



# SEND Information Report

## Aston Hall Junior & Infant School

**DATE:** January 2026

**OWNED BY:** Director of SEND

**APPROVED BY:** Education Subcommittee

**WICKERSLEY PARTNERSHIP TRUST**

Swanage Court, Dodds Close,  
Bradmarsh Business Park, Rotherham, S60 1BX

📞 01709 807600 📩 [contactus@wickersleypt.org](mailto:contactus@wickersleypt.org)  
🌐 [wickersleypt.org](http://wickersleypt.org) **CEO:** Mrs H O'Brien

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## 1. Introduction

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 ensure access to a broad and balanced curriculum, setting high expectations for all, including those with Special Educational Needs and/or Disabilities (SEND). We are committed to identifying and meeting the diverse needs of pupils across the four broad areas of need (Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and/or Physical Needs). We want our children to achieve their best, become confident individuals, and develop essential life skills to prepare for adulthood and positive outcomes.

Our SEND Coordinator is **Ms Kay Woodcock**, who leads the Inclusion Team within the school, comprising Specialist SEND Support along with SEMH and Wellbeing Leader.

Our SENCO is responsible for the operation of the Special Educational Needs Policy and the coordination of specific provisions 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.

- **SENDCo:** Ms Kay Woodcock
- **SEND Governor:** Mr Blackwell
- **Contact:** 0114 2879811

## 2. The Types of Special Educational Needs Provided for at Aston Hall School

At Aston Hall School, we meet children's individual needs and will make reasonable adjustments to do so. Our inclusive ethos is at the heart of everything we do, and we take pride in creating a welcoming and supportive environment for all.

We provide for all types of SEND, of which the broad areas are:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs

### Our School Aims and Definitions

#### School Aims

- Ensure that all pupils have access to a broad and balanced curriculum.
- Ensure the identification of all pupils requiring SEN provision as early as possible.
- 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.
- Ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

### 3. Admission of Children with SEND

The Local Authority admits pupils to the school according to its own admissions policy, which can be found at [http://www.rotherham.gov.uk/homepage/85/apply\\_for\\_a\\_school\\_place](http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place)

Children who have Education, Health & Care plans which name Aston Hall are given priority.

### 4. How do we Identify Children and Young People with SEND?

A pupil has SEN where their learning difficulty or disability calls for special educational provision that is additional to or different from that provided for pupils of the same age.

#### **Kinds of Special Educational Needs (Schedule 1 of the SEND Regulations 2014)**

1. Cognition and Learning Needs - Including general learning difficulties, Specific Learning Difficulties (e.g., dyslexia, dyspraxia).
2. Social, Emotional and Mental Health Needs - Including difficulties with behaviour, anxiety, or depression.
3. Sensory and/or Physical Needs - Including visually impaired, hearing impaired, or physical disabilities (e.g., Down's syndrome).
4. Communication and Interaction Needs - Including Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Condition (ASC).

#### **Identification and Assessment**

How Aston Hall Junior and Infant School knows 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.

Aston Hall is committed to early identification and adopts a graduated response (Assess, Plan, Do, Review) in line with the 2014 Code of Practice. All teachers are responsible for identifying pupils with SEN. We promote a culture of adaptive teaching and practice, where staff use ongoing assessment to constantly adjust their approach to meet diverse pupil needs within the classroom environment.

The school ascertains pupil progress and needs through:

- Information from parents.
- Evidence obtained by teacher observation/assessment.
- Standardised screening or assessment/diagnostic tests.
- Reports or observations, and records from feeder school.

How Aston Hall Junior and Infant School will support my child:

- Adaptive Curriculum: The class teacher plans the education programme using continually adjusted teaching strategies and resources to ensure the curriculum is both accessible and challenging.
- Targeted Interventions: If specific needs (e.g., literacy, numeracy) are identified, the pupil may be placed in a small focus group (run by a teacher or TA). These interventions are regularly reviewed.

