



SEN Information Report

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Date: September 2023

Introduction:

Welcome to Ashfield Junior Schools Special Educational Needs (SEN) information report. Ashfield is a two-form entry Voluntary Controlled Junior School, catering for children between the ages of seven and eleven with an admission limit of 60 for each year group. As established by the original trustees, the school has no religious affiliation with any denomination and was founded by voluntary subscription in 1845 for the education of the people of Bushey. The school is built on land owned by The Ashfield Trust. Admission is for children of all abilities, primarily from the main feeder school, Merry Hill Infants, which is linked to Ashfield by the Local Education Authority Admission Policy. There are currently 218 pupils on role. The Headteacher joined the school in January 2022.

Ashfield Junior School is a fully inclusive school who ensures that **all** pupils achieve their potential personally, socially, emotionally, physically, and educationally. Our SEN Information Report lets you understand how we support pupils with special educational needs and disabilities. We consult with pupils and their families on our local offer by meeting with parents regularly through SEN reviews, parents' evenings, informal meetings, these can be prompted by parents, teachers, or external professionals.

Our SEN Information Report provides a range of information on the school's systems and procedures for supporting children with special educational needs. It has been written to give parents and carers detailed information about relevant staff members including their roles and responsibilities, and detailed answers to the most frequent questions relating to SEN. Working in partnership with our parents, we often seek feedback through informal and formal discussions, and questionnaires to continually improve our SEN provision and SEN Information Report. If you have any questions or suggestions about the SEN Information Report, please contact Miss Arthur (SENCo) via the following email address (senco@ashfield.herts.sch.uk)

Special Educational Needs

Children with special educational needs may need special provision to be made to allow them to access school life, engage in learning and develop good mental health.

The Code of Practice (2015) defines SEN as:

“A child or young person may have 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 if he or she:

- a) Has significant greater difficulty in learning than the majority of others of the same age*
- b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind that are provided for others of the same age in mainstream schools settings”*

Most areas of need will fall under one (or more) of these categories:

Communication and interaction

- Speech, language and communication needs (SCLN)

Cognition and Learning

- Severe Learning Difficulties (SLD), Profound and Multiple Difficulties (PMLD) and Specific Learning Difficulties (SpLD)

Social, Mental and Emotional Health

- Children with Social Emotional and Mental Health (SEMH) difficulties may experience a variety of social and emotional struggles that can have a big impact on their wellbeing. A child with SEMH may show signs of being withdrawn by isolating themselves and appearing very sad and/or anxious. They may also present challenging behaviour, such as being disruptive and hyperactive during lessons.

Sensory and/or Physical

- Visual Impairment (VI)
- Hearing Impairment (HI),
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Ashfield Junior School Roles and Responsibilities

Who is the best person to speak to at Ashfield Junior School if I believe my child might have difficulties with learning/special educational needs/social and emotional needs/a disability?

Role	Responsibilities
<p>Class teacher</p> <p>Your child's teacher will be able to listen to any questions or concerns you may have. They will be able to discuss your child's academic progress as well as their opinion of how your child is developing socially and emotionally. They will then liaise with the SENCO and, together, you can agree on whether further provision is appropriate.</p>	<p>Responsible for:</p> <p>Providing personalised, high-quality teaching and learning opportunities;</p> <ul style="list-style-type: none"> • monitoring and assessing your child's academic progress; • ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets; • ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
<p>SENCo (Miss Arthur)</p> <p>Where concerns persist and a pupil continues to make less than expected progress (academically or emotionally) in spite of evidence-based interventions, the SENCo can help you with further support. They can help your child to be referred to external professionals for further advice.</p> <p>In some cases, your child may have a special educational need which will require significant support, if this is the case they may need an Education Health and Care Plan and/or Local High Needs Funding which the SENCo can apply for. Parents/carers will always be involved in any decision regarding applications or involving any specialists.</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • maintenance and analysis of whole-school provision map for vulnerable learners; • co-ordinating provision for children with special educational needs; • liaising with and advising teachers; • managing other classroom staff involved in supporting vulnerable learners; • overseeing the records on all children with special educational needs; • contributing to the in-service training of staff; • implementing a programme of Annual Review for all pupils with an Educational Health Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review; • carrying out referral procedures to the Local Authority to request Local High Needs Funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support. Please note, that not all children with SEND will be eligible for an EHCP or LHNF • discussions and consultations with pupils and parents.
<p>Senior Leadership Team Headteacher (Mr Dourado) Deputy Headteacher (Miss Flint)</p>	<p>Responsible for:</p> <p>The Senior Leadership Team is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.</p>

