



Aston Hall
Junior & Infant School

A black and white photograph of the school building, featuring a prominent entrance with a glass door and a small gabled roof. The building has a textured facade and several windows. A wooden fence runs along the left side of the building. The image is overlaid with a dark blue diagonal banner at the bottom right.

SEND POLICY 2023/24

**ASTON HALL
JUNIOR & INFANT SCHOOL**
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HEADTEACHER: Mr S Holmes



SEN Policy

Aston Hall Junior and Infant School



Last reviewed on: October 2023

Next review due by: October 2024

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND) Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

If you have further questions you are welcome to contact school directly and ask to speak to the SENDCo Ms Kay Woodcock on [0114 287 9811](tel:01142879811) (school).

At Aston Hall Junior and Infant School, we are committed to providing an inclusive education that ensures the best possible progress for all of our learners and will make reasonable adjustment to do so.

We aim to:

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high-quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future
- Provide a welcoming, secure, stimulating and enriched learning environment
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles
- Celebrate our rich diversity and work in partnership with parents, children and the wider community

Legislation

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definition

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

The SENCO is Ms Kay Woodcock and can be contacted on [0114 287 9811](tel:01142879811)

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor, Mr Ross Moakes, will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher, Mr Scott Holmes, will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEND information report.

At Aston Hall Junior and Infant School, we currently provide for all types of SEND of which the broad areas are:

Communication and interaction.

- Children and young people with speech, language and communication needs who have difficulty communicating with others.
- Autism Spectrum Disorder

Cognition and learning

- Moderate learning difficulties (MLD).
- Specific learning difficulties (SLD), for example dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- Children who are withdrawn or isolated, as well as those with challenging OR disruptive behaviour.
- Anxiety, depression.

Sensory and/or physical needs

- Vision impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI).
- Physical difficulties (PD)

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers carry out a range of assessments to support their decisions about each child's attainment and progress for all pupils and identify those whose progress:

- Is less than expected progress given their age and individual circumstances
- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress
- The attainment gap between the child and their peers continues to widen.
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If a child is attaining below their age-related expectation in any area, then their teacher will adapt activities, teaching and support.

Children's progress will then be monitored by the class teacher. Most children will make progress if the work provided by their teacher is matched to their needs and they receive some extra support from their teacher or teaching assistant (this is called quality first teaching).

- Some children also have the opportunity to access a catch-up intervention programme for a few weeks.
- If a child either is not making progress then the teacher will consult the school's SEND co-ordinator (SENDco). The SENDco may advise the teacher to carry out some further assessments, such as a reading test, or may advise referring the child to a more specialist professional, such as our external Specialist Inclusion Teacher or the Speech and Language Service.

- We then put more specialised plans in place to meet the needs of the child. This is when we say that a child has Special Educational Needs, when a child is receiving provision different from or additional to that normally available to pupils of the same age.
- For one or two pupils, and Education, Health and Care Needs Assessment will be appropriate. This is a statutory process which involves parents and other professionals.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Formal occasions at which concerns may also be expressed are

- Parents' consultation day and evenings
- Annual reports to parents.
- Termly SEN plan reviews

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

SEN reviews will be held termly

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Transition to a New / Secondary School

We will share information with the school or other setting the pupil is moving to.

The SENCO invites the SENCO from the receiving school to a review meeting at Aston Hall Junior and Infant School before the child leaves to plan everything that needs to happen to ensure a successful transition to the

child's new school. Transition plans are tailored to individual children's needs and staff from Aston Hall Junior and Infant School can support children in additional visits

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- 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;
- 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 work station.
- All staff are experience and trained in meeting children's SEND. When needed, specialist training is arranged so that a child's plan can be delivered.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have a wide range of teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis and in small groups.

We work with the following agencies to provide support for pupils with SEN:

- Learning Support Service
- Speech and Language Therapy
- Educational Psychology Service
- Physiotherapy

- Autism Communication Team
- Visual Impairment Team
- Hearing Impairment Team
- School Nurse
- Specialist nurses/medical advisors
- CAMHS

Pupils access these services through a referral system from either school, another professional e.g. school nurse or GP, or some services accept referrals directly from parents. Each service has their own referral criteria which must be met before a referral can be made. Parental support and permission is always sought before any referral.

