

Special Educational Needs and Disabilities (SEND) Information Report 2021-2022

Who is in the Special Educational Needs (SEN) Team? How can you contact us?

For enquiries around general SEN information or provision please contact our Special Educational Needs and Disabilities Coordinator (SENDCO) by phone or email:

SENDCO: Sally Peedle

speedle@rotherhamaspire.org

All Aspire staff contact parents/ carers regularly and informally to share progress and any issues. If you have any concerns or enquiries about your child please don't hesitate to contact any staff member, either by email or phone through the main switchboard at Rawmarsh on:

01709 710144

Email: office@rotherhamaspire.org

If it is not possible for the member of staff to speak to you straight away, they will return your call as soon as possible.

What Special Educational Needs do we support?

Aspire staff support students with a wide range of Special Educational Needs and we recognise all students who attend Aspire will have their own unique strengths and needs. Most students attending Aspire access our school as part of the Local Offer to support the graduated response for students with Social Emotional Mental Health Needs (SEMH).

We also understand that students may be affected by other barriers to learning, caused by other identified or underlying difficulties. These might include:

- communication and interaction difficulties
- specific learning difficulties
- physical and sensory needs
- developing independence and personal safety
- Social communication difficulties (including Autism)
- Attention and concentration difficulties (including ADHD).

At Aspire, we work closely with a variety of agencies, specialist services and health care professionals to ensure that our students needs are being met.

How do we identify and assess the strengths and needs of our students?

As part of the admission process, we would expect to have up to date and relevant information from a student's previous setting. In the first few weeks of attending Aspire, we will also complete informal assessments of all students to gain a better understanding of each student's needs. We then create a Student Support Plan (SSP) to provide an overview and plan support for each student through a personal learning and support pathway. In some cases, this may include asking for the advice of external specialists.

If students have an Education and Health Care Plan (EHCP), the Local Authority can occasionally consult with us for a commissioned place, our SLT will then determine whether the student's needs can be met through our provision or offer guidance and support on next steps.

Our assessment process includes:

- Strengths and Difficulties Questionnaire (SDQ)
- Boxall Profile
- Reading and Mathematics assessments

If it is felt necessary, the Specialist Inclusion Team may also be asked to meet and assess pupils to help identify any specific needs and help set appropriate target and interventions. Pupils with more complex SEN may also need to work with the Educational Psychology Service. This may also form part of determining if a pupil may need an Education Health and Care Plan.

How do we make sure that parents and students have a voice?

As part of the plan, do assess, review cycle:

Students will:

- Form a key part of transition.
- Be involved with discussions about their future.
- Have their views captured as part of the review cycle.
- Have their views recorded in reports from specialist services.
- Attend review meetings if appropriate.

Parents will:

- Be invited to visit the setting as part of the transition process.
- Meet with the head of centre and safeguarding lead for an admission meeting.
- Views will be captured and recorded as part of the review cycle.
- Be invited to student progress days and review meetings.
- Have regular contact with teachers and learning mentors via telephone.

If an EHCP is requested, pupil and parent views are recorded as part of the evidence gathered.

How do we assess, plan support and review student progress?

When a student transitions into Aspire from another school, we request specific information from the previous school and a transition meeting to ensure that our Student Support Plan is as up to date and detailed as possible. This includes all the information gathered from students and parents as part of the admission process.

As part of the plan, do, assess, review cycle we; gather evidence from the assessments; create a Student Support Plan (SSP); use this to inform teaching and learning, including setting interventions and teaching programmes; and then review on a termly basis.

We also record information on attendance and behaviour and report on a daily basis to parent/ carers to monitor any ongoing issues that may be affecting a students' learning. Relevant information is shared on a daily basis through staff briefings and debriefings, to make sure we are as effective as possible in monitoring student progress and support.

Aspire works closely with external agencies to ensure we contribute to any multi-agency support in place for the student and their families. We record all meetings and safeguarding information appropriately and our learning mentors and safeguarding officers work closely with all staff to inform our understanding of any issues and plan any extra support our students may need to support their progress.

How do we support transition for students in and out of Aspire?

Aspire uses a consistent but flexible approach to the transition of students into each one of our five sites. Aspire and the students' previous school, work closely together to ensure that each transition meets the individual needs of each student. A successful transition into Aspire is the key to ensuring a successful placement with us. Our Headteacher and Senior Leadership Team will ensure the Head of Centre, Safeguarding Lead and a Learning Mentor at one of our five sites takes the lead with the transition process. This involves: a transition meeting, an exchange of specific paperwork as well as parent/carer and student visits to the site they will be attending.

