



Ashfield Infant and Nursery School

SEN Information Report

Written April 2026

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Introduction

Welcome to our SEN information report which is part of the Cumberland SEND Local Offer for pupils with Special Educational Needs and/or disabilities.

The aim of this information report is to explain how we implement our SEND policy and to show you how SEND support works at Ashfield Infant and Nursery School.

If you want to know more about our arrangements for SEND, you can read our SEND policy which is available on our school website.

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1. School Profile

Ashfield Infant and Nursery School is a two-form entry infant school with 200 pupils currently on roll.

Percentage of pupils on the SEND register		
	National % 2025	Current % April 2026
SEN EHCP	5.3%	3.5%
SEN Support	14.2%	16%

28% of children on our SEN register also qualify for pupil premium.

There are 2 additional EHCP applications currently with the LA awaiting needs assessments.

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

Special Educational Needs (SEN) support

SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A pupil with SEN support will not have an education, health and care plan.

2. Providing for pupils with SEND

Ashfield Infant and Nursery School provides for, but is not limited to, pupils with the following needs:

Area of Need	Condition
Communication and Interaction	Autism Spectrum Disorder
	Speech and language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia and dyspraxia
	Moderate learning difficulties
	Severe learning difficulties
Social, Emotional and Mental Health	Attention deficit hyperactivity disorder (ADHD)
	Social and communication difficulties
	Behaviour
	Anxiety
Sensory and/or Physical Needs	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment

3. What should I do if I think my child may have SEN?

The SEND Code of Practice (2015) defines the identification of SEND as: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The initial phase of support within school and early identification is through SEND Support (Assess, Plan, Do, Review). This is where quality first teaching approaches are implemented into classroom practice, to meet the needs of pupils and initial observations are discussed with parents/carers.

If a pupil's needs are additional to or different from, we will meet again with parents/carers to discuss the next stage of support. This may be seeking further advice from Local Authority professional such as: Specialist Advisory Teachers and/or Educational Psychologists. This may also lead to an application of an Educational Health and Care Plan (EHCP).

If parents/carers have concerns about their child's progress, they are encouraged to initially speak with the child's class teacher. The class teacher will work closely with the family to understand and address any concerns. If necessary, our SENDCo (Special Educational Needs and Disabilities Coordinator) can then become involved to offer additional support and guidance.

Our SENDCo will work collaboratively with the class teacher, parents/carers, and any relevant professionals to assess the child's needs and ensure the appropriate strategies or interventions are in place to support their learning and development.

4. How will the school know if my child needs SEN support and how will they be supported?

To identify pupils with SEND, Ashfield Infant and Nursery School will assess each pupil's current skills and levels of attainment on entry and make regular assessments of all pupils to ensure that the intervention is impactful by measuring if the child's progress:

- Is similar to that of their peers starting from the same baseline
- Matches or better the child's previous rate of progress
- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider

Ashfield Infant and Nursery school will provide extra support to pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Assess whether a pupil has significant learning difficulty.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed in a timely manner.

