

SEND Information Report

We believe that all students should have access to a broad and balanced mainstream curriculum, whilst recognising that some students may need additional and differentiated provision in order to access this curriculum successfully.

General information

- Aylesford School is a mainstream 4-19 school. **This document is for the Primary Phase.**
- The SEND policy is available on the school website.
- The Accessibility plan can be viewed on the school website, within the Single Equality/Inclusion Scheme.
- The ground and first floors are wheelchair accessible via the lift. There are two toilets adapted for use by people with physical disabilities.
- Aylesford School is proud to have achieved Dyslexia Friendly and Communication Friendly status.
- We meet the needs of students with a wide range of special educational needs including Autism (ASD); Specific Learning Difficulties SpLD (Dyslexia, Developmental Coordination Disorder (Dyspraxia), and Dyscalculia); Speech and Language Difficulties; Physical difficulties such as Hearing Impairment, Visual Impairment; Social, Emotional and Mental health difficulties such as ADHD, anxiety, depression, attachment disorder, etc.
- We have strong pastoral care systems and an experienced Learning Support Team.

Contact points

Special Educational Needs Coordinator: Miss Kate McDonagh, Director of Learning Support and Inclusive Practice. Tel: 01926 747100
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Mrs Angelique Edkins, Director of Primary Education. Tel 01926 747120
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School governor with responsibility for SEND: Mrs Sue Clark (please contact via school office)

How do we identify children and young people with SEND and assess their needs?

- Nurseries are visited and home visits are organised. Any SEND issues are identified at this point and the Director of Primary Education along with the SENCo will plan an appropriate transition programme for students that need additional support. This is particularly needed with students on the autistic spectrum.
- Information on the SEND needs of individual students is circulated to their teachers as they start in Reception.
- In Reception screening takes place for Speech and Language as well as completing a baseline assessment.
- The academic progress of pupils with SEND is tracked and monitored in the same way as their peers without SEND. In addition, the Director of Primary Education, class teachers and Teaching Assistants (TAs) are constantly monitoring the performance and pastoral needs of the children with additional needs.
- The Director of Primary Education/ SENCo will contact parents with any concerns, and welcomes parental contact by email or telephone on a regular basis. They are available for meetings with parents when necessary.

- The Director of Primary Education and SENCo welcomes referrals by members of staff and/or parents when there are concerns about the progress of an individual student, and will try to identify whether is an SEN issue or not. Appropriate advice and guidance will then be provided.
- Should the needs of the pupil be greater than the school can provide for, the Director of Primary Education/ SENCo may make a referral to an outside agency, such as the Integrated Disability Service, Specialist Teacher Service or Educational Psychology Service.

Consultations with Parents

- Each student with an Education Health and Care Plan will have a formal review once a year. The student (where appropriate), parents and staff involved with the student attend this meeting.
- Parents attend an IPM meeting with the class teacher and Director of Primary Education each term in addition to their usual termly parents meeting
- The Director of Primary Education, SENCo and class teachers welcome informal contact with parents, by email or telephone, and are happy to arrange meetings at a mutually convenient time.
- Informal 'Drop in' sessions for the parents of children with SEND will be held in the first term, and a meeting for the parents of all the students with SEND is organised once a year. This is an opportunity to meet the class teacher, Teaching Assistant and the Director of Primary Education.
- **These drop-in sessions will all be conducted via Zoom (an online meeting tool) during the COVID-19 pandemic.**

Consultations with students

- Students contribute to their IPM before each review, highlighting what they think they are getting better at and what they need more help with.
- All students with a statutory Education Health and Care Plan (EHCP) have a named TA. The TA supports the student in class.
- Where appropriate, students with SEND attend their Annual Review meeting and contribute their views through a discussion/questionnaire completed in advance of the meeting.

Arrangements for assessing and reviewing the progress of students with SEND

- Students with SEND are tracked and monitored by the same data system as their peers.
- Following progress meetings the Director of Primary Education / SENCo analyses data indicating progress in maths and literacy for students on the SEN register.
- The TAs work closely with the class teacher and provide useful feedback on the progress of the students that they support.

Arrangements for supporting students with SEND through times of transition

- **Year 6-7** transition planning begins early, usually when the parents of the student attend the Open Evening in September. The Director of Primary Education will liaise with the Secondary School SENCo who will attend reviews during Year 6. For students with the highest level of need, and particularly for those with ASD, a number of additional visits will be planned to achieve the confidence required for transition in September.
- All Year 6 students attend the Induction Day on the last Wednesday in June.

- **In-year transition:** Sometimes students with SEND join us part way through the year, via the 'In Year Fair Access Policy' operated by WCC. Efforts are made to obtain as much information, from the parents and feeder school, so that the student has a successful start to their Aylesford career.

The approach to teaching children and young people with SEND

- Students with SEND (who require provision that is 'additional to and different from' that provided for all students) are entitled to a broad, balanced and relevant curriculum, that is differentiated and/or may be personalised where necessary to ensure maximum progress for the individual.
- Students with SEND are supported to access the curriculum by the provision of quality first teaching in the classroom and reasonable adjustments. These may take the form of differentiated materials or approaches, specialist equipment or IT, adjustments to seating plans for example.
- The Director of Primary Education and SENCo provide the teaching staff with detailed information about the special educational needs of individual students, together with advice and guidance to enable them to meet those needs effectively in their classroom.
- The TAs are trained and experienced in supporting students with SEND in the classroom.