An admissions meeting should be arranged to ensure the strengths and needs of each student is understood and a Student Support Plan is in place, with a timetable and all relevant permission slips signed so that students can work with external agencies and access our on-site and off-site curriculum offer (depending on allocated site).

The transition timetable for each student may look different, according to their strengths and needs and the Head of Centre and the Learning Mentor will agree the timetable with the parent/carer and student at the admissions meeting. During transition, the timetable will be reviewed on a regular basis with parents/carers to ensure that students are integrated into school as quickly as possible. When students are ready to move on from Aspire, a transition meeting will be called with the next school to ensure that each student is supported as carefully as possible until they are settled into their next provision.

If a student has an EHCP and requires a change of provision, an annual or interim review will be called to make this recommendation. Aspire will support parent/ carers to make sure their preferences are listened to and acted upon. If a change of provision is required, in some occasions an Educational Psychologist will be required to complete an up to date report.

How do we identify a child has additional needs?

Early identification of students' needs is a priority. As well as evidence gathered through the admission process, we may also use:

- Evidence obtained by teacher observation/assessment.
- Information from Parents.
- Students' performance in Core subjects.
- Student progress in relation to targets for English and Maths.
- Assessment tools providing reading, spelling and mathematical ability ages
- Records from previous settings.
- Social, Emotional and Mental Health (SEMH) assessment data
- Reports from external agencies including: Virtual Schools, Educational Psychologists, CAMHs, the Specialist Inclusion Team (formerly Learning Support Service) and Speech and Language Therapists.

How do we provide support for students' Learning Needs?

Support is developed by using the information gathered to provide a holistic package for each pupil. Teachers carefully differentiate lessons to ensure students' individual learning needs are taken into account. We provide any appropriate equipment and are developing the integrated use of assistive technology to enable success for our students.

Each class has a teacher and a Teaching Assistant (TA) to provide support within lessons. All staff use the Student Support Plan (the summary of this is called the 'One Page Profile'), to gain an understanding of the strengths and needs of each student and to use as the basis of classroom planning and the best use of the TA within the classroom.

Class sizes are small and this enables students to have access to regular 1:1 support during lessons if needed. Even with the additional support available, we try to develop independence and resilience in our students to equip them with the skills they need to succeed.

Additional support is provided to staff and students from external agencies, such as the Specialist Inclusion Team (SIT). The SENDCo works closely with the SIT to ensure Aspire staff have access to the latest evidence-based good practice. The SIT are also commissioned to work within our classrooms; to provide additional guidance, advice to staff; and complete assessments and reports for individual students who have been identified as needing extra support.

Aspire's SENDCO is trained in ensuring that all students in Year 10 and Year 11 have appropriate exam Access Arrangements in place as their 'normal way of working', in preparation for their examinations; these arrangements can include extra time, a reader and a scribe, depending on individual need.

What is the Graduated Response?

Rotherham's graduated response is aimed at all educational providers and settings supporting Rotherham children and young people aged 0-25 years. It outlines the provision and support that Rotherham Council expects to be in place in all educational settings which support children and young people with SEND, and therefore forms an important part of Rotherham's Local Offer for SEND. It describes some of the support that is available and suggests some of the types of arrangements that are usually available. A copy of the Graduated Response can be found; [Graduated-response-July-2021.pdf \(sendcorotherham.co.uk\)](https://www.sendcorotherham.co.uk/graduated-response-july-2021.pdf)

Pupils who attend Aspire will already have some form of identified additional need. The nature of our provision means that this is usually a Social, Emotional or Mental Health Need. However, we also need to continue to identify and meet other needs of pupils in our setting in line with the Graduated Response described above.

How do we provide support for students' Social Emotional and Mental Health Needs?

The core values and purpose of Aspire are based on 'endless positive regard' and 'building positive relationships' with our students to ensure that we can support their Social, Emotional and Mental Health Needs (SEMH). For most of our students we understand that their SEMH needs are their main barrier to learning.

