. Views may be gathered through conversation, observation, drawing, symbols, communication tools, surveys, Learning Plan reviews and annual reviews. Alternative communication methods are used where needed.

The Ashbrook Thrive progression stages of Emerging, Developing, Applying and Thriving help pupils and adults recognise small steps and increasing independence. They are not labels and do not replace curriculum assessment or statutory SEND categories.

13 How does the school know whether its SEND provision is effective?

Leaders evaluate provision using a range of evidence rather than hours of support alone. This includes:

- progress and attainment from individual starting points;
- progress towards Learning Plan and EHCP outcomes;
- quality and implementation of classroom adaptations;
- attendance, participation, behaviour and inclusion in wider school life;

- pupil and family views;
- work samples and observations across different contexts;
- intervention baselines and review evidence;
- successful transfer of skills into class;
- increased independence and reduced adult prompting;
- annual reviews, provision maps, staff development and governor oversight.

The key question for every targeted or specialist provision is: What should the pupil be able to do more successfully in class or school life because of this support? Provision is maintained, changed, intensified or reduced in response to the evidence.

14 What should I do if I have a concern or complaint?

Please raise concerns early so that they can be understood and addressed. In most cases the following route should be used:

1. Speak to the class teacher.
2. Contact the SENDCO, Mrs Beth Johnstone.
3. If the matter remains unresolved, contact the Head of School, Mrs Dell.
4. Use the school's published Complaints Policy if further formal action is needed.

Families can also seek free, impartial information, advice and support from Derbyshire Information Advice and Support Service, known as DIASS. Concerns about an EHCP assessment, content or placement may also be raised with Derbyshire's Statutory SEND Service; rights of mediation and appeal apply in relevant circumstances.

Further information and useful links

Derbyshire SEND Local Offer: <https://www.localoffer.derbyshire.gov.uk/>

Derbyshire Information Advice and Support Service: <https://www.derbyshireiass.co.uk/>

Ashbrook Junior School website: <https://www.ashbrook-jun.derbyshire.sch.uk/>

Related school documents are published on the school website. This report is reviewed annually and sooner if arrangements change. Feedback from pupils and families is welcomed.