

## **Aughton Junior Academy SEND Information Report**

The Academy's SEN Information Report is part of the Rotherham Local Offer for learners with Special Educational Needs (SEN). The Local Offer can be found using the following link: <https://www.rotherhamsendlocaloffer.org.uk/>

The Academy's Local Governing Body has a legal duty to publish the SEN Information Report on their website about the implementation of Aughton Junior Academy's policy for pupils with SEN.

Our academy currently has 15 pupils identified with SEND covering a range of needs, including:

- Communication and interaction, for example, autism, speech and language difficulties,
- Cognition and learning, for example, processing difficulties such as sequencing, inference, coherence and elaboration,
- Social, emotional and mental health difficulties, for example, autism spectrum disorder (ASD),
- Sensory and/or physical needs, for example, vision impairments and processing difficulties.

### **1. How does the academy approach teaching children with SEND?**

At Aughton Junior Academy we strive to support all children to enable them to reach their full potential. We are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity. We believe that every person is unique and we work together in an "inclusive" environment of mutual respect and consideration, valuing everyone's contribution. Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

### **2. Contacts**

We welcome your feedback and future involvement in the review of our offer. Please contact any of the following;

**Principal: Toni Tomlinson-** [toni.tomlinson@aughtonacademy.org](mailto:toni.tomlinson@aughtonacademy.org)

**SENDCO: Sara Jinks –** [sarajinks1@aughtonacademy.org](mailto:sarajinks1@aughtonacademy.org)

**Inclusion Manager: Michelle Hartley –** [Michelle.hartley@aughtonacademy.org](mailto:Michelle.hartley@aughtonacademy.org)

**Executive Principal: Katy Wright-** [katy.wright@astoncetrust.org](mailto:katy.wright@astoncetrust.org)

**CEO: Rebecca Scutt-** [rebecca.scutt@astoncetrust.org](mailto:rebecca.scutt@astoncetrust.org)

**SEND Governor: Sally West** contact via the academy through [info@aughtonacademy.org](mailto:info@aughtonacademy.org)

**The school telephone number is 0114 2873091**

### **How does the Academy identify SEND?**

The SEND Code of Practice defines SEND as: -

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a pupil is identified as having SEND the academy will make provision that is '*additional to or different from* ' a differentiated curriculum intended to overcome the barrier to their learning. There are four broad areas of need which are;

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

### **If you have any concerns about your child's special educational needs:**

- Call in to have a chat with your child's teacher before or after school
- Discuss your concerns with the Principal or SENCo,(Toni Tomlinson or Sara Jinks) an appointment is not usually necessary.

### **4. How does the Academy assess children and young people with SEND?**

Pupils are identified as being in need of extra provision in a variety of ways:

- Monitoring of a child's progress and attainment

From the Foundation Stage to Year 6 the children's progress is monitored through teacher assessment, termly tests and pupil progress meetings. Pupil Progress meetings are held each term; this is a meeting where the class teacher discusses the progress of each child in their class with the head teacher. This shared discussion highlights any child who is 'falling behind' their peers or age related expectations, for whatever reason, and an appropriate pathway is planned, be it extra support within class, or more focused interventions. On entry all children are baselined and have speech assessments to ensure needs are identified at the earliest stage.

- Class Teacher Request

Staff who have concerns regarding a student may pass concerns on to the Inclusion Manger/SENDCo.

- Parent/Carer Request

Parent/Carer requests can be made at any time by contacting the SENDCo by email, letter, phone or by an informal appointment.

- Screening

As the children reach KS2 children have yearly standardised assessment in single word reading, reading comprehension, spelling, handwriting and Numeracy. Some pupils may require further assessment to support progress. Support for developing literacy and numeracy is then determined.

## **5. What support is available for a child with SEND?**

Each pupil's education programme will be planned by the class teacher and will be underpinned by the following information.

-The teacher has the highest possible expectations for your child and all pupils in their class and meets all children needs in the first instance through **wave 1** quality first teaching.

-All teaching is built on what your child already knows, can do and can understand.

-Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.

-Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

-Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

It may also include Intervention which may be:

-Run in the classroom or a group room e.g. programme for phonics, English and maths.

-Run by a teacher or a member of the academy inclusion team.

If a pupil has needs related to more specific areas of their education they will receive extra support via an appropriate **wave 2** intervention - which may be carried out individually or in a group. The school staff are continually updating their training in a variety of interventions, (with support from the Learning Support Service, Autism communication Team, Behaviour Support Team or the Educational Psychology Service) and are always on the 'look out' for new initiatives to support the children with Special Educational Needs at Aughton Junior Academy. The length of interventions will vary but their success will be measured at least termly through an evaluation of set SMART targets.

The governors of Aughton Junior Academy are responsible for entrusting a named person, **Mrs Toni Tomlinson** (Principal) to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role 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 the accessibility plan and all other statutory policies as defined by the DfE.

## **6. Who are the other people providing services to young people with SEND?**

After wave 1 and 2 support a pupil may need further expert support from an outside agency. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments a programme of support will be put in place and discussed/shared with you, the parents/carers.

The Academy maintains strong links with other bodies including;

- Educational Psychology Service
- Autism Communication Team
- Hearing Impaired Service
- Visually Impaired Service
- Speech , Language and Communication
- Health and Social care
  
- LA Support Services
- SENDIASS (*Special Educational Needs and Disability Information, Advice and Support Service*) - **Contact: 01709 823627 .**  
**<http://www.rotherhamsendiass.org.uk>** The role of this service is to give impartial advice to parents.

