



Ashchurch Primary School

SEND Information Report 2026-2027

At a glance

Key Information	Details
SEND Co	Mrs Bushell ebushell@ashchurch.gloucs.sch.uk Mr Rickaby srickaby@ashchurch.gloucs.sch.uk
SEND Governor	Julia Moore
Pupil Numbers	156 pupils on roll 8 EHCPs, 18 SEND Support The school is currently operating at or above its intended capacity, and provision is planned to meet the needs of the current cohort.
Main Areas of Need	Social communication, interaction, and sensory needs
Key Links	Ashchurch SEND page: https://www.ashchurchprimary.co.uk/page/special-educational-needs-and-disabilities/35348 Gloucestershire Local Offer: https://www.gloucestershire.gov.uk/local-offer SENDIASS Gloucestershire: https://sendiassglos.org.uk

What is this document and why do we have it?

Schools must publish a SEND Information Report each year to explain how we identify, support and review provision for children with Special Educational Needs and Disabilities (SEND). This report is written for parents and carers in a clear, accessible format.

This report should be read alongside the school's SEND Policy, Child Protection and Safeguarding Policy, and Keeping Children Safe in Education (2025).

How many children at Ashchurch have SEND?

We currently have 156 pupils on roll, with 8 pupils holding an Education, Health and Care Plan (EHCP) and 18 pupils receiving SEND Support. We are seeing an increase in needs relating to social communication, interaction, and sensory processing.

These figures are correct as of January 2026.

Who is responsible for SEND?

Our SENDCo is Mrs Emma Bushell. Mrs Bushell has been in post for many years and is exempt from the requirement to hold the National Award for SEN Coordination under transitional arrangements.

Mr Sam Rickaby supports SEND leadership within the school and is currently working towards the National Professional Qualification for SEN Coordination (NPQ SENCO), which he is expected to complete in early 2027.

SEND Governor is Julia Moore. Together, they oversee SEND provision across the school.

How does the school know if my child has SEND?

Teachers monitor progress closely. If they have concerns, they will discuss these with you and the SENDCo. Assessments, observations, and information from external professionals are used to identify needs. We follow the graduated 'assess, plan, do, review' approach.

What support is available for my child?

We provide a wide range of interventions depending on need, including:

- Play therapy (Pinch of Positivity)
- Mental health mentoring (Change is Change)
- ELSA (Emotional Literacy Support Assistant)
- Equine therapy (Stablemates)
- Nesy literacy support
- ESOL support for pupils with English as an additional language
- Phonics Codebreakers (KS2)

In addition, staff are training in Trusted Emotionally Available Adult (TEAA) from January 2026, and all staff received Inclusion Needs You training in March 2025.

The availability and frequency of these interventions is dependent on staffing capacity, cohort needs and available resources. Provision is allocated based on assessed need across the school and may not be delivered at the intensity or level required for all pupils.

Ashchurch Primary School is a mainstream setting and does not operate as a specialist provision. Provision is designed to support access to learning within a mainstream classroom environment and may not replicate specialist settings.

Can all needs be met within a mainstream school?

Ashchurch Primary School is an inclusive mainstream setting and aims to meet the needs of a wide range of pupils. However, there are circumstances where a pupil's needs may require a level of provision, supervision or environmental adaptation cannot reasonably be delivered without significant and detrimental impact on the education of other pupils.

In such cases, decisions regarding appropriate placement are made by the Local Authority in accordance with the Children and Families Act 2014.

How will I be involved in decisions about my child's support?

We gather parent views in a variety of ways, including parents' evenings, surveys, meetings, annual reviews, and informal check-ins. We believe in strong home-school partnerships and value your input.

How do children share their views?

We encourage pupils to take an active role in their own plans. Children use 'My Passports' and 'My Assessments' to share their views, strengths and aspirations.

Who else might work with my child?

We work closely with external agencies including:

- Educational Psychologist (EP)
- Speech and Language Therapy (SALT)
- Advisory Teaching Service (ATS)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Team
- Altus School Alternative Provision
- GARAS (Gloucestershire Action for Refugees and Asylum Seekers)
- Stablemates (equine therapy)
- Change is Change (mental health mentoring)
- Pinch of Positivity (play therapy)

Input from external agencies is advisory in nature and does not replace the need for appropriate staffing levels or specialist provision where required.

How does the school support transitions?

We know that times of transition can be challenging for pupils with SEND. We support transitions by:

- Starting Reception – liaising with nurseries, pre-schools and parents to gather information. We arrange additional visits, phased entry or meetings with key staff where needed.

- Moving between schools – we share records promptly and liaise with the receiving school’s SENCo to ensure continuity.
- Transition to Secondary – we hold transition meetings with the secondary SENCo, invite secondary staff to meet pupils, and provide enhanced visits and buddy systems where required. Individual transition plans are developed for pupils who need extra support.

Transition planning also considers whether the school environment and available provision remain appropriate to meet the pupil’s needs.

How do staff stay up to date with SEND practice?

Staff training is ongoing. All staff attended Inclusion Needs You training in March 2025. We receive regular input from external specialists, including supervision for our ELSA. TEAA training for staff is scheduled for January 2026.

How do we know if the support is making a difference?

The impact of interventions is reviewed regularly by teachers, the SENDCo, and external professionals where involved. We use the ‘assess, plan, do, review’ cycle to monitor progress. Parents are kept updated at least termly, or more frequently if needed.

Decisions about provision take into account the needs of the individual pupil alongside the needs of the wider cohort and available resources within the school.

What if I’m unhappy with the support my child receives?

If you have concerns, please speak first to your child’s class teacher or the SENDCo. If the matter is not resolved, you can follow the school’s complaints procedure, available on our website.

Where can I find more information?

The Local Offer sets out the provision available across Gloucestershire for children and young people with SEND aged 0–25

Further details are available on our school SEND page:

<https://www.ashchurchprimary.co.uk/page/special-educational-needs-and-disabilities/35348>

Gloucestershire Local Offer:

<https://www.gloucestershire.gov.uk/local-offer>

SENDIASS Gloucestershire:

<https://sendiassglos.org.uk>

This report is available in alternative formats on request.

Placement decisions for pupils with an Education, Health and Care Plan are made by the Local Authority in accordance with statutory guidance, including consideration of whether a placement would be compatible with the efficient education of other pupils and the efficient use of resources.