Adaptations to the curriculum and learning environment

- **Learning environment:** the school is accessible to wheelchairs on the ground and first floors. There are also two toilets for disabled users. There is a lift to the first floor.
- **Literacy/numeracy Interventions:** many of our students with SEND have literacy or numeracy difficulties. Where these difficulties are minor, the needs of the student will be met by the class teacher through appropriate differentiation. Sometimes a short literacy or numeracy intervention is needed which is operated by a TA. Progress in this group is monitored by the class teacher who will put it on the Class Provision Map. The Director of Primary Education and SENCo also monitors the exit data on these maps.
- **Other support:** Some children attend a nurture group which is run by a qualified TA. This helps to fulfil a social and emotional need for some children. These children are identified as needing this intervention by the class teacher. The Director of Primary Education monitors this group.

The expertise and training of staff in relation to SEND

- The SENCo is an experienced teacher who attends both WCC and consortium network meetings
- The TAs have a variety of backgrounds, and the majority have worked in schools for a number of years. Their timetable is primarily focused on one class so that they develop a sound knowledge of the curriculum in that year group. They support the students with an EHC Plan but students with lower levels of SEN in those classes will also benefit from their support. The TAs have regular training to enhance their practice. They know the students that they support very well, and are able to provide class teachers with important background information. They also liaise regularly with the Director of Primary Education and SENCo.
- The SENCo ensures that all staff can access the detailed information on pupils with SEND on the school's secure computer network. A bank of information is held in the same place, providing advice on teaching strategies for students with each type of SEND.

- The SENCo contributes to the whole school CPD programme each year, to provide regular updates to staff on meeting the needs of pupils with SEND.
- The Director of Primary Education/ SENCo will refer pupils to external support services when she feels that greater expertise is needed to meet the needs of an individual pupil. These may include: Integrated Disability Service (IDS); Specialist Teacher Service (STS); Educational Psychology Service (EPS); Child and Adolescent Mental Health Service (RISE); Early Intervention Service (EIS). Some of these services are traded services and a cost benefit analysis will be carried out before a referral is made.
- A specialist teacher from STS is contracted for one day per fortnight to provide assessments and advice regarding the SEND needs of individuals.

How the school evaluates the effectiveness of its provision for pupils with SEND

- Pupils with SEND are tracked and monitored in the same way as their peers, by class teachers and the Director of Primary Education.
- Students with an Education, Health and Care Plan have an annual review meeting at which their progress towards the objectives on their plans is discussed in depth. Prior to this meeting the Director of Primary Education requests information from all their teachers regarding progress toward their objectives.

Access to extra-curricular activities for students with SEND

- TAs accompany school trips, to support students with SEND, as required.
- Children with SEND are encouraged to join after school clubs such as multi-sport and dance. **Unfortunately some of these activities may not be able to run during the COVID-19 pandemic.**

Support for improving emotional and social development

Nurture Club takes place for children who need this support for 4 afternoons per week. Teachers and TAs offer continual support for all children with a particular focus on those with a social emotional need. **Unfortunately some of these activities may not be able to run during the COVID-19 pandemic.**

Support from other agencies

- Aylesford School and Sixth Form College has built up a wealth of expertise in its own staff, and therefore referrals to outside agencies are not needed as much as they would be in a small primary school for example.
- The Director of Primary Education/ SENCo will refer pupils to external support services when she feels that greater expertise is needed to meet the needs of an individual pupil. These agencies may include: Integrated Disability Service (IDS); Educational Psychology Service (EPS); Child and Adolescent Mental Health Service (CAMHS); Early Intervention Service (EIS). Some of these services are traded services and a cost benefit analysis will be carried out before a referral is made.
- Parents are able to ask for the support of the Family Information Service, when they feel the need for impartial advice and information regarding the special educational needs of their child.
- The Early Help process is used to support a small number of students and to access additional support such as specialist counselling; family support worker.

- EMTAS: Ethnic Minority and Traveller Achievement Service. A non-English speaker who is a new arrival to the country is likely to be referred to EMTAS for an initial assessment of their need.
- CLA: Looked After Children may be included on the SEND register due to the social and emotional needs surrounding their status; Mrs Edkins is our designated CLA lead and conducts the PEP meetings.

Arrangements for handling complaints from parents of children with SEN about the provision made at school

- Concerns about general provision in lessons should be raised with the class teacher in the first instance.
- Concerns related to the provision for SEND should be raised with the SENCo.
- If the concern cannot be resolved in a telephone call, then the Director of Primary Education and SENCo will arrange to meet the parent at a mutually convenient time.
- If this does not resolve the complaint then the school's complaints procedure should be used.

For further information on the new SEND Code of Practice 2015 go to:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

For Warwickshire County Council's Local Offer of SEND provision go to:

<https://www.warwickshire.gov.uk/send>

For WCC Family Information Service details go to:

<http://www.warwickshire.gov.uk/fis>

The Family Information Service offers free help and advice on all aspects of family life to parents, carers, young people and anyone working with families in Warwickshire.

Parent Partnership for Warwickshire:

<http://www.kids.org.uk/warwickshire-sendias-front-page>

For impartial advice and information regarding the provision for the special educational needs of a child.

This SEND Information Report should be read in conjunction with the school's SEND Policy.

**Angelique Edkins Director of Primary Education
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