



**Aston Community
Education Trust**

AUGHTON SEN INFORMATION REPORT

DATE: SEPTEMBER 2025



Excellence



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This document should be read in conjunction with the SEND Policy which can be found on our website: Aughton Academy – SEND

Aughton Academy's Vision for students with SEND

With a strong commitment to ensuring all students have equitable access to a high-quality education, we believe that every child possesses unique strengths and potential, and we are passionate about creating an environment where each student can thrive academically, socially, and emotionally.

What is SEND defined as?

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for them.

A child of compulsory Education provision age or a young person has a **learning difficulty** or **disability** if they:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream education provisions.

What types of need are provided for in school?

The SEN Code of Practice (2014) does not assume that there are rigid categories of Special Educational Need but recognises that children's needs can be described using four broad areas. These are:

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

Aughton Primary Academy is a mainstream setting, not an enhanced or specialist resource. At Aughton, we undertake to make reasonable adjustments to accommodate learners who display these needs.

Our SEND profile for 2025 - 2026 shows that we have 22.1% of students identified as having SEND. 12.5% at single stage (K), 5.1% with an Education, Health and Care Plan (EHCP) against national average where 17.4% of students are identified as having SEND. 13% are at single stage (K), 4.8% with an Education, Health and Care Plan.

How do you identify students with SEND?

Early identification of SEND students is important to us. Aughton Academy will use appropriate screening and assessment tools and ascertain student progress.

From 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.

By the Academy's Inclusion Team

Staff within the Inclusion team are trained to identify specific SEN profiles within the four areas of need. This may be done through observation, assessment and referral to other bodies.



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Who are the SEND department?

The SEND team within Aughton Academy comprises:

- SENDCo
- Inclusion Manager
- Higher Level Teaching Assistant
- Teaching Assistants
- SEND Governor

We are very fortunate to have a committed and dedicated SEND team, featuring a wealth of experience of working with students with SEND. Where necessary and appropriate, the school undertakes to access further specialised expertise. This specialised provision will be drawn from the Local Offer

<https://www.rotherhamsendlocaloffer.org.uk/> which is a list of services offered by a local authority.

How do we ensure high quality provision for students with SEND?

All our class teachers receive regular training on identifying and supporting students with SEN and are vigilant of any students who aren't making the expected level of progress in their schoolwork, emotionally or socially. This might include not making expected progress at assessment cycles, difficulties in reading and comprehension identified through assessments such as NGRT or in-class performance, writing and spelling, speed of processing, retaining information and number work.

If the teacher identifies that a student is facing difficulties and barriers, they will begin to explore if the student has any gaps in their learning. Where gaps are identified, the teacher will put in place wave 1 classroom strategies and support to address the concerns.

The SEN Code of Practice (Jan 2015) advocates a graduated response to meeting students' needs through targeted interventions which increase or decrease according to the students' difficulties and strengths at the time, and which should be individualised to allow students to meet their potential.

If the school decides, in collaboration with parents/carers, that a student requires further additional support or interventions to make progress, the SENDCo will liaise with relevant staff to ensure that this happens. However, the subject teachers remain responsible for the careful planning and delivering of specific subject based curriculum.

Typical SEND interventions might be:

- Short term extractions from non-core subjects.
- In class support.
- Short term periods of work with external agencies.
- Use of specific reading, literacy or numeracy programmes.

How do we evaluate the effectiveness of the provision for SEND students?

Monitoring progress is an integral part of teaching and learning within Aughton Primary 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.

If concerns arise at any of the assessment cycles and it is discussed and decided that your child may need additional provision, we will follow the 'graduated approach' to meeting your child's SEND needs ensuring the academy are in line with the Code of Practice's requirement of Assess, Plan, Do and Review.

How do we ensure students with SEND are able to access the curriculum and the learning environment?

All pupils at Aughton Primary 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.

How will the school support my child's mental health, and 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.

How do we maintain consultation with parents/carers?

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

Additionally, if your son/daughter has a SEND need the Inclusion team will contact you at least three times a year, to discuss progress against Grid for Learning targets.

How are students involved in the process?

We recognise that no two children are the same, so we will decide support and involvement on an individual basis, with your input.

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.

How do we work with outside agencies and support services to help meet the needs of SEND learners and their families?

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include (but are not limited to):

- Speech and language therapists
- Specialist teachers (of the Deaf or Visually Impaired)
- Educational psychologists
- Occupational therapists
- Specialist Inclusion Team
- Inclusion Support Advisory Service (ISAS)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education Welfare Officers
- Social services and other local authority (LA)-provided support services
- Rotherham Information, Advice and Support Services
- Voluntary sector organisations

What support is in place for looked-after and previously looked-after children with SEN?

Our Principal is Toni Tomlinson. She is also our Designated Safeguarding Lead.

Children who are looked-after or previously looked-after will be supported in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Where can I go for further information?

If you require further detailed information on the school's policy for students with special educational needs and disabilities (SEND), you can access this through the 'Policies' section of this website. Alternatively, contact the SENDCo via the e-mail address listed previously.

What should I do if I have a complaint?

In the event that parents/carers have any complaints or queries, referring Aughton Primary Academy's Complaints Policy would be the first port of call. Aughton Primary Academy's Complaints Policy can be found on the Academy's website – www.aughtonacademy.org

The SEN Code of Practice (2014) outlines additional measures (on top of the school's usual complaints procedures) the Local Authority must set up for preventing and resolving disagreements.



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