

SEND

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

For enquiries around general SEND 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 other barriers to learning, caused by another identified or underlying SEND, may affect students. These might include; Communication and Interaction difficulties, Cognitive and Learning difficulties or Physical, Sensory and Independence difficulties. At Aspire, we work with a variety of agencies, specialist services and health care professionals to ensure that everyone is meeting our student's needs.

At Aspire, we will assess all students as part of the admissions process with the aim of gaining a full understanding of each students' SEND and use the Student Support Plan to provide an overview and plan support for each student through a personal learning and support pathway. If students are permanently excluded and have an Education and Health Care Plan (EHCP) Aspire will work with the student, families and services to offer guidance and support on next steps on finding the correct provision or returning to an alternative mainstream with the support outlined within their plan. At Aspire, we offer support to schools within the borough to students on a dual role partnership basis to offer support through a smaller nurture provision and guidance for the schools and families on next steps in finding the right provision to meet their needs.

Due to the nature of our provision our SEND register is constantly changing. However, we do have students that have been permanently excluded with a range of needs or are on the waiting list with CAMHS for a neurodiversity assessment.

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

We assess the strengths and needs of all students as part of the transition process into Aspire. This process includes:

- Student Support Plan jointly written with the students' previous school or setting and informed by any existing Education Health and Care Plan (EHCP) or Student SEN Support Plan.
- Hodder Reading Age and Maths Age assessments
- Diagnostic Reading Analysis (DRA) for Primary Reading base line.
- Strengths and Difficulties Questionnaires (SEMH)
- Boxall Profile (SEMH)
- Students with long term Special Educational Needs will be referred for an Educational Psychologist Assessment Report, with a view of determining whether the student may need SEND support through an Education and Health Care Plan. This information is analysed to determine students' strengths and areas for development.
- The Specialist Inclusion Team will be able to provide support and guidance in identifying needs and interventions for students.
- Students in Year's 10 and 11 will be assessed for Access Arrangements to identify any needs for students during their exams.
- The Student Support Plan provides the basis of Aspires 'Plan, Do and Review' process to update student progress formally on a termly basis. The One Page Profile from the Student Support Plan are shared with staff, students and parent/carers as part of the termly Progress and Target review day.
- Students' with existing Education and Health Care Plans will be reviewed on a yearly basis to ensure the document is up to date and will reflect any changes and progress, however a review can be called early if needed or requested.
- We have a Parent and Family day 3 times per year which supports our Assess, Plan, Do and Review cycle.



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

When a young person transitions into Aspire, students will be allocated a key mentor who will work with students and parent/carers to ensure their views are heard as part of the transition process. Parent/carers are invited to visit the site before admission and also attend an admission meeting with the Safeguarding Officer, Mentor and Head of Centre.

Parent/carer and student views are recorded as part of the ongoing Plan, Do and Review process through the Student Support Plan.

Parent/carers are also invited to student PAT Review days every term and are contacted on a regular basis to ensure consistent communication between home and school.

If an Education and Health Care Plan request is made for a young person, the parent/carer and young person will be asked for their views as part of the Educational Psychologist assessment. Parent/ carers and students will also be invited to any subsequent planning meetings as part of the EHCP process and supported in expressing their views about their preferences for long term educational provision.

How do we record and use information about our students to 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 is held to ensure that our Student Support Plan is as up to date and detailed as possible. Parents/carers and students contribute to this process during the induction of students into one of our three sites. An initial review meeting should take place within eight weeks of a student starting at Aspire. By this time, all baseline assessments should have been completed and the Student Support Plan is used to review the initial targets set and plan for the next term's priorities and specific student targets. The Student Support Plan is then reviewed on a termly basis. Alongside the Student Support Plan, teachers provide regular assessment feedback on student attainment, on a half 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.

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 SENDCO, learning mentors and safeguarding officers work closely with all staff to inform staffs understanding of any issues and plan any extra support our students may need to support their progress. Relevant information is shared on a daily basis through staff briefings and debriefs, to make sure we are as effective as possible in monitoring student progress and support.

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 three 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. Aspire's Senior Leadership Team will ensure the Head of Centre, Safeguarding Lead and a Learning Mentor at one of our three 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 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.

N.B. Where a student is placed on a part time, this will be need to be agreed with the parent and student and part time

If a student has an EHCP plan 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. On admission to Aspire each student will complete assessments and each term Aspire will use appropriate screening and assessment tools to ascertain student progress.

Assessment data will include:

- 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 (Boxall and SDQ)
- Reports from external agencies, such as a Virtual Schools, Psychologists, CAMHs and Speech and Language Therapists.

How do we provide support for students' Learning Needs?

During the transition process we gain an understanding of students' learning needs through working with students' previous schools and through our own academic baseline assessments. These provide standardised scores for Maths and English. Teachers carefully differentiate lessons to ensure students' individual learning needs are taken into account. We will provide appropriate equipment and coloured paper/ overlays and encourage the wearing of glasses and use of any other technology to ensure students have access to the appropriate support for their learning. Each class has a teacher and a Teaching Assistant (TA) to provide support within lessons. All staff use the Student Support Plan and the summary of this 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, this enables students to have access to 1:1 support during lessons, if needed. Additional support is provided to staff and students from external agencies, such as the Student Inclusion Team(SIT). The SENDCo works closely with the SIT to ensure Aspire staff have access to the latest evidence-based good practice. SIT are 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.

Aspires 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?

Graduated and personalised interventions contribute to the positive outcomes for children and young people. Aspire is committed to the promotion of inclusive support, raising standards for children with SEMH needs and improving their life chances.

A graduated response to meet the needs of our students is used. Students and their parents are at the centre of this process and are involved in the process. There will be a focus on student well-being as well as academic achievement. Aspire promotes the best possible outcomes for students and meet with parents/carers termly to discuss progress. A copy of the Graduated Response can be found; [Graduated-response-July-2021.pdf](#) (sendcorotherham.co.uk)

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.

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. The learning mentor 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 support?

In the first instance, please talk to your child's class teacher who will be happy to discuss your concerns with you or 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 students timetable and will hold regular reviews with parents and students of the appropriateness and success of that provision. For details of specific interventions, please speak to the SENDCO.

Aspire will offer a range of provision depending on the students Site to support students with SEND throughout the curriculum and within daily practice. Boxall assessments identify developmental and diagnostic needs in order to target specific SEMH needs through key interventions

Aspire use the eight principles of nurture are clearly evident within all aspects of the students learning.

- 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 staff within class or as part of a learning programme i.e for Dyslexia.
- 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; Physiotherapy needs.
- Provision to facilitate and support access to the curriculum.
- Support to improve attendance

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 Teaching and Learning CPD 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/carers and student views and encourage regular communication between home and school to keep a check on how effective our provision is. 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, Police, CAMHs, the Educational Psychology Service and the Specialist Inclusion Team, all working within our school on a weekly basis 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 about any issues that are causing concern; please do get in contact with any issues so that we can work together to move forward.

If you have a complaint about the SEN provision 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.