



Aspin Park Academy SEND Information Report

SEND Code of Practice (2014) 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for children with SEND. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

The Leeds local offer can be found at:

<https://leedslocaloffer.org.uk/>

Aspin Park Academy SEND Information Report 2024-2025

At Academy Name, we are committed to developing and celebrating the individual strengths of each child, actively encouraging them to achieve their full potential in a safe, secure and caring environment. Everyone is an individual and everyone is important.

SEND Hub Lead: Mrs Ziva Gough
SEND Hub Specialist: Mrs Sarah Latham



Please see Elevate's SEND Policy which can be found in the SEND Section of the Academy website or ask for a copy in Academy.	
This is what we provide in our Academy	This is the Local Authority's minimum expectations of good practice
1. What kinds of SEND are provided for in your Academy?	
We provide support for any child who has significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age. These needs can be described broadly under the following headings: 🌿 Communication & Interaction 🌿 Cognition & Learning 🌿 Social, Mental and Emotional Health 🌿 Sensory and/or physical needs	Children and young people (CYP) with a wide range of SEND are welcomed into the Academy. If a parent or carer of a child with an EHCP requests a place at the Academy, the CYP is welcomed and strategies sought to meet needs.
2. What policies do you have for identifying children and young people with SEND? How do you assess their needs? What is the SENDCo's name and how can I contact them?	
Our SEND Policy explains how we identify children with SEND. However, the SEND Lead, Mrs Ziva Gough, can be contacted at any time for information or advice by e-mail: z.gough@elevatemat.org We aim to identify needs as early as possible by considering parental knowledge of the child, class teacher and support staff's observations, the use of Academy-based assessment tools and where appropriate, assessments and information from other agencies, such as speech and language therapists or specialist teachers. If it is felt that a child needs a significantly higher level of support, the Academy may suggest asking the local authority to carry out an Education, Health and Care Assessment. The SENDCo works very closely with parents and carers where this is felt to be necessary.	The name and contact email of the SENDCo should be readily available for parents and carers. Where the Academy feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as SEND Support Plan. This should include:- 🌿 details of any strategies being used to support your child in class; 🌿 details of any extra support or interventions for your child 🌿 your child's learning targets and their long term desired outcomes 🌿 the next date when your child's progress will be reviewed. Most children will benefit from SEND support, but some children who need high levels of support, or who have complex needs will need to be referred for an Education, Health and Care Plan.



3. What arrangements do you have for consulting with parents and carers of children with SEND and involving them in their child's education?	
Where it is felt that a child has a SEND, parents and carers will be consulted, concerns discussed and their consent sought to add the child to the Academy's register of SEND. The aim of formally identifying a child with SEND is to help the Academy ensure that effective provision is put in place which removes barriers to learning and accelerates the child's progress. Parents and carers, child (this may be very informal for our youngest children) and teacher meet to identify targets and the type of support which is needed, and record this information in a SEND Support Plan. We encourage parents / carers to work in partnership with us, and to take an active role in supporting their child. SEND Support Plans are reviewed and evaluated termly at a meeting with the class teacher. The SENDCo may join these meetings to offer further advice or support, if required. Reviews can take place more frequently, if necessary.	The Academy communicates regularly with parents and carers, usually once a term, to discuss how well their child is doing. They listen to what parents and carers have to say and respond to it. For children with SEND it is often desirable that there is more frequent communication as it is vital that parents, carers and Academy work together closely. Your knowledge and understanding of your child's needs is essential to support the Academy in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the Academy to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. On-going communication with Academy may include: 🌸 regular contact through a home-Academy book or by e-mail to keep you informed of things that are going well or particular successes 🌸 more regular meetings to update you on your child's progress and whether the support is working 🌸 clear information about the impact of any interventions 🌸 guidance for you to support your child's learning at home.
4. What arrangements do you have in place in your Academy to consult with children with SEND and how do you involve them in their education?	
Children with SEND (where they are able to) discuss their needs formally at their reviews and on an informal basis during lessons with their teacher or support staff. Any changes or enhancements to provision identified as being necessary, are shared with the SENDCo who will for example, arrange for additional equipment to be purchased or access arrangements to be made. All children are eligible to be elected by their class as Academy council representatives. Children are encouraged to discuss their views on any matter with their class representative, who will raise the matter at our	The Academy will obtain the views of all children (pupil voice) to shape provision in Academy. Your child's Academy may have an Academy council. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. Your Academy will be able to describe how this is undertaken and the frequency with which the child is consulted.



