

SEND Information Report

2026–27

Knowing every child • Removing barriers • Maintaining ambition • Building independence

School	Ashton Hayes Primary School	Age range	4–11
SENDCo	Mrs Ceri Bacchus	Headteacher	Mr Martin Bell
Local authority	Cheshire West and Chester	Review cycle	Annual and when provision changes
Academic year	2026–27	Website	www.ashtonhayes.cheshire.sch.uk

OUR ETHOS

At Ashton Hayes, inclusion is not a separate strand of school life. We aim to know every pupil well, identify barriers early and make thoughtful adaptations so that pupils with SEND learn alongside their peers, experience the full life of the school and develop increasing independence. Support should enable access and success without reducing ambition.

At a glance: what families can expect

- High-quality, inclusive classroom teaching is the starting point for every pupil.
- Teachers remain responsible and accountable for the progress and development of every pupil they teach, including where additional adults or specialists are involved.
- We focus on the individual child and the barrier to learning, participation or wellbeing - not simply a diagnosis or label.
- Needs are identified early and reviewed through a graduated Assess - Plan - Do - Review cycle.
- Parents/carers and pupils are partners in decisions about support, targets and review.
- Reasonable adjustments are part of everyday practice and are designed to increase access, participation and independence.
- Pupils with SEND are entitled to the same rich curriculum, enrichment, clubs, visits, residential, sport and wider opportunities as their peers, with support or adaptation where needed.
- We evaluate provision by its impact: what pupils can now know, do, access or manage more independently.

PARENT / CARER FIRST CONTACT

If you are concerned about your child's learning, development, communication, wellbeing or access to school, please speak first with the class teacher. The SENDCo can then work with you and the teacher where further assessment, planning or specialist advice may be helpful.

1. What kinds of SEND do we support?

As a mainstream primary school, we make provision across the four broad areas of need described in the SEND Code of Practice:

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

These categories help schools organise support, but they do not define a child. A pupil may have needs across more than one area and those needs can change over time. We consider the whole child, including strengths, interests, communication, relationships, attendance, wellbeing and access to the curriculum.

2. How do we identify pupils who may need additional help?

Identification begins with strong knowledge of pupils. Class teachers continually assess learning and notice changes in participation, communication, independence, behaviour and wellbeing. Formal attainment and progress information is reviewed alongside day-to-day evidence.

- Information from parents/carers and, where appropriate, the pupil.
- Transition information from early years settings, previous schools and other professionals.
- Teacher assessment, observation, work scrutiny and curriculum assessments.
- Termly pupil-progress discussion with senior leaders, including SEND oversight.
- Phonics, reading, writing and mathematics assessment information and relevant screening/diagnostic assessment where appropriate.
- Patterns in attendance, behaviour, communication, sensory regulation, social interaction or emotional wellbeing.
- Advice from external professionals when a more specialist assessment is required.

Slow progress or low attainment does not automatically mean that a pupil has SEND. Equally, attainment in line with age-related expectations does not rule SEND out. We ask what barrier is present, whether high-quality teaching and reasonable adjustment are sufficient, and whether provision that is additional to or different from ordinarily available provision is needed.

3. What is our graduated approach?

Where a pupil needs SEN Support, we use a continuous Assess - Plan - Do - Review cycle. The cycle is practical: it should sharpen our understanding of the pupil and lead to provision that makes a measurable difference.

ASSESS	PLAN	DO	REVIEW
Build a rounded picture using assessment, observation, pupil/parent voice and, where needed, specialist advice. Identify the barrier, strengths and starting point.	Agree clear outcomes and the adaptations, teaching approaches, intervention or specialist support required. Record this through the pupil's SEND profile/provision planning.	The class teacher remains responsible for implementation. Support is embedded in everyday teaching; additional intervention is purposeful, time-limited where appropriate and linked back to classroom learning.	Review progress towards the agreed outcomes and the impact of provision. Gather pupil and parent views. Continue, adapt, intensify or reduce support according to evidence.

4. What does inclusive classroom provision look like?

Our starting point is high-quality teaching with appropriate adaptations. We want adaptations to be visible in everyday classroom practice, proportionate to need and understood by staff. They should enable pupils to engage with the intended curriculum rather than unnecessarily replacing it.

- Clear routines, explanations and modelling; checking that instructions and key vocabulary are understood.
- Breaking learning into manageable steps while maintaining the important knowledge and ambition of the curriculum.
- Visual supports, prompts, concrete resources, worked examples or assistive technology where these remove a barrier.
- Thoughtful seating, sensory/environmental adjustments and access to a quieter space where appropriate.
- Additional rehearsal, pre-teaching, overlearning or retrieval where a pupil needs more opportunities to secure learning.
- Alternative ways to communicate, record or demonstrate understanding when the usual method creates an unnecessary barrier.
- Carefully planned adult support that scaffolds learning but does not create dependency.
- Targeted intervention where evidence shows that additional or different provision is needed.

THE QUESTION WE ASK	What is this pupil finding difficult to access, what adaptation will reduce that barrier, and how will we know the pupil is becoming more successful and independent?
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5. How do we know whether provision is working?

