



# ASPIRE

Academies Trust

## **SEND INFORMATION REPORT AND SCHOOL OFFER**

Reviewed: September 2017    Review Frequency:    Annual

NOTE: This SEND Information report has been completed in line with the information in the Aspire SEND Policy where possible. The report uses a Q and A format. The questions are the agreed frequently asked questions of parents and are generically used by schools to describe their provision.

The answers to the questions are for the most part school specific, under each relevant section I have included guide points that could be included to assist the team. They are just for reference and do not all need to be addressed if not applicable or wanted.

The guidance is specific about how accessible this information is to both parents and pupils (user friendly language and layout), therefore it was not appropriate for me to 'lift' the answers from the SEND policy. It also has very specific questions regarding staff training and other arrangements which are entirely individualised to each academy

It is only the Q and A which needs to be on the website with perhaps the Aspire ethos on SEND as an introduction.

## **Introduction**

This SEND Information report is part of the SEND strategy within the Aspire Academies Trust and is partnered with the SEND policy. The report details the provision available and also includes a review of the provision for the preceding year. This report will be available on the individual academy websites as a statutory requirement.

The Aspire Academies Trust strives to ensure that the information contained in the SEND information report is easily accessible to young people and parents and is set out in clear, straight forward language, so that they understand the provision that is available, how they may support their child and how they and their child can contribute to decision making.

## **Links to other policies**

SEND Policy

Supporting pupils with medical conditions policy

Intimate Care policy

Medicines policy

Behaviour policy

Child Protection policy

## **Legislative Context**

The Children and Families Act 2014 requires the proprietors of academy schools to publish a report on their website detailing how they have implemented their policy for pupils with Special Educational Needs and Disabilities (SEND) and the outcomes for these pupils.

The information must be updated annually and any changes occurring during the year must be updated as soon as possible. The information required is set out in the draft SEND Information Regulations and reflects information required for the local offer.

The statutory duties on schools under the Equality Act (2010) remain. Schools must not discriminate and they must make reasonable adjustments, including the provision of auxiliary aids and services, for disabled children and young people.

### **Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools (or post 16 institutions)

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The Aspire Academies Trust also has regard to statutory guidance re supporting pupils with medical conditions (DfE 2014). Please refer to the Trust’s Policy.

## SEND Information Report

All children are welcomed at Aspire Academies Trust whatever their abilities and needs. Aspire Academies Trust is committed to providing an appropriate and high quality education for all pupils. We believe that all children, including those identified as having Special Educational Needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We aim to raise the aspirations and expectations of all pupils, including those with SEN/D.

We acknowledge that a proportion of pupils will have Special Educational Needs or Disabilities (SEN/D) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

The information contained in this report is aimed at addressing the following questions, frequently asked by parents. The report will be updated annually.

**At (Insert Academy Name)..... the Special Needs Co-ordinator is: .....**

**The Governor responsible for SEN is: .....**

Our SENCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEN.

If you have any concerns regarding SEN matters do not hesitate to contact the academy.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework

CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist

FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
MSI	Multi-sensory Impairment

NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

**1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

**2. How will school staff support my child?**

**3. How will I know how my child is doing?**

**4. How will the learning and development provision be matched to my child's needs?**

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

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

**7. What training have the staff, supporting children and young people with SEND, had or are having?**

**8. How will you help me to support my child's learning?**

**9. How will I be involved in discussions about and planning for my child's education?**

**10. How will my child be included in activities outside the classroom including school trips?**

**11. How accessible is the school environment?**

**12. Who can I contact for further information?**

**13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

**14. How are the school's resources allocated and matched to children's special educational needs?**

**15. How is the decision made about how much support my child will receive?**

**16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

**17. How does the school evaluate the effectiveness of the provision made for children and young people with SEN?**

**18. What can I do if I am dissatisfied with the provision made for my child?**