

SEN Information Report

[This document should be read in conjunction with the Policy which can be found on our website.](#)

[Further information about support available in Rotherham can be accessed via the local offer.](#)

Aston Academy's Vision for students with SEND

Aston Academy aims to be part of a caring community by providing everyone with the opportunity to fulfil 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.

What is SEND defined as?

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for them.

A child of compulsory Education provision age or a young person has a **learning difficulty** or **disability** if they:

- a) Has a significantly greater difficulty in learning than most others of the same age; or
- b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream education provisions.

What types of need are provided for in school?

The SEND Code of Practice (2014) does not assume that there are rigid categories of Special Educational Need but recognises that children's needs can be described using four broad areas. These are:

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

Aston Academy is a mainstream setting, not an enhanced or specialist resource. At Aston Academy we undertake to make reasonable adjustments to accommodate learners

who display these needs, providing an inclusive educational environment for each student with the opportunity to fulfil their potential through quality first teaching and adaptive practice.

How do you identify students with SEND?

Early identification of SEND students is important to us. Aston Academy will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observations and assessments
- Internal assessment (following Aston academy's regular and detailed calendar of tracking and assessment)
- Screening and diagnostic tests
- Records and feedback from the family of schools
- Information from parents/carers
- External exam results
- External agency information

Usually, it is a combination of the above rather than one single factor which is used to determine a student's SEND. Where we have concerns regarding a student, parents will always be informed and be a key part of the process of deciding next steps.

Ultimate responsibility for collating and monitoring those students with suspected SEND rests with the SEND Coordinator, Mrs Sue Torry (Associate Inclusion Lead/SENDCo) at Aston Academy.

How do we support students with SEND during transition?

We recognise the three key points for students in terms of transition are; the move from Primary to Secondary education, Year 9 to GCSE and the move from Secondary education to post-16 provision. We have a comprehensive transition programme with multiple opportunities for primary students to experience life at Aston Academy. Particularly for our SEND learners, we provide additional transition visits prior to the summer break for those transitioning to Year 7, giving them the opportunity to experience life at Aston before joining us in September. For SEND students moving from Year 9 to GCSE and on to post-16 provision, we ensure that they are fully informed of their options, providing dedicated careers and academic advice and support, as well as liaising closely with their next provider.

How do we ensure high quality provision for students with SEND?

All our class teachers receive regular training on identifying and supporting students with SEND, developing their awareness of special educational needs with a focus on inclusive practice to remove barriers to learning. At Aston Academy we have high expectations of students with SEND and a commitment to ensuring they can achieve their full educational potential. Staff remain vigilant of any students who aren't making the expected level of progress academically, emotionally or socially. This might include not making expected

progress at assessment cycles, needs identified through specialist assessments such as NGRT or in-class performance. If the teacher identifies that a student is facing difficulties and barriers, they will begin to explore if the student has any gaps in their learning. Where gaps are identified, the teacher will put in place wave 1 classroom strategies and support to address the concerns.

The SEND Code of Practice (Jan 2015) advocates a graduated response to meeting students' needs through targeted interventions which increase or decrease according to the students' difficulties and strengths at the time, and which should be individualised to allow students to meet their potential.

If the school decides, in collaboration with parents/carers, that a student requires further additional support or interventions to make progress, the SENDCo will liaise with relevant staff to ensure that this happens. However, the subject teachers remain responsible for the careful planning and delivering of specific subject based curriculum.

Typical SEND interventions might be:

- Use of specific reading, literacy or numeracy programmes.
- Use of specific intervention sessions to support social and emotional needs.
- Short term periods of work with external agencies.
- In class support.
- Access arrangements (KS4) / suggested access arrangements (KS3).

How do we evaluate the effectiveness of the provision for SEND students?

Twice a year, Year 7, Year 8 and Year 9 sit an NGRT (New Group Reading Test) assessment which measures reading skills against the national average. Through a variety of exercises, NGRT can assess students' knowledge of phonics, comprehension, decoding ability, vocabulary, grammatical knowledge, deduction and inference skills, authorial intent, and ability to deal with figurative and idiomatic language.

The SENDCO, alongside Heads of Faculty, will review the academic progress of young people with SEND at every learning cycle and will identify appropriate support where required.

Children who are on the SEND register have a SEND support plan called a Grid for Learning, and these are reviewed in cycles throughout the year by the inclusion team keyworkers. Parents/carers are involved in this process. However, they can be reviewed responsively any time there are changes in support/needs. The inclusion leads will ensure that teaching staff effectively implement any reasonable adjustments outlined in the Grid for Learning with regular drop ins, lesson observations and communication with teaching staff.

If concerns arise at any of the assessment cycles and it is discussed and decided that your child may need additional provision, we will follow the 'graduated approach' to meeting your child's SEND needs.

How do we ensure students with SEND are able to access the curriculum and the learning environment?

The school's aim is that all students follow a broad and balanced curriculum. This means that our primary aim is always that students access a full range of lessons. For students with a complex diagnosis of SEND, we undertake to make reasonable adjustments to the curriculum or learning environment as required. These changes will only be made in consultation with the school's Senior Leadership Team, SENDCo, parents/carers and the student themselves.

How will the school support my child's mental health, and emotional and social development?

We provide support for students to develop their emotional and social development in the following ways:

- Students access Assemblies, PHSE and Personal Development curriculums that support social and emotional learning and highlight the importance of positive mental health.
- We work closely with With Me in Mind, an NHS service which helps students, parents and staff to support young people.
- We have access to MIND Counsellors who are timetabled to provide additional support to those students that require it.
- We provide Early Help and work with external agencies as needed to access the right help and support for our young people.
- Students with SEND are encouraged to be part of the school council.
- Student voice is collected annually as part of a supported questionnaire.
- Students with SEND are also encouraged to take part in extra-curricular clubs to support social skills and build friendships.
- We provide extra pastoral support for listening to the views of students with SEND.
- We have a 'zero tolerance' approach to bullying.

How do we maintain consultation with parents/carers?

We will provide reports every year on your child's progress across all subject areas. Your child's class/form teacher will meet you at least once a year to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

Additionally, if your son/daughter has a SEND need you will have regular contact with the Inclusion team to discuss progress and to review provision.

How are students involved in the process?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

How do we work with outside agencies and support services to help meet the needs of SEND learners and their families?

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These include (but are not limited to):

- Speech and language therapists
- Specialist teachers (of the Deaf or Visually Impaired)
- Educational psychologists
- Occupational therapists
- Specialist Inclusion Team
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

What support is in place for looked-after and previously looked-after children with SEND?

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another. Responsibility for LAC lies with our Associate Inclusion Lead and SENCO Mrs Sue Torry.

Where can I go for further information?

If you require further detailed information on the school's policy for students with special educational needs and disabilities (SEND), you can access this through the 'Policies' section of this website. Alternatively, contact the SEND team via the e-mail address listed below.

aa-send@astonacademy.org

What should I do if I have a complaint?

In the event that parents/carers wish to make a formal complaint, please refer to Aston Academy's Complaints Policy available through the website.