

SEN Information Report for Aston Academy 2019-2020 Part of the Rotherham Local Offer for Learners with SEN

The Academy's SEN Information Report is part of the Rotherham Local Offer for learners with Special Educational Needs (SEN). The Local Offer can be found using the following link www.rotherhamsendlocaloffer.org. The Academy's Local Governing Body has a legal duty to publish the SEN Information Report on their website about the implementation of Aston Academy's policy for students with SEN.

Aston Academy's approach to teaching children and young people with SEN

Aston Academy aims to be part of a CARING COMMUNITY by PROVIDING EVERYONE with the opportunity to fulfill their potential in life, whatever their age, ability, gender or ethnicity' Our commitment is to equip young people to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood and take their place in an ever changing society.

We welcome your feedback and future involvement in the review of our offer. Please contact any of the following;

SENDCo	Katie Slattery – katie.slattery@astonacademy.org
ACET SENDCo	Cheryl Barquero - cheryl.barquero@astoncetrust.org
Principal	Mr D. Curran
SEN Governors	Jane Ford

The school telephone number is 0114 2872171.

The kinds of SEN which are provided for

Within Aston Academy we use our best endeavours to meet the needs of students who are identified as having SEN.

Our SEN profile for 2019-2020 shows that we have 8.61% of students as identified as having SEN. 0.7% of students have an Education, Health and Care Plan (EHC).

SEN is categorised into four broad areas of need. Within the Academy these are;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Identification of SEN

The SEN Code of Practice defines SEN 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.*

If a student is identified as having SEN the academy will make provision that is 'additional to or different from' a differentiated curriculum intended to overcome the barrier to their learning. If you are concerned that your child may have special educational needs you should contact Katie Slattery as SENDCo.

Assessment of children and young people with SEN

Students are identified as being in need of extra provision in a variety of ways.

- **Feeder Schools**

SEN transition forms are completed for all students on the SEN register. All relevant documentation is collated by the Academy and discussed with the Inclusion Team. There are formal transition meetings with parents/carers and the feeder school primary SENDCOs. The Inclusion Team within the Academy is invited to Y6/Y5 Annual Reviews and other relevant reviews. The Academy makes numerous visits to other schools prior to transition and offer enhanced transition packages as appropriate

- **Screening**

Key Stage 2 information regarding SAT levels is collated and distributed to teaching staff. All students on entry to Y7 will have standardised assessment in reading comprehension and spelling. Some students may require further assessment to support progress. Support for developing literacy development is then determined. Screening is repeated at each Key Stage.

- **By the Academy's Inclusion Team**

Staff within the Inclusion team are trained to identify specific SEN profiles within the four broad areas of need. This may be done through observation, assessment and referral to other bodies.

- **Parental Request**

Parental requests can be made at any time by phone, e mail or letter to the SENDCO.

- **Subject Teacher Request**

Staff who have concerns regarding a student may pass concerns on to the Learning Progress Manager and the SENDCO.

Student Self-Referral

- Self-referrals may be made by students and will be considered with equal status.

The approach to teaching children and young people with SEN

- All teachers have high expectations of student with SEN, including a commitment to ensuring they can achieve their full educational potential.
- All teachers deliver high quality provision to meet the needs of children and young people with SEN.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- All staff to develop their awareness of special educational needs and focus on inclusive practice to remove barriers to learning with access to a broad, balanced yet relevant mainstream curriculum which is differentiated to ensure continuing progress.

Arrangements for consulting parents/carers of children and young people with SEN

Positive involvement with parents/carers is seen as an important part of our work with students. At its most effective the education of young people is a collaborative enterprise involving teachers, parents/carers and the students themselves.

The Inclusion Team review SEN provision at least three times a year by communicating directly or indirectly with parents/carers by means of: -

- Attendance at Y6 parents/carers evenings in July prior to transition
- Review meetings – including statutory, non-statutory and multi-agency reviews

- Telephone calls
- Sessions for parents/carers after school
- Parents/carers consultation evenings
- Parental request for a meeting
- Student planners
- E-mail

All expressions of concern will trigger a further investigation of the students' needs. Parents/carers will be informed of the outcome and invited to contribute and make comment. When changes are agreed to SEN status parents/carers will be informed in writing. The Academy will inform parents/carers and children and young people about the LA's information, advice and support service.

[SENDIASS \(Special Educational Needs and Disability Information, Advice and Support Service\)](#)

SENDIASS (formerly Parent Partnership) can be contacted on Rotherham 01709 823627. The role of this service is to give impartial advice to parents.

[Arrangements for consulting children and young people with SEN](#)

Positive involvement with students is seen as an important part of our work. At its most effective the education of young people is a collaborative enterprise involving teachers, parents/carers and the students themselves. We consult with and involve young people in planning support for their education as part of the SEN review process.

[Arrangements for supporting children and young people in transition](#)

Aston Learning Community meetings are held each half term attended by the Assistant Vice Principal with responsibility for transition and Primary Head-teachers.