5. How will the curriculum be matched to each child's needs?

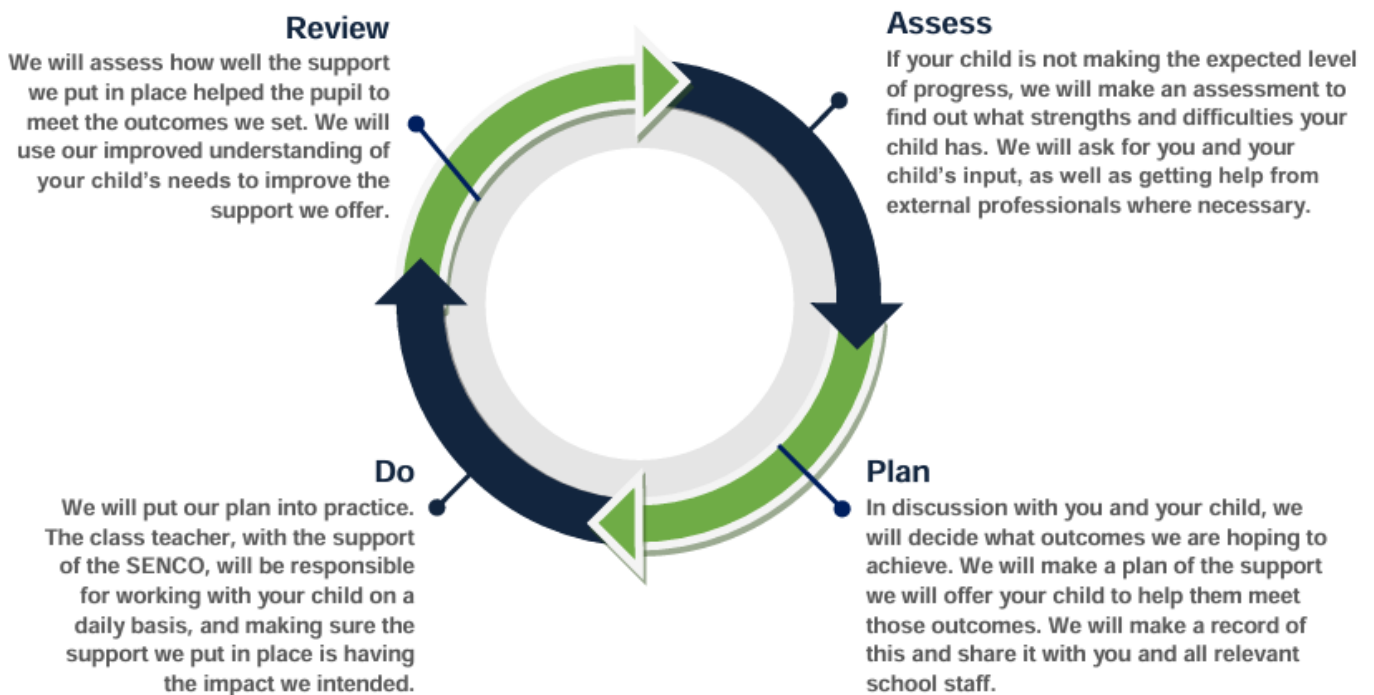
Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

6. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.



The class teacher has overall responsibility of the progress of pupils within their class. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Meetings with the class teacher will be held to review your child's SEND support plan. These are updated termly and in partnership with parents, the child and class teacher.

In addition to this, a formal annual written academic report is sent out in the summer term. Your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

Any child who has an Education, Health, Care Plan (EHCP) will also have a more formal annual review with all adults involved in their provision. This happens six monthly in Early Years.

7. What training have the staff, supporting children and young people with SEND, had?

At Ashfield Infant and Nursery School, we dedicate a lot of time to enhancing classroom practice.

In the last two years, school staff have completed the following training:

- Supporting autistic pupils
- Supporting pupils who are deaf or hearing impaired
- Speech and language: Total Communication
- Ordinarily Available Provision
- Responding to dysregulation and managing behaviour
- Supporting pupils with behavioural difficulties
- Supporting pupils with speech, language and communication difficulties

Enhanced training has been provided on:

- SEND in the mainstream classroom
- Mental Health First aider
- Positive Handling
- ELSA – Emotional Literacy Support Assistant
- Drawing and Talking Therapy

Our SENDCo regularly attends training provided by the Local Authority to keep up to date with policies and procedures to ensure that school staff are kept informed of changes and developments within SEND. She also attends termly SENDCo cluster meetings.

