

Aston Hall Junior and Infant School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. We want our children to achieve their best, become confident individuals and develop essential life skills to prepare for adulthood.

Roles & Responsibilities of the special Needs Co-ordinator (SENCO).

Our SEND Coordinator is Stacey O'Daly and Mrs Jackie Heydon who lead the Inclusion Team within school comprising of: Maxine Green, as the Inclusion Support Manager.

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. She will liaise with staff to monitor the pupils' progress and plan further interventions where progress is slower than expected. She will regularly have contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters do not hesitate to contact us.

SENCO: Mrs S O'Daly

Contact: 0114 2879811

Children and Families Bill 2014

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.

- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the local offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

Please follow the link below for more information about the local offer at Aston Hall J and I School.

<http://www.rotherhamsendlocaloffer.org/>

As a school we aim to:

- ensure that all pupils have access to a broad and balanced curriculum appropriate to the individual's needs and ability.
- ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- ensure that SEN pupils take as full a part as possible in all school activities
- ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

A pupil has SEN where their learning difficulty or disability calls for special educational provision that is additional or different from that provided for pupils of the same age. The kinds of special educational needs for which provision is provided for are as follows:

Cognition and Learning Needs - Support will be provided for children who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs, for example dyslexia and dyspraxia.

Social, Emotional and Mental Health Needs - Young people who experience a wide range of social and emotional difficulties, which show themselves in different ways, for example, challenging behaviours, withdrawn or isolated behaviours, anxieties or depression, will be support according to their need. Pupil's views are fundamental when assessing need and providing support within this area.

Sensory, Physical and Medical Needs - Young people who have a disability that prevents them from accessing the environment or curriculum of the school, for example visually impaired children or children with Down's syndrome may need special equipment or specialist support.

Communication and Interaction Needs - Children with Speech, language and communication needs, including those with Autistic Spectrum Condition, may need personalised programmes and this will be provided where necessary.

How does Aston Hall Junior and Infant School know if my child needs extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress
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Identification and Assessment

Aston Hall is committed to early identification of Special Educational Needs and adopts a graduated response to meeting SEN in line with the 2014 Code of Practice. The Code of Practice makes it clear that all teachers are teachers of pupils with special educational need and are responsible for identifying pupils with SEN.

The school will use appropriate screening and assessment tools, and ascertain pupil progress through

- Information from parents
- Evidence obtained by teacher observation/ assessment.
- Standardised screening or assessment/diagnostic tests
- Reports or observations
- Records from feeder schools, etc.

How will I know how Aston Hall Junior and Infant School support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service, Speech and Language etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of Aston Hall Junior and Infant School are responsible for entrusting a named person, Neil Thomson, to monitor SEND. The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review statutory policies as defined by the DfE.

How will the curriculum be matched to my child's needs?

Pupils identified as having SEN are fully integrated into mainstream classes and all aspects of school life.

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum, personalised for the individual where necessary.
- Periods of withdrawal to work with a support teacher/assistant on a one to one basis or as part of an intervention group
- In-class support with teaching assistant.
- Specialist advice from outside agencies will be used to adapt the curriculum to suit individual needs.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

What specialist services and expertise are available at or accessed by the school?

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils. A graduated response will be taken to SEND

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech therapists
- Physiotherapists
- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- School Nurse
- Education Welfare Officer
- Social Services
- CAHMS (Child and Adolescent Mental Health Service)
- ACT (Autism Communication Team)
- SEMH team (Social Emotional Mental Health)
- LSS (Learning Support Services)

How will I know how my child is doing and how will you help me to support my child's learning?

- You will be able to discuss your child's progress at Parents' Evenings or you can drop in to the child's class teacher by making an appointment who will gladly discuss any issues you may have.
- The class teacher may suggest ways of how you can support your child.
- You may want to discuss strategies with the learning mentors or SENCo if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted and parents will be fully consulted at each stage. Outside agencies may then be contacted to provide additional support.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher
- during parents' evenings
- during discussions with Miss Parker and other agencies
- parents are encouraged to help with planning and let school know if we could try different things.

Arrangements for consultation and involvement with parents, young people and carers.

Aston Hall School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'

Progress and concerns will be shared with Parents at:

- Parents' Evenings
- SEND reviews scheduled during the year
- Additional meetings at the request of parents, class teachers or the SENCO where necessary.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, Learning Mentor and SENCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out. The Head teachers are also willing to discuss any matter you may have.
- For those who find lunchtimes a challenge, a provision can be provided in the form of working with a teacher, peer group or clubs. Equipment is based on the school yard to enable children to play. We have peer, play leaders and mediators to help with problems. TAs and teachers are on hand at all times.
- Breakfast and after school clubs are open to all and this is often a good way to start or finish the day.

What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND.

These have included sessions on:

- How to support pupils on the Autistic Spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- Specific Interventions designed to accelerate progress in core subjects.

Mrs O'Daly has gained the qualification 'National Award for Special Educational Needs Co-ordination' through Sheffield Hallam University.

How will the school prepare and support my child when joining Aston Hall Junior and Infant School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include the following:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend at least one transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs O'Daly and class teachers liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils and they are also invited to the final SEND review meeting for the pupil.

Who can I contact for further information or if I have a complaint?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with your child's class teacher or the SENCo. You may also wish to contact our SEND Governor (Neil Thomson.)

Glossary of terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FR	Formal Response (replacing School Action Plus – SA+)
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
IR	Informal Response (replacing School Action – SA)
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
LSS	Learning Support Service

Aston Hall SEND Information Report.

MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PP	Pupil Premium
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment