

ASTON ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL
A school in the Diocese of Sheffield Academy Trust [DSAT]

SEND School Information Report
October 2018

School contact details:

Lodge Lane

Aston

Sheffield

S26 2BL

Tel: 01142872100

Email: astoncofeprimary@rotherham.school

School website: www.astoncofe.co.uk

School information:

Head Teacher & SEN Coordinator: Mrs S Mellor

Chair of Governors: Mrs J Coyle

SEND Governor: Mrs A Moss

SEN Coordinator [SENCO]

All schools have a coordinator for Special Needs and they are responsible for organising and chairing termly review meetings with parents, as well as liaising with teachers, support staff and outside agencies to ensure that individual children's needs are being met. Mrs Mellor is the coordinator for Special Needs at Aston C of E.

The Governing Body

Regular reports are made to the Governing Body about the progress of children with Special Educational Needs. A member of the Governing Body is identified as having specific responsibilities for Special Needs. Currently this role is undertaken by Mrs A Moss

The information in this document sets out the means of identification, assessment and provision for all pupils with Special Educational Needs in this school.

Our overall aim for supporting children with special needs is-

"To have high expectations for all children, whatever their need; to be committed to promoting, achieving and maintaining high standards in all

three key stages; to help all our children develop into self-confident young people who are articulate, literate and numerate, who have self-respect, respect for others and the ability to interact socially; who are enterprising, adaptable and have initiative; who have enquiring minds and a sense of curiosity and who are interested and highly motivated."

The aims are reinforced by our philosophy -

"The Christian ethos is at the heart of all we do in school and underpins all our aims." It is our aim that every member of our school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school SEND Information Report is therefore designed to outline the ways in which all members of the school can work together in a supportive way and where the needs of all children are fully met. It aims to promote an environment where everyone feels happy, safe and secure.

Admission Arrangements

The Governing Body of Aston C of E Primary School has an agreed admissions criteria and any children with special educational needs (either with or without a Health, Education and Care Plan]) will be considered for entry to the school as part of the normal admissions criteria. (i.e. a child who meets the school's admission criteria will not be refused entry or discriminated against on the grounds of their special educational need, where that need can be met in a mainstream school.) (See current Admissions Policy & Criteria re: children with a Health, Education and Care Plan)

How we begin our work with children with special educational needs

Prior to any child with special educational needs being admitted into school, close links are established with parents, nursery/pre-school staff and any outside agencies involved in supporting the child. This will help the school to establish specific need and ensure that the appropriate support is available.

Once children have settled into the F2 class, any concerns raised by staff are discussed with parents and a School Support Plan may be used or regular meetings to address issues with parents. We have a teaching assistant in F2 who can provide additional support where needed, for children with additional needs.

In addition, in all classes in school, the SENCO is made aware of any pupils with Special Education Needs by the child's class teacher and will then help to identify need and investigate appropriate levels of support.

As well as teachers, other adults may also be involved in this process eg: teaching assistants, learning support teacher, Educational Psychologist and other agencies as appropriate.

Identification

The class teacher may have noticed some aspect of a child's performance or development compared to age related expectations or a specific area which they are finding more difficult and wish to seek extra advice. Concerns may also be expressed by another member of staff who works with the child; parents, who may have noticed something about the child's behaviour or performance that has not been apparent in School; or by another professional such as a Doctor, or a Health or Social Worker.

Following identification of a special need or concern school will support children according to their need.

This support may be short term [*Informal Support*] eg taking part in an intervention program or for a longer, sustained period of time [*Formal Support*]

Informal Support

After the class teacher has expressed a concern about a child this is discussed with the child's parents or carers. The SENCO, class teacher and parent or carer would then discuss what support can be given in the classroom to help the child with their special need. This support is usually through differentiated work within class lessons, specific support from the class teacher and teaching assistant who work with the class or through an intervention programme such as – programmes to support phonics, the development of reading and writing skills or 1st Class @ Number. Parents are always informed when their child is going to join an intervention programme. These programmes are organised by teaching assistants and involve the children working in a small group [usually four to six children] out of the classroom for periods of approximately twenty minutes, several times each week.

If further support is required over a sustained period of time, this is described as – **Formal support**.

For this level of support, a **School Support Plan** will be drawn up which will identify specific needs and how these needs can be met in school. Termly objectives are included in the plan so that a child's progress can be closely monitored. At this point there may also be other agencies involved in

supporting the child. These may include – Learning Support Teacher, Educational Psychologist, CAMHs [Children and Young People’s Mental Health Services], Speech and language therapists, physiotherapists etc. The SEN coordinator continues to work closely with the child's teacher, LSS teacher and parents to ensure that everything possible is done to meet the needs of the child.

Our learning support teaching assistant provides this extra support for children at the “Formal Support” stage. This support is given in blocks of one or two terms at any time - with further support being given in future terms, should it be required. Decisions about how to provide support are made in discussions between the Head, SENCO, Learning Support Teacher and class teacher. The teaching assistant works either with the child on their own or in class, supporting the targets set on the School Support Plan. Review meetings are held termly to which parents are always invited.