	<ul style="list-style-type: none"> • analysis of the whole-school pupil progress tracking system; • pupil progress meetings with individual teachers; • regular meetings with the SENCO; • deployment of staff
SEND Link Governor	<p>Responsible for:</p> <p>The governors ensure that all teachers are aware of the importance of providing for learners identified with SEND children. They consult with the LEA and other schools, when appropriate and hold teachers and leaders to account.</p>



Ashfield Junior School

Special Educational Needs Information Report (Updated September 2023)

Below are some frequently asked questions and answers to which parents/carers of SEND children may find helpful regarding how Ashfield Junior School supports children with Special Educational Needs and Disabilities.

	QUESTION	RESPONSE
1.	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<p>The identification of any SEN is built into the school's overall approach to monitoring the progress and development of all pupils. Children's progress is continually assessed as part of quality first teaching, through observation, questioning, listening and giving feedback. At the end of each term, summative (formal) assessments are made of each child's progress. These are then discussed in Pupil Progress Meetings, which are held at least termly, and involve class teachers, SENDCo and the Head Teacher. These meetings identify where pupils are struggling to make expected progress and involve discussion regarding potential barriers to learning as well as next steps for these pupils.</p> <p>Discussion and analysis from Pupil Progress Meetings form the basis of the class provision map which are drawn up by the SENDCo and shared with class teachers and teaching assistants. Provision is closely monitored to ensure that it is having the desired impact. Children having additional provision may or may not be identified as having SEN.</p> <p>We know when pupils need help if:</p> <ul style="list-style-type: none">• concerns are raised by parents/carers, teachers or the child;• limited progress is being made in accordance with age-related expectations;• there is a change in the pupil's behaviour or progress;• the child seems persistently in heightened states of emotion or is very withdrawn;• concerns are raised by external agencies (e.g. GP or school nurse);• information is provided from the previous setting (e.g. infant school)

		<p>If your child is identified as making less than expected progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have and plan any additional support your child may need. We have an 'open door' policy at Ashfield and encourage parents to speak to their child's class teacher, in the first instance, if they have any concerns regarding their child's progress or educational needs.</p> <p>Other than academic assessments and Pupil Progress Meetings, we may also identify children with SEN through observations. If teachers have concerns about a child, they will seek the support from the SENDCo who will observe the child. Following observations, parents will be invited into school so that information can be shared. Through observations, staff will talk to children to hear their views on their learning, strengths and what they find difficult.</p> <p>Miss Arthur, our SENCo can be contacted through the school office on 02089502350 or by email senco@ashfield.herts.sch.uk</p>
2.	How will school staff support my child and how will the learning and development be matched to my child's needs?	<p>Class teachers are responsible for the progress and development of all the children in their class and this is addressed through High Quality Teaching which is inclusive of the needs of all pupils. For your child, this could mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is built on what your child already knows, can do and can understand. • That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning or the use of particular equipment. • That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • Teachers use strategies to support learners in the classroom including scaffolding, modelling, using visual and manipulatives, building on prior knowledge, identifying gaps and addressing misconceptions. <p>In accordance with the SEND Code of Practice (2015), Ashfield Junior School adopts a graduated response to SEN provision determined by the support each individual child requires. If your child needs support that is additional to differentiated high-quality teaching then they may need a support plan called an 'Assess, Plan, Do, Review'. This will be agreed by you, your child and your child's class teacher and/or the SENCO. It will outline the adjustments, interventions and support to be put in place as well as the desired impact. These are reviewed each term with parents, class teacher and SENCO, when possible.</p>

