

School contact details:

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Our Provision

All children are unique and this is also true of children with special needs. We aim to provide high quality provision for children with one or more of these needs.

Communication & Interaction (Autism, Speech, Language and Communication)

Cognition & Learning (Moderate or Specific Learning Difficulties)

Social, Emotional & Mental Health

Sensory, Physical & Medical Needs (Hearing Impairment, Visual Impairment, Multi-Sensory impairment)

Please see our accessibility plan on our school website for more information on our provision for children with physical disabilities.

School information:

Mrs Claire Dawson - **Headteacher**

Miss Rachel Thompson – **SENDCo**

Mrs L Jones - **Chair of Governors**

Mrs L Hall - **SEND Governor**

Mrs Shireen Draycott - **Play Therapist**

Our Overall Aim

Our aim for all children, is one of high standards and expectations achieved through the creative nature of the curriculum we offer and the sense of purpose, relevance and excitement in learning to which children are exposed to. We take pride in being a school that is child-centred and child sensitive; where fairness, compassion, humility and tolerance abound - a school where inclusion is lived every moment of every day. We aim for all children to have a primary education that is long lasting, memorable and joyful.

Aston Fence Junior and Infant School

Link to Local Offer

www.rotherham.gov.uk/sendlocaloffer



Link to School Website

<https://astonfence.wixsite.com/astonfence/sen-and-disabilities-send>

Information Report - September 2021

How we identify children with SEND

We use a graduated approach to identify special educational needs.

- The class teacher or other members of staff may have noticed some aspect of a child's performance or development that is not meeting age related expectations.
- Information passed on from parents, previous settings or by another professional such as a Doctor.

How we assess and review pupils' progress?

Following identification of a special need or concern, school will support children accordingly. Concerns are discussed with parents and the SENDCo is made aware of any needs. The SENDCo will then investigate appropriate levels of support. This support may be short term (informal - monitored by class teacher and SENDCo) or for a longer sustained period of time (formal), where the child will then receive an individual education plan (IEP) with specific targets to work towards. If necessary, outside agencies will become involved to offer support and reviews will take place to monitor progress.

Transition

As children move through school, we ensure that receiving class teachers are fully informed of the needs of all children including children with special needs. If needed, receiving class teachers will attend the summer review meetings and meet with parents. For children leaving or joining Aston Fence, we ensure excellent liaison between staff in the two settings. Also, as children with special needs transfer to comprehensive school, we liaise with the respective schools, send school information sheets in the summer term and arrange for extra transition visits to ensure an effective transfer.

Parent and Carers Involvement

The school has an open door policy and is proud of its excellent relationships with parents. Those children with an IEP, have three review meetings each year which parents are invited to. Parents are also asked to complete a questionnaire about their views, thoughts and feelings prior to a review meeting. Furthermore, coffee mornings take place throughout the year to meet with the SENDCo and find out about any changes or updates in school.

Pupil Voice

Children with an IEP are invited to their review meetings and also have a discussion with the SENDCo prior to the meeting to capture their views, thoughts and feelings. Also, at the start of each school year, they will produce a pupil profile that gives them a '*path*' to help them achieve their dreams and aspirations that year. Prior to their transfer to Y7, the children also get an opportunity to meet a member of staff from the comprehensive school at a review meeting. This is an opportunity to ask questions and raise any concerns.

Outside Agencies

We work alongside many other agencies, depending on needs, including:

Specialist Inclusion Team
Educational Psychology Service
Speech Therapy Service
CAMHS
Parent Partnership
Occupational Therapy
Hearing Impairment Team
Visual Impairment Team
School Nurse
Early Help

Staff Training and Securing Expertise

All staff in school receives training that is relevant to the current needs of the school. This is provided from a range of relevant services. We also carry out whole staff training where needed e.g. raising staff awareness of autism.

The SENDCo holds the National Award for Special Educational Needs and we also have a qualified child counsellor in school. The SENDCo attends network meetings organised by the Local Authority to keep up to date with new legislation and documentation and to meet with colleagues.

Looked After Children with SEND

Looked After Children with a special education need will receive interventions, additional support and appropriate involvement of other bodies. The Designated Looked After Child Teacher is also the SENDCo and will liaise with agencies currently involved and carers to discuss progress and monitor learning.

Data

We use a graduated approach with 3 different levels of SEN. Children who have an IEP and receive Wave 2 and 3 interventions are formal, those that are being closely monitored are informal. Those who have complex needs require the highest level of support and have an EHCP (Education, Health, Care Plan).

Data from October 2021 Census

Pupils with an EHC – 3

Pupils receiving support (Formal /Informal) – 17

Complaints Procedure

The School will at all times endeavour to keep the parents of the child fully informed and include them in any discussions or review procedures. However, should parents wish to complain about any aspects of their child's progress through the system outlined in this document, they should initially see the SENDCo and the Headteacher. If parents feel the conclusion of this meeting is unsatisfactory, they may complain in writing. The letter will then be brought to the attention of the Governing Body and the normal complaints procedures will be followed. The school complaints policy can be found on the school website.