Changing Schools

Records are not sent until a student has been formally admitted to another school and therefore taken off our roll. The Learning Progress Manager will inform the SENDCO of any students with SEN who are transferring schools so that complete records can be sent to the SENDCO. Any student requiring an Individual Health Care Plan will be assessed accordingly with parents/carers, and student, together with any medical team input needed for the plan. The academy will inform the designated person for any child looked after by a local authority if a change of school takes place.

Leaving School or Further Education

Some students in Y10 and Y11 may visit Sheffield and Rotherham Colleges with a member of the Inclusion Team for enhanced visits prior to transition at Post 16.

For students entering KS5 courses at Aston Academy who have an Education, Health and Care plan or a Statement of Special Educational Needs the SENDCO, with parental/carer permission, will apply to the LA for the provision to be maintained.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN including access

All students at Aston Academy have a right to participate in a broad, balanced and relevant mainstream curriculum appropriate to their needs. Strategies include; setting within the curriculum, enhanced staffing, specialist provision and equipment within the Academy including the commissioned services of Educational Psychologist, Engagement and Learning Coordinator, Education Welfare Officer, Closing the Gap Coordinator and other specialist bodies as required e.g Virtual Schools (looked after children). Exam access arrangements are reviewed and implemented as required.

The Academy's 3-year Accessibility Plan takes into account the Equality Act 2010. It is published on the Academy's website astonacademy.org The main priorities of the Accessibility Plan are to improve the physical environment of the school and to ensure curriculum access for any disabled student, staff or visitors to the site. The Local Governing Body remains committed to improving provision for students and adults who find access to and movement around the site difficult. The SENDCO works closely with appropriate agencies to service the best interests of the students, for example, the Hearing Impaired Service and the Visually Impaired Service which assist by providing specialist equipment and training for our students as and when required. They monitor the progress of students with impairments through the school.

The expertise and training of staff to support children and young people with SEN

A comprehensive continuous professional development programme regarding SEN issues incorporates the following groups within school; SEN specialists, Governors, Subject Teachers, NQTs and ITT students/ support staff. This is directed and prioritised by the SENDCO.

Evaluating the effectiveness of provision made for children and young people with SEN

Monitoring progress is an integral part of teaching and learning within Aston Academy. Parents/carers, students and staff are involved in reviewing the impact of support for students with SEN. Following the 'assess, plan, do, review' model we ensure that parents/carers and students are involved in each step. In order to determine the effectiveness of provision expectations of how the support, which is additional to or different from that available to other students, will impact on progress to agreed outcomes and a baseline is recorded which can then be used to compare the impact of support.

Half-termly rigorous analysis of monitoring data allows for timely review and amendment of SEN support. Parents/carers, students, Teaching Staff, Learning Progress Managers, Middle Leaders and the Academy's Leadership, along with the SENDCO and the Inclusion team, regularly contribute to the evaluation of this support and its effectiveness.

Support available for improving emotional and social development

The Learning Progress Managers work closely with the Inclusion Team and specialist other bodies to improve emotional and social development of students. Provision includes a student services manager, school council, restorative justice, safe areas for vulnerable students before, after and during the school day. This is provided to ensure that students are listened to and any concerns regarding bullying are effectively dealt with.

How the Academy works with other bodies

The Academy maintains strong links with other bodies including health and social care, LA support services and voluntary sector organisations to meet SEN needs and support families. If appropriate they conduct assessments and provide reports with recommendations. The Academy shares a commitment with other bodies to provide timely and relevant information to agencies such as CAMHs, attend multi agency meetings to support children, young people and their families. This can include submitting reports for, and attendance at, Core group meetings, statutory reviews for looked after children, Family CAF meetings and Team around the Child meetings. The Academy has regard for confidentiality issues and data protection.

Arrangements for handling complaints for children and young people with SEN

The local governing body will make efforts to ensure that anyone who wishes to make a complaint including a complaint in relation to children and young people with SEN, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response, and informed of their appeal rights.

Any parent/carer who wishes to discuss or make observations about the Special Needs provision for their son/daughter at Aston Academy should: -

- a) Telephone or make an informal appointment to see the SENDCO who will review the situation and arrange for it to be discussed within 5 working days of the complaint being made.
- b) If the parent remains dissatisfied the complaint should be submitted formally in writing to the Principal who will investigate the complaint and arrange a discussion within 5 working days.
- c) Parents/carers have the right to complain: -
 - i) To the Chairman of the Local Governing Body via the school (Tel. 0114 2872171) or the Principal.

- ii) To the LA, Ms Mary Jarrett (Tel. 01709 822660), Education and Health Care Assessment team
- d) If a parent/carer is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

Ofsted can consider complaints about the educational provision of the Academy (not individual cases) when a complainant has tried to resolve the complaint through the Academy's own complaints procedure.

If the complainant remains concerned following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

This report complies with:

- Section 69(2) of the Children and families Act 2014
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'