The Learning Service Support Teacher [LSS] :-

We work closely with the Learning Support Teacher and she visits school every two weeks for an afternoon. She discusses the children receiving support with the school based learning support teaching assistant and the class teacher. She has a lot of input in setting the objectives for the School Support Plans, she observes children in class and when working with the teaching assistant. She makes regular assessments of the children's progress which helps to inform future support plans.

She liaises with the class teacher and attends termly review meetings. She also provides resources and ideas for the teaching assistant to use with the children. At school's request and with parental consent, she will observe any children for whom we have concerns. She is a regular point of contact for advice on any SEN matters.

Health Education and Care Plans

The school sometimes considers that there is a need for a Health, Education and Care Plan, and will discuss this with parents/carers and the professionals who work with the child. If the school decides to proceed with a Health, Education and Care Plan, they work very closely with parents to ensure that the best possible provision is in place for their child. The final decision for a Health, Education and Care plan rests with the Local Authority Special Needs Panel. All Health, Education and Care plans are reviewed annually to ensure that a child’s needs continue to be met.

All children are unique and this is also true of children with special needs. Within the range of special needs in school, below is a summary of the provision made for children presenting with one or more of these needs–

Communication and Interaction Needs

Autistic Spectrum Condition

School provides class based support, group or one to one support provided by the class teacher and/or teaching assistant, according to the need of the individual child. These children would normally have a School Support Plan and receive support either at an informal or formal level. Other services including the Learning Support Service and the Autism Outreach Service may be involved with the child at different times during their school life.

Speech, Language and Communication Needs

Children with speech and/or language difficulties may receive support from the Speech and Language Service at Rotherham NHS. This will, where it is deemed necessary, be supported by teaching assistants in school who will follow the speech and language program provided by the service. Speech and language therapists will sometimes carry out their assessments of these children in school and attend termly review meetings to ensure that everyone working with the child is working together to meet the child's needs. A child with speech and language difficulties will sometimes have a School Support Plan, especially if this impacts on their learning in other areas of the curriculum.

Cognition and Learning Needs

If a child has specific learning needs then this will be supported in a range of ways; through differentiation in class, where the teacher ensures that the learning meets the needs of individual children in the class. Children needing extra support in a specific area of the curriculum may follow a programme for a set length of time to give their learning a boost. For example, 1st Class at Number in Y3 supports children who need extra support in maths, a literacy programme, supports children with their reading and phonic work and this programme is usually run with Y1 and Y2 children. Other interventions may also be used to boost children's skills in specific areas of the curriculum. If class differentiation or following an intervention programme does not have the desired outcome then school would provide one to one support and draw up a School Support Plan which would be reviewed regularly with parents.

Social, Emotional and Mental Health Needs

As a church school the Christian ethos is at the heart of all we do and we are a caring, supportive and inclusive school. We aim to nurture and support all our children and families and any child with social, emotional or mental health needs would be supported by all members of the school team. Where extra support or advice is needed, school would seek the help of external agencies and in addition offer one to one or small group sessions to meet the needs of individual or small groups of children.

Services include Educational Psychologist, CAMHs, Inclusion Service, and Family Support Workers. We may also sign post families to other means of support which may help the child in question eg Theraplay

Sensory and Physical Needs

Hearing Impairment Needs

Visual Impairment Needs

Multi-Sensory Impairment Needs

Physical and medical needs

Children with these needs would be assessed on a one to one basis and support designed to meet their individual need. School would work with outside agencies to ensure that the child's needs were met. For example a physiotherapist may arrange to carry out physiotherapy in school and a member of school staff would be present so that the physio programme could also be followed in school. Although the school is all on one level, there are ramps to the main entrances to the building, both entrance gates to the school can be accessed by a ramp or level path, there is a disabled toilet [with adjustable changing bed] and no steps within the school building, the school does its best to make any further necessary adjustments to ensure that the building is fully accessible to all pupils.

The effectiveness of the provision is monitored through regular assessment and review meetings

The progress in core and foundation subjects is monitored for all children in school, through the school's assessment tracking system. The effectiveness of the support offered to any children with special needs is also monitored in this way but also more specifically through the regular review of School Support Plans. The support given by the Learning Support Teaching Assistant is also monitored by the Head Teacher and leadership team through the school's Appraisal Policy.

Review Meetings

Progress is monitored regularly and termly review meetings are held, to which parents are always invited.

A review meeting considers the progress made by the child, the effectiveness of any extra support received and an agreement on what needs to happen next.

The review focuses on:

- Progress made by the child
- The effectiveness of the School Support Plan
- The contribution made by parents at home
- Updated information and advice from the professionals working with the child
- Future action and areas for further development for the child
- The review also takes into account the comments of the child recorded prior to the review meeting and made available at the meeting. It is usual for the child, especially those in KS2, to attend the review meeting as well as the parent.

