

Aspley Guise Lower School SEND Information Report

At Aspley Guise Lower School we aim to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The information below is to enable those parents of pupils with Special Educational Needs or Disabilities to understand the range of services that the school is able to provide. It should be read in conjunction with the Local Offer from Central Bedfordshire.

Who can attend Aspley Guise Lower School?

As a maintained Local Authority School our aim is to meet the needs of all the pupils that attend our school including children with SEND. The school will wherever possible make reasonable adjustments to ensure the success of pupils attending. Where the school is unable to make reasonable adjustments, alternative provision will be sought in conjunction with the parents and Local Authority in line with the [Local Offer](#).

How will I notify the school if I think my child has SEND?

- Talk to us!
- Firstly contact your child's class teacher or SENDCO (SEND Co-ordinator) or Headteacher
- We pride ourselves on building positive relationships with parents and aim to share information with you and would hope that you are able to do the same with us.

How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs/Disabilities? (SEND)

At Aspley Guise Lower School children are identified as having SEND through a variety of ways including the following:

- Liaison with Pre-school or Nursery school or previous school
- Child not making progress despite quality first teaching.
- Concerns raised by the Parent
- Concerns raised by the teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through a paediatrician

How will the school support my child? Who will oversee, plan, work with my child and how often?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. The SENDCO will co-ordinate and track the needs of all children with SEND whilst the child is in school.
- There may be an additional educating adult working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

Who will explain this to me?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENDCO is available to discuss support in more detail.

How are the Governors involved and what are their responsibilities?

- The Headteacher reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times
- One of the Governors is responsible for SEND and meets regularly with the SENDCO. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How will the curriculum be matched to my child's needs?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. Sometimes work for all will be the same, with children able to explore the area, challenging themselves to progress further.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How will I know that my child is doing and how will you help me to support my child's learning?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- Parents have access to teachers e-mail addresses and you are welcome to email both teacher or the SENDCO for a quick update. Teacher's also have access to parents e-mail addresses and may use this mode of communication to share comments.
- If your child is on the SEND register they will have an Individual Achievement Plan (IAP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the IAP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC plan (Education, Health and Care plan), which means that formal meetings will take place each term to discuss your child's progress and an annual review will take place with opportunities for both parents, teachers, education and health care professions to have input into a final report.
- Requesting an Education, Health and Care needs assessment. In line with the SEN Code of Practice, SEN support is be adapted or modified depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, your child has not made expected progress, the school and/or parents should consider requesting an Education, Health and Care needs 104 assessment. To inform its decision the local authority will expect to see the school's evidence of the action we have taken as part of SEN support.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against national age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry to Year 4, using a variety of different methods
- Children who are not making progress despite quality first teaching methods are picked up through SEN staff meetings with the SENDCO, Class teacher and Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be invited to come and talk to the class teacher and discuss future support which will then filter into an IAP (Individual Achievement Plan).
- When the child's IAP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What support will there be for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site. (See the prospectus on the school website)
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the teaching staff generally oversee the administration of any medicines.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties and is not responding to quality first teaching methods or the behavior policy an Individual Achievement Plan (IAP) may be considered and will be written alongside the child and Parents to identify the specific issues • After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the school office personnel. Lateness and absence are recorded and reported upon to the Headteacher. The Headteacher informs parents if a pattern emerges and offers support.

How will my child be able to contribute their views?

- We are currently embarking on using Growth Mindset to encourage children to develop a good attitude towards learning, along with inspiring children to use our school values. These methods motivate children to help to express their views on all aspects of school life. The School Council also encourages children to discuss any issues or viewpoints they wish to raise.
- Children in year 3 and 4, who have IAPs, are also encouraged to discuss their targets and progress with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.

What specialist services and expertise are available at or accessed by the school?

Our SENDCO is fully qualified and accredited.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

What training have the staff supporting children with SEND had or are currently having?

The SENDCO has the National Award for SEN Coordination. Members of staff are trained to support specific children as appropriate. The majority of training is through the Local Authority or LC2 partnership. Other training is accessed through organisations as appropriate.

- All staff are trained in Safeguarding and first aid.

How will my children be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits.
- Where necessary we would liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting when they will meet their teacher and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Middle school, we arrange additional visits. At our 'feeder' middle school, Fulbrook Middle, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an EHC plan review will be used as a transition meeting during which we will invite staff from both schools to attend.

How do we ensure equal access for all pupils?

The needs of individual children are assessed on entry. For the majority of pupils, individual needs can be met through quality first teaching and differentiated activities. Reasonable adjustment is made where required. Where there is a significant need the school will seek support from the Local Authority or other relevant organisations to ensure that support is provided as appropriate.

How are the school's resources allocated and matched to children's SEN needs?

- We ensure that all children who have SEND are met to the best of the school's ability with the funds available. This may include purchasing specific resources including books and ICT programmes.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

- The class teacher alongside the SENDCO will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents.

How do we monitor our effectiveness?

- By reviewing children's targets on IAPs and ensuring they are being met liaising with parents on regular termly basis.
- Ensuring the child is making progress academically towards national/age expected levels
- Lesson observations.
- Children may move off of the SEND register when they have made sufficient progress.
- Involving governors and Local Authority representatives to see our practice.
- Where available, accessing national data on performance.

Who should I contact if I am considering whether my child should join the school?

Contact the school office to arrange to meet the Headteacher Mr Jamie Brown or SENDCO Mrs Bartram-Hill, who would willingly discuss how the school could meet your child's needs. The telephone number is 01908 582245, the email aspleyguise@cbc.beds.sch.uk

What do I do if I have a complaint about how the school is dealing with my child's needs?

- First point of contact would be your child's class teacher to share your concerns.
- Next, you should arrange to meet Mrs Bartram-Hill the SENDCO.
- If you are still unsatisfied you should arrange a meeting with the Head Teacher.
- Finally, if you are still unsatisfied you should raise a formal complaint to the Governing Body.
- Parents are also encouraged to seek advice and support from [SENDIAS](#)