		<p>If school and parents are in agreement that further advice is needed, then a referral can be made to external professionals such as Speech and Language Therapist, Specific Learning Difficulties Advisory Teacher or Outreach support from Education Support Centre e.g. Chessbrook.</p> <p>It may be that your child will require significant support, such as the involvement of external agencies, to offer specialist advice or an Education Health and Care Plan. An Education Health and Care Plan (EHCP) is a legal document which describes a child's or young person's special educational needs, the support they need and the outcomes they would like to achieve. These pupils may have specialised support such as personalised curriculums and support from external agencies to help make progress towards their individual targets.</p>
3.	<p>How will I know how my child is doing?</p> <p>How will I be involved in discussions about and planning for my child's education?</p>	<p>We hold regular meetings for all parents. These include:</p> <ul style="list-style-type: none"> • Curriculum Evening – this is held at the start of the academic year to ease transition between year groups and for those new to school. • Parents' Consultation Evenings in the Autumn and Spring terms - these are used to discuss pupil progress and keep parents informed of children's social development. • Additional SEND Planning Meetings, for parents/carers of children with Special Educational Needs, are held termly to review and discuss any additional support children are receiving and to plan next steps through the Personal Provision Maps. We follow the Graduated approach 'ADPR cycle', these plans are coproduced with both parents and children. Pupil voice is an integral part of the plan, the targets are shared with the child, and they write down what they are going to work on over that half term. • Annual Reports are produced in July. These are a written summary of children's achievements and next steps. • Open Afternoons to celebrate children's work take place during the year. • The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. • The SENDCo is available by appointment to meet with you to discuss your child's progress or any concerns/worries you may have which have already been highlighted to the class teacher. • Joint meetings are held between staff, parents and any external professionals involved with your child and reports are shared. • The school office can be contacted if you have any queries or would like a meeting with your child's class teacher. • We have an 'open door policy' where teachers are available at the end of the day, during collection. <p>Both the class teacher, in the first instance, and the Inclusion Coordinator/SENDCo are available to meet with you to discuss your child's progress or any concerns/worries you may have.</p>

		<p>All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.</p> <p>Personal Provision Maps detailing targets and support will be reviewed, with your involvement, each term. Parents and carers of children with an EHCP will meet with the SENDCo and teachers annually to review the child's EHCP.</p>
4.	How will the school's approach to teaching and learning be matched to my child's needs?	<p>At Ashfield Junior School, there are a number of ways that teaching and learning is matched to children's needs including:</p> <ul style="list-style-type: none"> • High Quality Teaching. As started in the SEND Code of Practice 2015, we provide HQT for all children through scaffolding children's learning, instructive modelling of learning, revisiting prior learning, focus on vocabulary and that all children have access to the teacher. • Teachers have been trained on adaptive teaching techniques to ensure that all children can access the learning. However, where necessary and if appropriate, work may be differentiated or children may work on a personalised timetable • Interventions and other SEN provision is carefully planned into children's learning taking into account their SEN. The provision for the child may also include recommendations and guidance from external professionals. • As a school, we embrace the graduated approach and teachers assess, plan, do and review to ensure that learners with SEN have appropriately pitched work to meet their needs or the strategies in place for them to access learning. • Where necessary, adaptations to the curriculum or learning environment for children with SEN may be necessary. This may include the classroom layout and organisation, the use of aids to support children (e.g. writing slope, microphones for children with a hearing impairment, enlarging resources for children with a visual impairment, the use of a special chair to support a child sitting posture. • The school will share support plans with identified SMART targets with parents which provides discussion and collaboration with agreeing the provision to suit their child. Although the support plans are shared with parents on a termly basis, our open-door policy enables parents to discuss with the SENCo or class teacher their child's provision when required. • Children have opportunities to discuss their learning, their strengths and what they are struggling with the adults that they work with in the classroom.
5.	How will you help me to support my child's learning?	<p>As with the information shared during meetings and regular reviews of your child's support plan, the school is committed to working and supporting parents so that they can support their child's learning. This may include:</p> <ul style="list-style-type: none"> • The SENCo signposting parents and carers to relevant parent courses and/or training so that they can support their child • Discussing with teachers (and SENCo where necessary) to differentiate home learning (e.g. homework including spelling) so that their child can succeed and complete homework that is appropriately pitched to their child's needs.