- Pupil Progress Meetings: Held each term, these meetings between the class teacher and the Senior Leadership Team discuss pupil progress, review the effectiveness of support, and plan adjustments to adaptive practice.
- External Agency Support: For more expert support (e.g., Learning Support Service, Speech and Language), a referral will be made with your consent, providing a targeted programme of support.

## 5. Involving Parents and Carers

### Everyone:

- Is asked about their child's needs when their child starts at Aston Hall .
- Has the opportunity to discuss any concerns with the class teacher at a pre-arranged time;
- Can telephone the SENDco or Head Teacher with any concerns or queries;
- Is invited to regular meetings;
- Receives a Pupil Progress Report, whether they attend Parents' Evenings or not;
- Receives an annual report;
- Is invited to school events

### Some Parents:

- Whose child is receiving extra support in class are informed about it at Parents' Evenings or at additional review meetings;
- Whose child is chosen to go on an intervention programme will know because the teacher will discuss this with them;
- May notice things at home that we do not observe at school (please let us know any information that we need to know about your child's needs and developments).

### A Few Parents:

- Whose child needs more specialised support, because they have SEND, will be invited to have additional meetings in school with the SENCO, class teacher and staff from other services involved, to decide how best to meet their child's needs. These meetings happen at least once a term or more often, if needed.

Children who are Looked After by the local authority will have termly Personal Education Plan meetings as a matter of course; these may be more frequent if they have Special Educational Needs.

## 6. Involving Children who have SEND

Before each planning meeting, a familiar member of staff will talk to each child with SEN and find out their views. They might ask about what the child finds easy or hard, who the child goes to for help, what the child would like help with next and what the child likes doing, etc.

All the staff who are working with children with SEND are observing them and listening to them on an on-going everyday basis. They are alert to children's feelings and report any changes to the SENCO and the parents, which is then recorded on their support plans.

## 7. How do we Assess and Review Children's Progress?

Children who have special educational needs have individual targets. These can be set by the class teacher or by the Specialist Inclusion Team teacher (LSP targets). The targets are measurable and are reviewed termly or more

frequently if appropriate. Parents are invited to review meetings to discuss their child's progress towards their targets and to plan for next steps.

A graduated response will be taken to SEND, involving external support when necessary, including:

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

## 8. Transition to a New/Secondary School

Before a child moves to a new school, the SENDCo at Aston Hall invites the SENDCo from the receiving school to attend review meetings. This ensures that all necessary plans are in place for a smooth and successful transition. Transition arrangements are tailored to each child's individual needs, and staff from Aston Hall can support by accompanying children on additional visits to their new school if needed.

## 9. Possible Plans for Children with SEN

At Aston Hall we are very flexible and will do our best to put in place whatever a child needs, so that they are not treated less favourably than other pupils. This could include:

- A sensory approach to learning, including sensory circuits;
- More practical activities;
- Smaller learning steps;
- Extra help/supervision from a member of staff;
- Small group or one-to-one work;
- Different resources or facilities;
- A visual timetable;
- A workstation
- Access to nurture provision or continuous provision

Our staff are experienced and trained in meeting children's needs. When needed, specialist training is arranged so that a child's plan can be delivered.

## 10. A Whole School Approach

At Aston Hall, we have a whole school approach to SEND and this is part of our strategic plans every year. The progress of children with SEND is evaluated, is on our school development plan and a part of staff performance management.

**As part of our whole school approach:**

- We make sure that adjustments are in place so that children with SEND can access all the activities available in school. We may provide additional resources or support, or we may adapt the activity to make it accessible.
- We provide high-quality support for improving everyone's emotional and social development by encouraging and making every opportunity for children to express their views and feelings.
- We have a rigorous report and monitoring system for bullying and investigate any complaint thoroughly and seriously.

## 11. Access Facilities

For children with interaction and communication needs, we use visual timetables, PECS, Widgets, Makaton and sign language. There is level access to all classrooms.

A pupil with an Education, Health and Care Plan (EHCP) that names Aston Hall Junior and Infant School will be admitted. All other applications for disabled pupils will be considered in line with the school's general admissions arrangements. We welcome all applications and will make **reasonable adjustments** to ensure full participation.

