Ash Grove Academy
SEND Information Report – Autumn 2026

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful. For more detailed information please see our Local Offer on our website.

We provide for the following kinds of special educational needs (SEN):

We are a Mainstream Primary school, inclusive of children and young people with a wide range of needs, who demonstrate capacity for accessing the mainstream curriculum with reasonable adjustments and support.
We support pupils with a range of needs including Cognition and Learning needs, Communication and Interaction Difficulties, Sensory and/or Physical Impairments and Social Emotional and Mental Health needs.

We identify and assess pupils with SEN using the following methods:

Children with SEND are identified as early as possible within our school. Initial identification may typically come from school staff working directly with the child or from concerns brought by parents or carers.

These concerns might be based on a pupil's wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND. School staff receive a regular programme of training to support them in the identification of SEND.

Early identification is paramount, therefore staff working in school monitor children's progress every term through pupil progress meetings which are led by the Principal.

Following identification, concerns are brought to the attention of the school SENCO team who discusses them with school staff working with the pupil, the pupil's family and the pupil themselves, if appropriate. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes.

Depending on the level of the child's needs, the decision might be made to offer additional support within the classroom, for example, advice might be offered to the class teacher in order to support an individual curriculum for the pupil.

For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support.

The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

We evaluate the effectiveness of our SEN provision in the following ways:

SEND pupils are championed at all pupil progress meetings termly, where progress and attainment (numerical data and objective specific assessment) for all SEND pupils is reviewed and provision from the previous term is evaluated. New targets and provision mapping are then set up for the term ahead.
In addition, pupil voice is conducted on a regular basis with all SEND pupils and interventions and support activities are observed to evaluate their quality and impact.

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

All pupils are assessed on an on-going, formative basis using the school's assessment and tracking system; where this is appropriate, SEND pupils are assessed using this tool.
Where needed, children are tracked using small step progression on an individual basis dependent on the child's needs. Individual provision mapping for each EHCP pupil is completed and updated termly. Where pupils have a SEN plan these are reviewed termly with targets set for each term.

Our approach to teaching pupils with SEN includes:

The school teaches pupils with SEND in accordance with our detailed Local Offer (available on the website) and the Cheshire East Area Wide Offer. Children are supported in school through:

Inclusion

At Ash Grove we ensure that all staff are supporting the learning, wellbeing and safety needs of all our children so they belong, achieve and thrive.

Ash Grove leaders make sure that pupils receive effective support, consult with outside specialists and implement their advice as necessary and ensure reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice.

Adjustments are made where appropriate to provision and practice, provision of aids and services and physical features.

As an inclusive academy setting, we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities i.e. after school clubs, school trips, residential trips. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend; this may be offering support to pupils through the use of a key worker, booking accessible accommodation for residential trips, and/or appropriate risk assessments ensuring effective provision is made. Where there are very high levels of need, Ash Grove Academy will liaise and plan closely with the parents/carers and external agencies to explore the viability of accessing enrichment opportunities.

Quality First Teaching -

In every class, the lessons are taught with each child's needs in mind. Activities are personalised to children's needs so that they are appropriately challenged but are able to participate at their level. In order to support children with SEND, class based approaches may include alternative forms of recording work, visual prompts, specialised equipment, small group or individual teaching, peer support, extended time for writing/ reading/maths tasks etc.

Interventions -

If a child needs a higher level of support that cannot be accommodated within Quality First Teaching and through Ordinarily Available Inclusive Provision then small group or individual interventions may be offered. For example: Wellcomm communication program, precision teaching, maths and reading booster groups, Lego Therapy, Sensory Circuits, Little Wandle phonics 'catch up' and 'SEND Program' and SEMH interventions.

Outside Agencies -

For those with significant or complex needs, the school seeks the advice of specialists such as an Educational Psychologist, Speech and Language Therapist, Child and Adolescent Mental Health Team, Occupational Therapist; Cheshire East Autism Team, Outreach Services and Paediatrician.

Where additional levels of support are required, a personalised SEN Support Plan is created, which will outline the provision available to each child and will be available to parents/carers.

School will work closely with the child and their parents/carers to ensure that they are fully involved in identifying areas of need and in planning the support for their child. Regular review meetings will take place to ensure that parents have the opportunity to discuss their child's progress with their Class Teacher and the SENCo team.

There is also an opportunity to contact the school SENCO team via email or in person to discuss pupil needs in more detail.

For a child with complex SEN needs the school will work collaboratively with parents and outside agencies to submit an application for an Educational Health Care Plan assessment to the local authority to further support the child going forward with their education.

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

The school will always make all reasonable adjustments to ensure that all pupils with SEND can take part in all whole school activities, as well as activities which enhance the wider life of the school. This could include additional or different resources or equipment, changes to the environment, additional or specialist staffing and individual risk assessments.

The following emotional, mental and social support is available for pupils with SEN:

Ash Grove is committed to being an emotionally healthy school, with emotional health and mental well-being an integral part of the school curriculum. We have a fully trained ELSA (Emotional Literacy Support Assistant) and several members of staff who are trained in delivering a range of SEMH interventions, supporting a tiered approach to meeting the needs of all children. We work closely with our NHS Mental Health Support Team, which enables us to broaden our capacity for delivering these interventions, and has also helped us share our SEMH agenda with our families and wider school community.

Ash Grove works with the Child and Adolescent Mental Health Service to gain advice and support wherever necessary.
The Principal, SENCO and class teachers also work closely with parents/carers in order to gain a clear picture of each child's needs.

In addition, we use the services of the following specialists:

- Cheshire East Autism Team (CEAT)
- Educational Psychology Service
- Speech and Language Therapists
- School Nurse/NHS
- Child and Adolescent Mental Health Service (CAMHs)
- Occupational Therapists
- Outreach Support
- NHS Mental Health Support Team

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

The points of contact for all parents/carers of pupils with SEN are as follows:
Margaret Lisle (SENCo) - senco@ashgrove.cheshire.sch.uk
Emma Lowe (Early Years SENCo) - elowe@ashgrove.cheshire.sch.uk

Following identification of concerns by a classteacher, the SENCO and classteacher will meet with the pupil's family for a timely discussion. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. The SENCO will also signpost the parent to any other agencies and sources of advice/support, such as SPACE4Autism and Ruby's Fund. Parents of pupils with SEN have regular meetings with their child's class teacher and the SENCo to review their progress, their needs and to plan future provision.

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

The Complaints Policy is listed within the policy section of the school website:

Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:

Cheshire East's local offer, explaining what is available on a local authority basis, can be found using the following link:
http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx

Our transitional arrangements for pupils with SEN include:

The SENCO will discuss transition arrangements with parents and plan the most effective transition. This could include additional visits, longer phased introduction, 1:1 support for the transitional period.