The outcome of the review may be:

- Child continues to receive support at the Formal level
- The child receives support at the Informal level through the class differentiated curriculum.
- Support may be requested from other specialist agencies

The school's approach to teaching pupils with special educational need and how the curriculum/learning environment is adapted

Aston C of E has an inclusive ethos; before children start school we work with parents to begin our strong partnership with parents and families. Our philosophy is to support all children to achieve their full potential and to be as positive as possible. We do our utmost to provide all children with equal opportunities to access all areas of the curriculum.

All children are equally and highly valued. They take full part in the curriculum, which is differentiated to meet every child's needs. Where additional support is required, there is a good partnership between class teacher and the Learning Support Assistant. It is our aim that all children have equal right to access the broad and balanced curriculum and that where necessary and appropriate a Learning Support or classroom assistant facilitates this. Careful consideration is given to the resources needed to

support the learning of all pupils.

Staff training

Courses are identified on an individual basis to meet either staff or specific child needs – eg two members of staff attended special training to support a child with specific needs prior to the child starting in our Foundation Two Class. We also carry out whole staff training where needed – eg raising staff awareness of autism. Staff also attend medical training to meet the needs of specific children – eg epi pen training

Whilst it is recognised that the School staff may from time to time be required to modify and maintain their level of training it must be recognised that this has to be in conjunction with all other curriculum requirements.

This area of staff development will therefore vary from year to year and will be reviewed on an annual basis through the School Improvement Plan.

It must also be recognised that the level of SEN training which can be achieved by staff will not make one member of staff an expert in Special Educational Needs. The Learning Support Teaching assistant has attended specialist training and continues to do so on a regular basis. The SENCO attends meetings, organised by the Local Authority to keep up to date with new legislation and documentation and to meet with colleagues.

Consultation with parents and carers

The school has an open door policy and is proud of its excellent relationships with parents. Those children with a School Support Plan have three review meetings each year and also meet with representatives from the various agencies here in school eg speech and language and educational psychologist

Consultation with pupils

Children with a School Support Plan are usually invited to their review meetings and are also interviewed prior to the meeting by the SENCO to establish their views about progress and what their next steps in learning should be. Prior to their transfer to Y7 the children also get an opportunity to meet a member of staff from the comprehensive school, at a review meeting in the spring term, to ask questions and raise any concerns.

Complaints procedure

The School will at all times endeavour to keep the parents of the child fully informed and include them in any discussions or review procedures.

However should parents wish to complain about any aspects of their child's progress through the system outlined in this document; they should initially see the Head Teacher.

If parents feel the conclusion of this meeting is unsatisfactory they may complain in writing. The letter will then be brought to the attention of the Governing Body and the normal complaints procedures will be followed. The school complaints policy is posted on the school website

Contact details of support services –

Learning Support Service Tel: 01709 382121

Educational Psychology Service Tel: 01709 382121 ext 2571/2570

Speech therapy service Tel: 01709 423230

CAMHS Tel: 01709 304808

Parent Partnership: 01709 823627

Transition

As children move through school we ensure that receiving class teachers are fully informed of the needs of all children including children with special needs. If needed receiving class teachers will attend the summer review meetings and meet with parents. All children spend a short amount of time with their new class teacher before the end of the summer term, but children with special needs, especially those who find change a challenge will be given extra visits. For children moving from KS1 to KS2 this may also include extra visits at playtime to familiarize them with the junior play areas. One of the advantages of being a “through” school is that all children use the same hall and same dining area and as a small school teachers are known by all the children.

As children transfer to Aston C of E from their early years settings there is excellent liaison between staff in the two settings. For any child with special needs we can provide extended transition in the form of extra visits to our F2 class, our staff always visit the children in their F1 setting and in the case of a child with special needs more visits can be arranged. We meet with parents to discuss their child’s needs and do our best to ensure that we can meet the child’s needs fully in our Foundation Class.

As children with special need transfer to comprehensive school we liaise with the respective schools at least two terms before the children transfer to Y7. Staff from the comprehensive school are invited to the spring term review meeting so that they can begin to get to know the child and their parents. School completes information sheets for the comprehensive school

early in the summer term to ensure that there is effective transfer of information specific to each child with special needs.

Children are also invited to go to their comprehensive school for an extra visit prior to their full day visit with the rest of the new Y7 cohort. If a child has significant special needs then extended transition plan would be put in place.

Data regarding special needs children currently in school – October Census 2018

Pupils with a Health Education and Care Plan – 0.93%

Pupils with SEN support – 9.3%

Local Offer Rotherham LA website: www.rotherhamsendlocaloffer.org

Policies which link with this SEN Information Support and which can be found on the school website -

- Equality Policy
- Behaviour Policy
- Admissions Policy
- Policy to support children with medical conditions

This SEND Information is reviewed by the Governing Body annually and we do all we can to ensure that the information contained in the report is accurate.