weekly Academy council meetings. Arrangements and systems are in place to support children with verbal and communication needs to enable them to voice their views.	
5. What arrangements are in place for assessing and reviewing children progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents, carers and children as part of this assessment and review.	
Childrens' attainment is carefully monitored in order to ensure that progress is being made. Progress can be that which: 🌱 better the child's previous rate of progress. 🌱 closes the attainment gap between a child and their peers. 🌱 prevents the attainment gap from widening. 🌱 demonstrates an improvement in self-help, or personal skills. 🌱 demonstrates an improvement in the child's social, emotional and mental well-being. Progress is discussed with parents and carers and is recorded on the SEND Support Plan during the termly review, and includes both progress with individual targets and towards the age-related expectations of the National Curriculum. We encourage parents to maintain an on-going dialogue with us on a regular basis and can arrange to review provision at any time that it is felt to be necessary between formal review dates.	All children with SEND should make at least expected progress, in line with their peers. Your Academy will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use a SEND Chronology Document. This summarises the support that has been given to a child over a period of time, and the difference that this support has made. You may like to ask your child's Academy whether a SEND Chronology Document would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy Academy.
6. What are the arrangements for supporting children in moving between phases of education and in preparing for adulthood? How do you ensure that as children prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society	
We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school: 🌱 We will contact the receiving school's SENDCo and ensure that he/she knows about any special arrangements or support that needs to be made for your child. 🌱 We will make sure that all records about your child are passed on as	Your SENDCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the child, often accompanied by a well-known member of staff. The child should receive as much transition work as they feel necessary.



soon as possible. When moving classes in the Academy: - Information will be passed on to the new class teacher during the preceding term and in most cases, a planning meeting will take place with the new teacher. SEND Support Plans will be shared too. - All children visit in their new classroom at the end of the summer term to familiarise themselves with new staff and their new environment. - If your child would be helped by a transition book to support their understanding of moving on, this will be made with them. - An individual transition plan will be devised, if required. In Year 6: - The SENDCo will meet with the SENDCo of their Secondary school to discuss the specific needs of your child and a transition package will be put together for them individually. You will be invited to join this meeting to share information and raise any concerns. - Extra visits, in addition to the routine induction arrangements for all children, will be arranged if necessary.	
7. What is your Academy's approach to teaching children and young people with SEND? All staff are committed to providing quality first teaching so that all children can make good progress with their learning. Staff ensure that lessons are tailored to the needs of children. This may include the use of specific resources or ensuring that particular learning styles are catered for. We are able to offer a variety of interventions which are delivered by our teaching assistants to address gaps in childrens' development. These may take place in small groups, or on a 1:1 basis, depending on need, and are recorded on child's SEND Support Plans. This support may take place within the classroom, or in a smaller, quiet space. From time to time, children who have a high level of need receive more individualised support throughout the day. However, we place a strong emphasis on independence for all children, supporting in a manner which High quality support for learning within mainstream lessons is the most important factor in helping children with SEND to make good progress alongside their peers. There may be occasions when the Academy feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the Academy will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons The Academy uses a range of evidence based interventions to support children with SEND to make better progress. Interventions are structured learning programmes. Your Academy will be able to explain to you:	



promotes and develops this, rather than a dependence on adult support. Evidence is aligned to support the needs of children.	✿ what interventions your child is receiving and what are the intended learning outcomes; ✿ when during the week any interventions will be delivered and for how many weeks; ✿ who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) ✿ how the interventions will relate to and support learning in the classroom; ✿ how they will be monitored closely to make sure they are helping your child to make accelerated progress.
8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?	
Differentiated teaching and learning activities are in place so that every child is fully involved in learning in class. This may include presenting and recording learning in different ways (written, through use of ICT or practical activities); support from a Teaching Assistant for some children; or work set at different levels, with different expectations. Specific strategies may be in place to support your child to learn: e.g. use of coloured overlays, social stories, or adapted equipment. Your child's teacher will have checked on your child's progress and will have planned the support your child needs to help them make the best possible progress. Graduated approaches will be determined on the needs of children.	Your Academy will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the Academy's overall plan of support (support plan), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.
9. What sort of expertise for supporting children and young people with SEND do you currently have in Academy? How do you ensure that the expertise and training of staff to support children with SEND is current? How do you access and secure further specialist expertise?	
The Academy has an experienced SEND Lead/Specialist who supports class teachers and support staff in planning for children with SEND. Our teaching assistants have a wide range of experience in supporting children with needs across all categories of SEND. We have a training plan for all staff to improve the teaching and learning of	All staff should receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. The Academy must make good use of their SEND funding to meet a range of need. However, if a child has particular needs and the