We evaluate SEND provision through the difference it makes to pupils, not by the amount of adult support or number of interventions provided. Leaders and teachers build a secure picture through:

- progress towards individual SEND profile/EHC plan outcomes and curriculum goals;
- attainment and progress information considered alongside individual starting points;
- work scrutiny and observation of pupils learning in class;
- learning walks focused on whether agreed adaptations are understood and implemented;
- pupil voice - including whether pupils feel included, supported, challenged and increasingly independent;
- parent/carer views and review meetings;
- attendance, behaviour, wellbeing and participation information where relevant;
- evaluation of targeted interventions and decisions about whether to continue, change or stop them;
- monitoring access to the wider curriculum and enrichment so that inclusion is evident in practice.

The Headteacher, SENDCo and wider leadership team use this evidence to identify strengths, pupils or groups requiring further attention, staff development needs and priorities for school improvement.

6. How are pupils and parents/carers involved?

Families know their children best. We aim for early, honest and solution-focused communication rather than waiting for a formal review when something is not working.

- The class teacher is normally the first point of contact and can arrange a more detailed meeting where needed.
- Parents/carers are involved when SEN Support is being considered and in agreeing and reviewing outcomes and provision.
- SEND profiles are reviewed at least termly, and more frequently where need or circumstances require it.
- Pupils' views are gathered in an age-appropriate way and inform reviews, support and transition planning.
- Parents receive information through meetings, reports and normal school communication systems; specialist reports are shared and discussed where appropriate.
- For pupils with an EHC plan, the statutory annual review brings together the pupil, family, school and relevant professionals.

7. How do we support wellbeing, belonging and behaviour?

We recognise that learning, wellbeing and belonging are closely connected. Our approach is relational, inclusive and based on understanding the reason for a difficulty as well as maintaining clear expectations.

- A caring whole-school culture in which staff know pupils well and pupils have trusted adults.
- A structured PSHE curriculum and opportunities for pupil voice, leadership and participation.
- ELSA/pastoral support where appropriate and access to targeted social, emotional or communication work when needed.
- Individual plans, reasonable adjustments or risk assessments where a pupil needs a more personalised response.
- Close communication with families and, where appropriate, health, social care or other specialist services.
- Safeguarding arrangements that recognise that pupils with SEND can face additional vulnerabilities.

8. How do pupils with SEND access enrichment, visits and the wider life of school?

Our expectation is participation, not exclusion. Pupils with SEND are included in clubs, sport, performances, educational visits, residentials, swimming, outdoor learning and other enrichment wherever possible. We plan reasonable adjustments in advance and work with families and providers where a pupil needs additional support.

- Risk assessments consider individual needs without using risk as a reason for unnecessary exclusion.
- Additional adult support, adapted equipment, pre-visits, visual preparation, transport or environmental adjustments are considered where needed.
- Financial barriers are addressed through the school's wider inclusive approach so that cost does not unnecessarily prevent participation.
- Leaders increasingly monitor participation at pupil level, including for vulnerable pupils and pupils with additional needs, so that patterns of under-representation can be identified and addressed.

9. How accessible is our school?

We make reasonable adjustments to the curriculum, learning environment, information and wider school experience so that disabled pupils are not placed at a substantial disadvantage. The school maintains an Accessibility Plan which sets out planned improvements over time.

- The site is wheelchair accessible and includes accessible toilet/changing facilities.
- Classroom resources and communication can be adapted to individual need, including visual support and assistive technology.
- Learning spaces and routines can be adjusted for sensory, physical, communication or emotional needs.
- Access arrangements for statutory assessment are considered in line with current requirements and normal ways of working.
- Admissions decisions are made in accordance with statutory admissions and equality duties; families are encouraged to discuss individual needs with the school so that transition and reasonable adjustments can be planned well.

10. What specialist expertise and external support can we access?

The SENDCo coordinates specialist involvement where this is needed and agreed with families. The exact services available can change, but may include:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy and Physiotherapy;
- local authority SEND/inclusion and autism support services;
- school nursing and relevant health services, including CAMHS where criteria are met;
- other health, social care, voluntary or specialist professionals according to the pupil's needs.

Staff development is matched to the needs of pupils in school. Existing staff expertise includes SEND leadership, speech and language/Elklan approaches, Makaton, ELSA/emotional literacy, autism and social-communication awareness, ADHD awareness, dyslexia/dyscalculia knowledge and targeted literacy/numeracy support. Training is refreshed or extended when pupil need or school priorities indicate that this is necessary.

11. What additional provision might be used?

Provision is selected because it addresses an identified barrier; we do not place pupils into programmes simply because they have a label. Depending on need, support may include:

- targeted phonics, reading, spelling, writing or mathematics teaching;
- speech, language and communication programmes or strategies;
- social communication, emotional literacy or social-skills work;
- sensory regulation strategies or sensory circuits;
- visual timetables, task boards, social stories and communication supports;
- assistive technology or alternative recording methods;
- additional pre-teaching, rehearsal, precision practice or overlearning;
- specialist programmes recommended by external professionals.