6.	What support will there be for my child's overall wellbeing?	<p>The school achieved the Herts for Learning WellBeing Quality Mark in 2019 with a focus on emotional and mental health and wellbeing. We use programmes such as Jigsaw and 'R' Time which promotes positive relationships to accelerate learning and achievements are celebrated both in class and through our Friday achievements assembly. We have an effective behaviour policy, which is based on the principles of Herts STEPS programme, in which all Ashfield staff have received training. The Headteacher (Mr Dourado) and the SENCo (Miss Arthur) have both received Level 2 Mental Health Training and are the mental health lead practitioners at Ashfield. Our commitment to supporting pupils' wellbeing is evident in our everyday practice and ethos which is set out in our Wellbeing Policy (available on request). We have also carefully considered other policies embedded into our systems and practice to support children's overall wellbeing including: Supporting Children with Medical Conditions and including Administration of Medicines, Personal Development Policy and Behaviour Policy. In addition to our Personal Development curriculum and to support children's wellbeing in class, we use a zones of regulation approach so that children can express how they are feeling within the classroom. We teach children about their 'Safety Network' so that they understand that they can talk to a trusted adult (inside and outside of school) if they are anxious or scared. In addition, each classroom has a 'worry box' so that children can express how they feel. Pupil voice was used either through the School Council, questionnaires or discussions with senior leaders to develop the Ashfield core values (respect, kindness, cooperation, resilience) and develop a positive behaviour reward system (e.g. house points). Our Behaviour Policy has clear expectations on behaviour for staff and pupils to follow (e.g. behaviour ladders) including our arrangements to prevent and respond to bullying. Where a child presents with persistent difficult or dangerous behaviour, and the child is at risk of exclusion, school leaders will seek the support from external professionals (e.g. Chessbrook outreach, Acorn outreach) and parents to support the child. If a child has low attendance (persistent and/or severe absence) and there are concerns regarding a child's wellbeing (and mental health), guidance is sought from the Local Authority Attendance Officer, as well as internal support from the link Family Support Worker.</p> <p>We recognise that some children may have additional emotional and social needs or medical needs that require support for a variety of reasons.</p> <p>For pupils requiring support in this area, we have access, where appropriate and within the limits of the appropriate referral criteria, to a range of services including;</p> <ul style="list-style-type: none"> • School Health • Family Support Workers • Small number of hours from Safe Space Counselling Service • Staff trained in Drawing and Talking Therapy • Outreach teachers from Educational Support Centres (e.g. Chessbrook and Colnbrook) • School based pastoral support (HLTAs) who act as learning mentors for identified children.
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7.	What specialist services and expertise is available at or accessed by the school?	<p>Miss Arthur (SENCo) and Mr Dourado (Headteacher) have both achieved the National Award for SENCOs Award and Level 2 training for Mental Health Leads. Miss Arthur and Miss Flint (Deputy Headteacher) have been accredited STEPS training.</p> <p>The school has access to outside agency support, where appropriate and available, including health provision. If staff and parents agree that further support is needed for their child, then a referral to an external agency can be made by the school.</p> <p>The services available include:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Advisory Teachers for Speech, Language, Communication and Autism, Specific Learning Difficulties, Hearing and Visual Impairments and Physiological and Neurological Impairments • Educational Psychology Service • School Nurse • Safe Space Counselling • Occupational Therapy & Physiotherapy • Family Support Workers • Specialist Advisory teachers e.g. Colnbrook, SPLD team • DSPL9 Triage Team • Behaviour support e.g. Chessbrook, The Acorn Centre • Education Support for Medical Absence (ESMA) • Services such as CAMHS can be accessed through the GP. <p>The Hertfordshire Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.</p> <p>Services for parents, carers and families (hertfordshire.gov.uk) provides a list of services for parents, carers and families including pathway to SENDIASS</p>
8.	What training have the staff, supporting children and young people with SEND, had or are having?	<p>The SENCo and Headteacher have achieved the National Award for SENCOs Award. All support staff have training from our Specific Learning Difficulties Outreach Base or 'in house' training and staff attend courses to update their training. The SENCo and Senior Leadership Team provide training for all staff including support staff.</p> <p>Ashfield has staff trained in:</p> <ul style="list-style-type: none"> • Herts Step On Training – SLT are trained STEPS tutors • Autism Education Trust (AET) Training in Making Sense of Autism & Good Autism Practice