The local authority also provides an independent parent support service where information can be obtained about a range of SEND needs. Rotherham SENDIASS can be contacted on 01709 823627.

Expertise and training of staff

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous.

A wide range of training opportunities are provided, which include:

- Sharing of skills within the school.
- Professional development meetings which may be provided by: SENDCo or other senior leader in school
- Staff from other agencies or support services
- Trust SENDCo professionals
- Other courses which are relevant to the work being undertaken in school.

Staff receive regular training around meeting the specific medical need of pupils in school from specialist medical trainers

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Monitoring by the SENCO
- Using support plans to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All learners have the same opportunities to access extra-curricular activities.
- For all school trips a risk assessment is carried out to ensure that the visit can be accessed safely for all pupils and staff involved.

- Discussion will take place with the pupil and parents around additional needs in order to plan the successful inclusion of each pupil.
- Each child's needs will be considered on an individual basis

Support for improving emotional and social development

We recognise that some pupils have additional social and emotional needs. These can be seen in a variety of ways e.g. through behavioural difficulties, anxiousness or being uncommunicative.

- At Aston Hall Junior and Infant School, we have a very effective Personal, Social and Health Education (PSHE) curriculum which all children access each week.
- School assemblies focus on a range of PSHE issues.
- We have an effective rewards system which promotes attitudes such as respect, resilience and perseverance and rewards appropriate learning and social behaviours – this is known as the Aston Hall Way
- Active playgrounds so that all pupils have opportunities to take part in a range of activities during playtimes. However, for those children who need further support we may offer:
- Focused class, small group or individual interventions designed by class teachers in consultation with the Learning Mentor and SENDCo.
- Nurture support in small group or 1-1 sessions on areas such as anger management, friendships, self-esteem.
- Referral to other services who may be able to meet more complex needs e.g. Early Help, CAMHS

Working with other agencies

If your child has support from an outside agency such as Speech and Language Therapy or Learning Support Service teacher they will also be able to respond to some of the questions or concerns you may have.

Here is a list of useful contacts;

- Speech and Language Therapy Service Telephone: 01709 423230 or 01709 423229 - <https://www.therotherhamft.nhs.uk/services/speech-and-language-therapy>
- Visual Impairment Service 01709 336415 - <https://www.rotherham.gov.uk/disabilities/get-help-child-visual-impairment>
- Hearing Impairment Service 01709 336430 - <https://www.rotherham.gov.uk/directory-record/52973552/hearing-impairment-team>
- Child Development Centre 01709 428850 - <https://www.rotherham.gov.uk/directory-record/52973501/child-development-centre-cdc>
- Occupational Therapy 01709 424400 - <https://www.therotherhamft.nhs.uk/services/occupational-therapy>
- Physiotherapy 01709 424400 - <https://www.therotherhamft.nhs.uk/services/physiotherapy>
- Autism Communication Team 01709 336413 - <https://www.autism.org.uk/directory/r/rotherham-autism-communication-team>
- Psychology Service 01709 822581 - <https://www.rotherham.gov.uk/eps/>

- 0-19 service 01709 820000 - <https://www.therotherhamft.nhs.uk/services/childrens-public-health-nursing-service>
- Early Help 01709382121 - <https://www.rotherham.gov.uk/downloads/download/183/early-help>

The local authority also provides an independent parent support service where information can be obtained about a range of SEND.

Parents carers forum - <https://www.rpcf.co.uk/>

Parent Partnership Service (SENDIAS) can be contacted on 01709 823627 - <https://www.rotherhamsendiass.org.uk/>

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

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

Complaints about SEN provision

If you have any questions or concerns, your first point of contact should be to speak informally with your child's class teacher.

If you do not feel satisfied after this initial contact you should speak to Ms Kay Woodcock.

All complaints from parents of pupils with SEND will be dealt with through the school's complaints procedure which is available on our website.

If you feel you need support to make a complaint regarding SEND provision, you may contact the local authority's SENDIASS Team on 01709 823627

Monitoring arrangements

This policy and information report will be reviewed by Ms K Woodcock SENDCo, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.