Every aspect of our policies and practice is designed to recognise this and support our students to make progress in this area. Our transition process recognises the importance of building a positive relationship with a key adult by identifying a Learning Mentor who will work with each student and offer a regular mentoring session to support them at school. They will support each student and identify the practical support each student needs to make progress with their SEMH needs. The baseline assessments we use help us identify and better understand what needs each student has and these are also used to review their progress. Our approach in lessons is based on a 'nurture' approach; we support students to recognise and regulate their emotions through an empathic response to their needs and understanding that their behaviour is a form of communication of their needs. We actively teach students about the importance of emotional regulation and provide students with a 'tool kit' to help them manage their emotions better, through strategies such as 'Emotion Coaching' that they help identify and use.

Our staff receive ongoing training and support to help develop these strategies. Our 'building positive relationships' also includes relationships with external agencies who can provide additional support to staff and students. The Educational Psychology service and the Specialist Inclusion Team all work closely with Aspire to help us develop our overall strategy and good practice.

Who should you talk to if you think your child needs additional support?

In the first instance, please talk to your child's class teacher who will be happy to discuss your concerns with you. You could also arrange a meeting with the SENDCO. You can also contact the SENDCO, Sally Peedle directly. speedle@rotherhamaspire.org

What provision is available at Aspire to support your child's needs?

Using the graduated response; Aspire will ensure delivery of the provision detailed in the student's timetable and will hold regular reviews with parents and children of the appropriateness and success of that provision. For details of specific interventions, please speak to the SENDCO.

Aspire use the six principles of nurture are clearly evident within all aspects of the students learning. Aspire will offer a range of provision (depending on the students site) to support students with SEND throughout the curriculum and within daily practice. This can include:

- Individual intervention around SEMH needs identified on the Boxall Profile.
- Daily 'Check in's' and 'Check outs'.
- Access to a supportive learning environment, where additional help and support is available, resources and support by class teacher or learning mentor.
- Sessions where students are taken out of the normal class for 1:1 sessions or in small groups to work with a Learning mentor to support SEMH needs and relationship building.
- Support from specialists within class or as part of a learning programme for specific difficulties such as Dyslexia.
- Personalised Learning Mentor support to reduce anxiety, promote social skills, positive behaviour and emotional wellbeing (including communication with parents).
- Access to strategies/programmes to support; social, emotional and mental health, speech and language, occupational therapy and physiotherapy needs.
- Support to improve attendance.
- Home visits.
- Off-site provision to develop physical fitness and mental well-being including; boxing, climbing, horse riding, football and mountain biking.

How do we train staff to be able to deliver the best support for our students?

Staff at Aspire receive weekly whole school training through our CPD programme and two weekly training based on their subject specialism. Training is provided both by the Senior Leadership Team, SENDCO and by specialist external providers, such as the Education Psychology Service and Specialist Inclusion Team. Our training focuses on evidence-based best practice. Additionally, all staff members have personalised training objectives to ensure that their skills are developed and we can offer our students the best possible support. Aspire have a staff induction process that ensures that all staff joining our organisation provide the highest quality support for all our students.

How does Aspire check the effectiveness of our SEN provision?

Aspire works closely with external agencies who actively support us in reflecting on, reviewing and planning our SEND provision. The SENDCO will carry out the statutory duties around Annual Reviews of Education and Health Care Plans, which ensures that the progress of every student with an EHCP plan is monitored against their individual objectives and provision entitlement. This provides a yearly check on the effectiveness of our provision.

The reviews of the Student Support Plans and the use of attainment, attendance and behaviour data, also provides the necessary information to check whether our SEN provision is being effective in supporting student progress. We listen carefully to parents/carer and student views and encourage regular communication between home and school to keep a check on how effective our provision is being. We also invite parent/carers and students to regular termly progress days at each site, which provides an opportunity for parents/carers to come into school and check and review progress and the effectiveness of our provision.

Who do we work with outside Aspire to help support our students?

Aspire has developed a close network of external partners to support our students. We work with staff from: Social Care, Early Help, Virtual Schools, CAMHs, the Educational Psychology Service and the Specialist Inclusion Team, all working within our school on a weekly basis. We also have close relationships with: police, social care and the Virtual School for Looked After Children, to ensure that our students and their families/carers have the best support possible.

What do you do if you have a complaint about our SEN provision?

We would like to work with you early on if there are any issues that are causing concern; please do get in contact regards any issues so that we can work together to move forward.

In the unlikely event that you have a complaint about the provision for SEND pupils at Aspire, you can pass on your concerns through the general email address at: office@rotherhamaspire.org or ring our main switchboard number on: 01709 710144

Any complaint will be passed onto our Senior Leadership Team and SENDCO, at the earliest opportunity and one of us will be in touch with you as soon as possible.