		<ul style="list-style-type: none"> • Turn Tables Multiplication Booster Programme • Numicon • Reading Recovery • Effective Mentoring • Social Concept Stories • Drawing and Talking Therapy • Protective Behaviours • Teaching English as a Foreign Language (TEFL) • Anaphylaxis • Epilepsy • Diabetes • Maths Fluency Project • In house training from Speech and Language Therapist (NHS) during assessments and 1:1 work with children
9.	How does the school enable constructive partnerships working with families?	<p>The SENCo has an open-door policy with parents and carers and is proactive with communicating concerns and signposting support as necessary. All parents and carers are warmly welcome to get involved with the school and join the Ashfield School Home Association (ASHA) and support the school with events and activities.</p> <p>All parents are invited to the school for specific events including open classroom, open evening, school performances or class assemblies.</p> <p>Children with SEND are represented on the School Council and Eco-Council and have been elected in position by their peers. This has raised children's self-esteem, confidence and given them a voice to engage with other children on important whole-school issues, consult with peers and meet special visitors (e.g. governors, school effectiveness advisor) to the school.</p> <p>All children in the academic year, will have the opportunity to be a class ambassador. In this role, children will greet visitors to the classroom, introduce themselves and explain what they are learning about. Further roles are allocated in the classroom such as bag monitors, cloakroom monitors and book area monitors. All children in Year 6 have the opportunity to carry out additional 'Year 6' roles and responsibilities including sports leaders and play leaders (at Merry Hill Infant School).</p> <p>The SEND policy has been shared with parents of children with SEND for their feedback, suggestions and comments.</p>

10.	How will my child be included in activities outside the classroom including school trips?	<p>After-school provision is accessible to all children, including those with SEN and a range of clubs are on offer.</p> <p>Extra-curricular activities, such as a wide range of musical opportunities, are accessible for all children, including those with SEN. To ensure that children with SEND can access all of the activities, with the parent's consent, information may be shared with the company running the after-school clubs. In some cases, (e.g. The Elms Sports in School clubs, Herts Music Service tuition), parents are asked to share relevant information about their child so that the activity is accessible for the child.</p> <p>School staff will liaise with parents and carers to plan for the needs of those children with special requirements in advance of trips. Risk Assessments (both general and specific) are carried out before any off-site visits take place.</p>
11.	How accessible is the school environment?	<p>Ashfield is built on the side of a hill and the school is on 6 different levels with lots of steps. Adjustments have been made to the buildings, ramps, steps widened where possible and handrails and grab rails fitted to ease access for those with mobility difficulties. The school work closely with the Occupational Therapy Service and/or outside professionals to make adjustments for children with specific physical need so they can access the environment. Where necessary, a plan may be devised through discussions with parents, the SENDCo (and other staff where appropriate) and the pupil to ensure that a child with a disability can access all areas of the school. The school work with the Visual Impairment Team and Hearing Impairment Team to support children with visual or hearing disabilities so that they can access classroom learning more effectively and to ensure that they can access the school environment. This may include seating arrangements in the classroom, aids to support the child's learning within the classroom, around the school and the outside grounds.</p> <p>We have a safe space (sensory area) by the front office where pupils can go if they are feeling overwhelmed or need support regulating their emotions.</p> <p>Please refer to the school's Accessibility Plan and Equality Scheme for more information.</p>
12.	How will the school prepare and support my child to join the school or transfer to a new school?	<p>Most of our children who start in Year 3 transfer from our local feeder Infant School. Both schools work together in the transition process where all pupils are discussed prior to transition to Ashfield. The SENDCos from both schools meet to discuss the specific needs of children who have already been identified as having Special Educational Needs, prior to the children starting at Ashfield. Transition booklets are given to the Y2 pupils from the feeder school with SEND for over the summer. These include pictures of their classroom, key staff in their year group and other areas of the school. Where children are transferring from other schools, the SENCo will meet/contact the school to ascertain further information. An established transition programme is in place for all children starting in Year 3 at Ashfield. Additional visits are arranged for pupils who may find transition from infant to junior school particularly unsettling.</p>