children including those with SEND. This includes whole Academy training on supporting specific aspects of SEND, such as cognition and learning or social, emotional and behavioural needs. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. When additional training is required, we access support from a wide range of specialists.	Academy has exhausted its repertoire, specialist support should be sought promptly.
10. How do you evaluate the effectiveness of the provision made for children with SEND?	
Progress and attainment is reviewed and discussed with parents and carers when reviewing SEND Support Plans each term. Progress towards targets is discussed and the effectiveness of the strategies and / or interventions which have been used is evaluated. Systems are in place to gather the voice of the child. Your child's attainment levels are recorded on the SEND Support Plan each term in order that progress can be monitored. Attainment is recorded as follows: 🌿 EYFS: using the developmental statements of the EYFS Development Matters Curriculum 🌿 Y1-6: using the Academy's 6 point assessment system. (Below/Towards/Expected/Greater Depth) 🌿 Where children attainment requires a more finely graded method of monitoring and tracking, Pre-Keys Stage Assessments are used from the Spring term of Y1. 🌿 Where appropriate, Pre-Key Stage Assessments are used to record and track the progress of children personal social and emotional development.	The progress and attainment of all children is carefully monitored and reported to parents. Your Academy will be able to explain how they track child progress in their Academy. If a child is provided with additional and different provision/interventions, the Academy will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many Academies use SEND Support Plans to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'. The Academy will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior



Our Senior Leaders monitor the progress of children with SEND each term to evaluate the impact of provision and to identify and adjust provision as changing needs arise.	Leadership Team. Your Academy will be able to describe how this is undertaken.
11. How are children with SEND enabled to engage in activities available with children in the Academy who do not have SEND?	
We actively encourage children with SEND to participate in all aspects of the Academy curriculum, as widely as all other children. This includes our regular attendance at cluster sporting events and extra-curricular clubs, participating in residential visits and in community events and performances. We ensure that our Academy environment is adjusted and adapted to meet the specific needs of any individual child.	The Academy's policies should all state how all children are actively included in a wide range of curriculum and extra-curricular activities, including Academy trips. Childs with SEND should be equally represented in positions of responsibility e.g. the Academy council.
12. How do you support children with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying.	
Our PSHE curriculum supports the needs of all children including those with SEND. This is supported by class or small group Circle Time, which helps address specific needs, as they arise. Our daily emotional check-in routine helps staff to identify individual needs and to sign-post children to the Academy's Class Teacher, Learning Mentor's, SEND Lead or Specialist for support. Where a particular need is identified, intervention is put in place to support children. This may be individual or group work with the learning mentor, or referral to another agency for specialist support, with parental and carer consent. All staff know that bullying can happen anywhere, at any time and report all instances to Senior Leaders.	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.
13. How does the Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children SEND and supporting their families?	
We maintain close working relationships with a broad range of external support services in order to ensure it provides the best possible support for its children with SEND.	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and



We readily share information with parents regarding agencies who may be able to support and can make referrals on their behalf, with their consent, or sign-post for self-referrals. Our SEND Lead, Ziva Gough is able to help parents and carers identify the most appropriate agency to support their or their child's needs.	interventions, Other specialists such as speech and language therapists can also support schools in this. If the Academy feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.
14. What are the arrangements for handling complaints from parents and carers of children with SEND about the provision made at the Academy?	
If a parent and carer has any concern or complaint regarding their child, they should make an appointment to speak to the Head Teacher, Emma Meadus, as soon as possible. SEND link governor: Katy Hitchings Full details of our complaints procedure - Elevate's Complaints Policy -can be found on the Academy's website or by asking for a written copy of the procedure.	There must be a designated governor for SEND in the Academy and complaints about SEND should follow the general complaints procedure. It is always best to approach the teacher or the Head teacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by following the process set out in Elevate's Complaints Policy.