If your child requires significant additional support, beyond that already provided by the academy or outside agencies involved with the academy they may need to begin the process

of applying for an **Educational Health Care Plan (EHCP)**. This is a plan of care for children and young people aged up to 25 who have more complex needs. The academy and/or parents/carers themselves may apply for an EHCP to the Local Authority (LA) for the child.

### **7. How are the teachers in the Academy helped to work with children with SEND and what training can they have?**

-All teachers have high expectations of student with SEND, including a commitment to ensuring they can achieve their full educational potential.

-All teachers deliver quality first teaching to meet the needs of children and young people with SEND.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

All staff develop their awareness of special educational needs and focus on inclusive practice to remove barriers to learning with access to a broad, balanced yet relevant mainstream curriculum which is differentiated to ensure continuing progress.

The school regularly provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Condition (ASC), literacy or maths difficulties and social and emotional mental health issues (SEMH)

### **8. What arrangements are in place for consulting parents/carers of children with SEND?**

Positive involvement with parents/carers is seen as an important part of our work with pupils. At its most effective the education of young people is a collaborative enterprise involving teachers, parents/carers and the pupils themselves.

The Inclusion Team review SEND provision at least three times a year by communicating directly or indirectly with parents/carers by means of: -

- Attendance at parents/carers evenings
- Review meetings- including statutory, non-statutory and multi-agency reviews
  
- Telephone calls
  
- Parents/carers consultation evenings
- Parental request for a meeting
- Pupil planners
- E-mail

All expressions of concern will trigger a further investigation of the pupils' needs. Parents/carers will be informed of the outcome and invited to contribute and make comment. When changes are agreed to SEND status parents/carers will be informed in writing. The Academy will inform parents/carers and children about the LA's information, advice and support service.

#### **9. What arrangements are in place for consulting children with SEND?**

Children will be involved from an early stage in making decisions, choices and expressing their views at an appropriate level, according to their age and understanding. They will be involved in talking about their progress and celebrating their success. We consult with and involve children in planning support for their education as part of the SEND review process.

#### **10. What arrangements are in place for supporting children moving to another school?**

The SENDCO informs the new school of any pupils with SEND who are transferring so that complete records can be sent to the SENDCO of the new school. The Academy will inform the designated person for any child looked after by a local authority if a change of school takes place.

#### **11. How are adaptations made to the curriculum and the learning environment of children with SEND including access?**

All pupils at Aughton Junior Academy have a right to participate in a broad, balanced and relevant mainstream curriculum appropriate to their needs. Strategies include; setting within the curriculum, enhanced staffing, specialist provision and equipment within the Academy including the commissioned services of Educational Psychologist, Education Welfare Officer and other specialist bodies as required. SATs access arrangements are reviewed and implemented as required.

The Local Governing Body remains committed to improving provision for pupils and adults who find access to and movement around the site difficult. The SENDCO works closely with appropriate agencies to service the best interests of the pupils, for example, the Hearing Impaired Service and the Visually Impaired Service which assist by providing specialist equipment and training for our pupils as and when required. They monitor the progress of pupils with impairments through the school.

#### **12. How is the effectiveness of provision made for children with SEND evaluated?**

Monitoring progress is an integral part of teaching and learning within Aughton Junior Academy. Parents/carers, pupils and staff are involved in reviewing the impact of support for students with SEN. Following the 'assess, plan, do, review' model we ensure that parents/carers and pupils are involved in each step. In order to determine the effectiveness of provision expectations of how the support, which is additional to or different from that available to other pupils, will impact on progress to agreed outcomes and a baseline is recorded which can then be used to compare the impact of support.

Half-termly rigorous analysis of monitoring data allows for timely review and amendment of SEND support. Parents/carers, pupils, Teaching Staff, Middle Leaders and the Academy's Leadership, along with the SENDCo and the Inclusion team, regularly contribute to the evaluation of this support and its effectiveness.

### **13. What support is available for improving emotional and social development?**

School staff work with specialists to improve the emotional and social development of pupils. Provision includes a breakfast club and safe areas for vulnerable pupils before, after and during the school day. The school council works to ensure that pupils are listened to and any concerns regarding bullying are effectively dealt with.

### **14. What are the arrangements for handling complaints for children with SEND?**

Parents should register any complaints about their child's SEND provision initially with the class teacher, who will liaise with the SENDCo and Principal. It is hoped that any problems can be quickly solved at this stage. If not, parents may feel they need to take matters further, discuss their issue directly with the SENDCo, Principal or beyond that the local governing body.

The local governing body will make efforts to ensure that anyone who wishes to make a complaint including a complaint in relation to children with SEND, whether they have Education and Health and Care Plans (EHCP) or not, is treated fairly, given the chance to state their case, provided with a written response, and informed of their appeal rights.

Any parent/carer who wishes to discuss or make observations about the Special Needs provision for their child at Aughton Junior Academy should: -

- Telephone or make an informal appointment to see the SENDCo (Mrs Sara Jinks) who will review the situation and arrange for it to be discussed within 5 working days of the complaint being made.
- If the parent remains dissatisfied the complaint should be submitted formally in writing to the Principal (Toni Tomlinson) who will investigate the complaint and arrange a discussion within 5 working days.
- Parents/carers have the right to complain: -
- To the Chairman of the Local Governing Body via the school (Tel. **0114 2873091**) or the Executive Principal (Mrs Katy Wright)
- To the LA (SEN Assessment & Placement Team) on **01709 382121**

If a parent/carer is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

Ofsted can consider complaints about the educational provision of the Academy (not individual cases) when a complainant has tried to resolve the complaint through the Academy's own complaints procedure.

If the complainant remains concerned following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.