		<p>For children with Special Educational Needs starting mid-year at Ashfield, we encourage parents/carers to meet with us and have a tour of the school prior to their child joining. This gives an opportunity to see the school and speak with the SENCO about your child's needs and what support can be provided.</p> <p>For children with Special Educational Needs in Year 6 who are transferring to local secondary schools, a programme of transition, appropriate to the child, begins during the Summer Term of Year 6; this can include additional visits to their receiving secondary school as well as access to 'T Time' resources in school which are designed to address issues surrounding transition. Where necessary, the SENCo meets with the appropriate professional from the receiving secondary school such as the SENCo, Pastoral Support Lead, Head of Year etc. to discuss specific needs of the child. If a child has an Education Health Care Plan, the representative from the receiving secondary school will be invited to the annual review at Ashfield Junior School. All files and information regarding a child's Special Educational Needs are delivered to the receiving secondary school prior to the child starting at the school in September.</p>
13.	How are the school's resources allocated and matched to children's special educational needs?	<p>The school budget, received from the Local Authority, includes money for supporting children with SEN. The school applies for additional funding for some children who have an EHCP. If a child does not yet have an EHCP, the school may decide to apply for Local High Needs Funding (LHNF) to support a child. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors based on needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> • the children getting extra support already, • the children needing extra support, • the children who have been identified as not making as much progress as would be expected. <p>From this information, they decide what resources/training and support is needed.</p>
14.	How is the decision made about how much support my child will receive?	<p>Support is carefully matched to children's individual needs. The Assess, Plan, Do, Review model (outlined in our School SEND Policy) is used as a basis for deciding appropriate support for each child. All support is closely monitored to ensure its effectiveness.</p> <p>The decision is made jointly by the school and parents/carers as to whether a child will be placed on the SEND 'register'. Class teachers agree, in consultation with the SENCo, as to suitable intervention, strategies and support for individual pupils. This is usually discussed in Pupil Progress Meetings where provision for all children is considered. Identified support will be updated on the provision map on a termly basis but the child's personal support plan is a working document and is reviewed regularly by the teachers and teacher assistants working with the children in the classroom.</p>

		The provision map and support plans are monitored by the SENCo to ensure that our SEND systems are in place. Where appropriate, pupil voice is used so that they can be part of the planning process which will give teachers and the SENDCo a greater understanding of their strengths, strategies and needs.
15.	How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?	<p>Hertfordshire County Council's Local Offer can be accessed online at: The Hertfordshire Local Offer</p> <p>In addition to this, our school falls within the DSPL9 area which publishes a wealth of support including how to access a solution focused triage service. This can be accessed online at: www.dsplarea9.org.uk</p>
16.	Who can I contact for further information?	<p>In the first instance, if you have a concern about your child this should be discussed with the class teacher. If necessary, a further meeting may be requested to meet with the class teacher and Miss Arthur (SENCo). If you are not satisfied for any reason, a meeting should be requested with Mr Dourado (Headteacher). In the unfortunate circumstance that you are unable to resolve the situation with the headteacher, a copy of the Complaints Policy and Procedure is available on the school website.</p> <p>The school office is open from 8.30am to 3.30pm every day.</p> <p>Miss Arthur, our SENCo can be contacted through the school office on 02089502350 or by email senco@ashfield.herts.sch.uk</p> <p>Mr Dourado, the Headteacher can be contacted through the school office on 02089502350 or by email admin@ashfield.herts.sch.uk</p> <p>A copy of our full SEND Policy is available on our website. You can also contact SENDIASS Home (hertssendiass.org.uk) for further Special Educational Needs Support.</p>