### Steps Taken to Prevent Disabled Pupils Being Treated Less Fairly

Aston Hall is committed to eliminating discrimination and promoting equality. Steps include:

- Ensuring the curriculum is accessible through **adaptive practice** and specialist resources/support.
- Implementing individual access arrangements for assessments.
- Providing staff training on specific disabilities and inclusive practice.
- Monitoring the attendance and attainment of disabled pupils to identify and address any disparities.

### Facilities Provided to Help Disabled Pupils Access School

We are continually working to improve access. Facilities include:

- Accessible entrances, exits, and ramps.
- Accessible toilet facilities.
- Reasonable adjustments to classroom layouts and seating.
- The provision of specialist aids and equipment, as recommended by outside agencies (e.g., specific ICT equipment, modified resources).

### Inclusion in Activities Outside the Classroom (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. If intensive 1:1 support is required for safety or well-being, a parent or carer may be asked to accompany their child.

## 12. Complaints

Aston Hall School firmly believes in developing a strong partnership with parents. You are encouraged to contribute to your child's education through:

- Discussions with the class teacher.
- Parents' Evenings.
- SEND reviews scheduled during the year.

- Additional meetings at the request of parents, class teachers or the SENCO.

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

Step	Action	Focus
1.	Contact the <b>Class Teacher</b>	Initial discussion of educational needs or concerns.
2.	Contact the <b>SENCo, Ms Kay Woodcock</b>	If the matter remains unresolved or relates specifically to SEN support/provision.
3.	Contact the <b>SEND Governor, Mr Blackwell</b>	If you remain dissatisfied following discussion with the SENCo.
4.	<b>Formal Complaint</b>	Follow the school's formal Complaints Procedure (available from the office/website). This procedure covers general complaints about the support provided for children with SEN.

**Note:** For complaints regarding an Education, Health, and Care Plan (EHCP), statutory appeal rights exist through the SEND Tribunal, which is separate from the school's internal complaints process.

## 13. Useful Contacts and Information

### The Local Offer

The School's contribution to the local offer can be found at [www.rotherhansendlocaloffer.org](http://www.rotherhansendlocaloffer.org)  
Or via the school website: [www.astonhallprimary.org](http://www.astonhallprimary.org)

### SEND Co-ordinator: Ms K Woodcock

Contact: [Kwoodcock@astonhallschool.org](mailto:Kwoodcock@astonhallschool.org)

### Parents/Carers Forum:

A registered charity run by and for families of children and young people (aged 0-25) who have Special Educational Needs and/or Disabilities (SEND)

<https://www.rpcf.co.uk/>

Contact: 01709 296262

### SENDASS

[www.rotherhamsendiass.org.uk](http://www.rotherhamsendiass.org.uk)

Information, advice and support for parents and carers of children with SEND Contact: 01709 823627

The Government guide to SEND for Parents:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

For information on admissions, please visit:

[http://www.rotherham.gov.uk/homepage/85/apply\\_for\\_a\\_school\\_place](http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place)

## 14. External Services

- Speech and Language Therapy Service 01709 423229 or 423230
- Visual Impairment Service 01709 336415
- Hearing Impairment Service 01709 336430
- Child Development Centre 01709 428850
- Occupational Therapy 01709 424400
- Physiotherapy 01709 424400
- Psychology Service 01709 822581
- 0-19 service 01709 820000
- Early Help 01709 382121

## Appendix A – Glossary

Acronym	Term
<b>ASC</b>	Autistic Spectrum Condition
<b>COP</b>	Code of Practice
<b>EHCP</b>	Education, Health and Care Plan
<b>EP</b>	Educational Psychologist
<b>LSS</b>	Learning Support Service
<b>OT</b>	Occupational Therapist
<b>SaLT</b>	Speech & Language Therapy
<b>SEN</b>	Special Educational Needs
<b>SEND</b>	Special Educational Needs & Disability
<b>SENC0</b>	Special Educational Needs Co-ordinator
<b>SLCN</b>	Speech, Language and Communication Needs





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