8. What support will there be for my child's overall wellbeing?

Ashfield Infant and Nursery School provide support for pupils to progress in their emotional and social development in the following ways:

- Our curriculum is designed to support children in keeping themselves safe from harm and developing a happy, healthy lifestyle and relationships
- All staff and volunteers receive Level 1 Safeguarding training
- An evaluated Personal, Social and Health Education (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
- Relaxation and meditation activities
- Kidsafe programme
- We have a trained ELSA teacher, Angela Crawford, in school to support children with their social and emotional development
- Pupils with SEND are encouraged to participate in after school clubs
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on class provision maps and aim to support improved interaction skills, emotional resilience and wellbeing
- We raise awareness through anti-bullying week, and bullying is covered through Kidsafe sessions
- Pupils with medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with the school nurse and parents
- If we require additional advice regarding a pupils' social, emotional and mental health needs, we may refer to outside agencies such as BEWO (Behaviour Emotional and Well Being Officer), Cumberland Family Hubs or CAMHS.

9. Involving Parents

Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through our school reporting system and Parents' Evenings.

Parents may also find Tapestry a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

For children on an Early help plan, regular TAC (Team around the Child) meetings are held.

10. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Ashfield Infant and Nursery School promotes a wide and varied curriculum.

Children with SEND are given the same learning opportunities as all other children and we strive to make our curriculum available to them.

Where a pupil requires adaptations or further support to access school visits, the class teacher and SENDCo will liaise with the parents/carers regarding the plans in place for the school visit. All children will be offered the opportunity to attend school visits in line with the SEND Policy and Equality and Accessibility Policies outlined on the school website.

We will endeavour to ensure that parents/ carers and staff are well-informed of pupils' needs prior to any educational visits and will ensure that parents/carers are involved in the planning and accessibility needs for their child to attend.

All of our extra-curricular activities and school visits are available to all pupils, including our before- and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Risk assessments are carried out, and procedures are put in place to enable all children to participate in all school activities.

We ensure that we have sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

We take health and safety into account when risk-assessing any additional activity, seek external advice where appropriate and will support children with extra staff when required.

11. What specialist services and expertise are available at or accessed by the school?

The SENDCo at Ashfield Infant and Nursery School is Miss Emily Olvanhill and she is currently undertaking the National Award for SEN Coordination.

Mrs Hayley Ramsden is the school governor responsible for SEND and can be contacted via the school office.

School staff have completed a wide range of training programmes relating to SEND. E.g. ELSA training, Talk boost training, ASC, Speech and Language Therapy and adaptive teaching.

The school works in partnership with other agencies to support children with Special Educational Needs, for example:

- Educational Psychologist
- Health personnel such as Community Paediatricians, Speech Therapist, Physiotherapists and Occupational Therapists
- Specialist Advisory Teachers for Autism, Speech, Language and Communication Difficulties, Physical and Medical Difficulties.

12. How accessible is the school environment?

Our Accessibility Plan describes the actions that our school have taken to increase access to the environment, the curriculum and to printed information. This is available on SEND section of our school website.

- Ashfield Infant and Nursery School is all on one level, which is fully accessible for wheelchair users.
- The school playground is accessible via ramps leading from each unit.
- We have a large disabled toilet, with changing facilities.
- Disabled parking is available on the school site.
- Technology is available to assist pupils with their learning as appropriate.

13. How will the school prepare and support my child to join the school, transfer to a new school or progress to the next stage of education?

On entry:

To help pupils with SEND be prepared for starting their Nursery or Reception year:

- Parent/carers are invited to a meeting at school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Our SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Our SENDCo will attend EHCP transitional reviews.

Between years:

To help pupils with SEND be prepared for a new school year we:

- Plan additional meetings for parents and children with their new class teacher
- Provide opportunities to take photographs of key people and places in order to make a transition booklet
- Ask both the current teacher and the next teacher to attend a handover meeting at the end of the year when the pupil's SEN is discussed
- Timetable additional transition meetings for children who may need it

Transition to the next school:

- Parents will be encouraged to consider options for the next phase of education, and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school
- During the summer term, transition meetings are held between class teachers from Ashfield Infant School and Ashfield Junior School, where all Year 2 children are discussed.
- If a child is on an Early Help, staff from junior schools will attend Team Around the Family (TAF) meetings, during the summer term.
- Transition activities are planned in the second half of the summer term for all Year 2 pupils.