Intervention does not automatically mean SEND. Some pupils need short-term additional teaching to close a gap without having a special educational need. Conversely, pupils with SEND should not spend disproportionate time away from the curriculum: targeted provision must complement, not replace, high-quality classroom teaching.

12. How are decisions made about resources and support?

The Headteacher and SENDCo work with class teachers to consider the pupil's assessed need, agreed outcomes, evidence about what is likely to help, specialist advice where relevant, and the resources available to the school. Provision is reviewed regularly so that resources are deployed where they make the greatest difference.

Where needs are significant, complex and long-term and cannot reasonably be met through the resources ordinarily available to the school, the school and/or family may consider requesting an Education, Health and Care needs assessment in line with local authority processes.

13. How do we support transition?

Transition is planned around the child. We share what matters: strengths, successful adaptations, communication needs, provision, current outcomes and any safeguarding/medical information that the receiving staff need to know.

- Reception transition includes liaison with families and early years providers, induction opportunities and additional planning/visits where needed.
- Between classes, teachers share SEND profiles, successful strategies and current priorities, with additional transition work for pupils who need it.
- For secondary transfer, Year 6 staff and the SENDCo liaise with receiving schools; enhanced visits, visual information or additional meetings are arranged where appropriate.
- When a pupil joins or leaves at another point, records and essential information are transferred promptly and professionals communicate directly where this supports continuity.

14. Leadership, staff responsibility and governance

Role	What this means at Ashton Hayes
Class teachers	Responsible and accountable for the progress and development of pupils in their class, including pupils receiving additional support. They identify barriers, adapt teaching, implement agreed provision, monitor impact and communicate with families.
SENDCo - Mrs Ceri Bacchus	Oversees the day-to-day implementation of SEND policy; coordinates provision and the graduated approach; supports and advises colleagues; liaises with families, professionals and settings; maintains records; supports transition; advises leaders on resources, reasonable adjustments and staff development.
Headteacher - Mr Martin Bell	Has overall responsibility for the quality of education and inclusion across the school, including SEND; ensures leadership capacity, staff accountability, appropriate resources, monitoring and governor assurance.
Governing Body / SEND governor	Provides strategic oversight, support and challenge; assures itself that statutory duties are met and that leaders understand the experience, provision, participation and outcomes of pupils with SEND.

15. What should be visible when leaders or visitors look at SEND provision?

Our intention is that inclusion can be seen in pupils' day-to-day experience, not only in paperwork. During learning walks, work scrutiny, pupil discussion or review, we expect to be able to demonstrate:

- staff know the pupils who need adaptation and can explain the barrier they are addressing;
- agreed strategies are visible and consistent enough to make a difference;
- pupils with SEND are learning the intended curriculum with appropriate support and high expectations;
- adult support promotes thinking, participation and independence rather than dependence;
- pupils' work and assessment show what they have learned and where gaps remain;
- pupils can talk about what helps them and feel that they belong to the class and wider school;
- leaders know which approaches are effective, where practice is less consistent and what action they are taking next;
- families are involved and external advice is translated into practical classroom provision.

IMPACT OVER PAPERWORK	A strong SEND system is not measured by the thickness of a file. The key evidence is whether adults understand need, provision is implemented, barriers reduce, pupils participate and learn, and next steps are based on evidence.
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16. Complaints, further information and useful contacts

If a parent/carer has a concern about SEND provision, we encourage them to raise it early with the class teacher and/or SENDCo so that it can be addressed. If the matter is not resolved, the school's complaints procedure can be used. Families can also access independent SEND information, advice and support through the local SENDIASS service and Cheshire West and Chester's Local Offer.

Contact	Details
SENDCo	Mrs Ceri Bacchus • 01244 307408 • cbacchus@ashtonhayes.cheshire.sch.uk
Headteacher	Mr Martin Bell • 01244 307408 • head@ashtonhayes.cheshire.sch.uk
School	Ashton Hayes Primary School, Church Road, Ashton Hayes, Chester, CH3 8AB
School website	www.ashtonhayes.cheshire.sch.uk
Local Offer / SENDIASS	Please use the current Cheshire West and Chester Local Offer / SENDIASS contact information published by the local authority.

Statutory publication and review

This report forms part of the school's contribution to the Cheshire West and Chester Local Offer. It is intended to meet the school's SEN information-report duties and should be read alongside the SEND Policy, Accessibility Plan, Equality information/objectives, Safeguarding Policy and relevant curriculum/personal-development information.

The report is reviewed at least annually and updated sooner where information changes during the year. Before publication, school leaders should confirm current named roles, local-service/contact details, staff expertise and any provision that has changed.

2026–27 LEADERSHIP PRIORITY	Continue to strengthen consistency of adaptive teaching and staff knowledge of individual barriers; use the school's 'Knowing Our Pupils' approach during professional dialogue and learning walks; evaluate the impact of provision on learning and independence; and monitor access to enrichment and wider opportunities at pupil level, particularly for vulnerable pupils and those with additional needs.
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