

Special Educational Needs Information Report

At Aston Tower School we are committed to ensuring that all children become confident learners and reach their full potential. We aim to identify children’s individual and specific areas of need early on and make provision to support them and remove any barriers to learning.

How does the school identify if a child has Special Educational Needs and Disabilities and how will I be informed?

- We take a graduated response to identifying when children have special educational needs and we focus on identifying additional needs as early as possible.
- We work in partnership with parents, families and external agencies to identify where pupils are having difficulties to support them to achieve their potential.
- We purchase additional support from external agencies to help teachers and children who require support, that is additional to and different from, that which is normally made available.

Who should I speak to if I think my child has Special Educational Needs or a disability?

The class teacher is responsible for ensuring every child in their class receives high quality first teaching with the classroom environment. This needs to be adapted to meet the individual needs of every child. They will also monitor the progress of your child and plan for any additional support they have.

The SENCo at the school is Mrs. Rai-Moore who is responsible for coordinating all the support for children with special educational needs and disabilities (SEND). She ensures the school’s inclusion and SEND policy is implemented in order to make sure all children get a consistent, high quality response to meeting their needs in school. She will also liaise with external agencies such as Educational Psychologist, COBs, Pupil and School Support Services and the Communication and Autism Team. Mrs.Walters is a member of the inclusion team.

Mrs Rai-Moore can be contacted on the main school telephone number: 0121 327 0339 or via email enquiry@astontower.bham.sch.uk

The types of SEN that we support are:

<p>Cognition and Learning</p> <p><i>Children who work at a slower pace than their peers, even with appropriate adaptations.</i></p> <p><i>Children with specific learning difficulties.</i></p>	<p>Adapted curriculum Small group teaching Pupil and School Support involvement Support in class from the teaching assistant Specialist teaching programmes to accelerate progress Involvement from an Educational Psychologist</p>
<p>Communication and Interaction</p> <p><i>Children with Speech, Language and Communication Needs.</i></p> <p><i>Children with ASD, including Aspergers Syndrome and Autism.</i></p>	<p>Social interaction and communication support. Level 1 Autistic Syndrome Disorder training Communication and Autism Team involvement. Speech and Language Therapist involvement Early screening programmes Specialist teaching programmes to accelerate progress</p>

<p>Social, Emotional and Mental Health difficulties</p> <p>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.</p>	<p>School nurse, who can also support referrals to Forward Thinking Birmingham (mental and emotional health resources)</p> <p>School Educational Psychologist</p>
<p>Sensory and/or Physical needs</p> <p>Children who require Special Educational provision which prevents or hinders them from making use of the facilities generally provided, for example, children with hearing or visual impairment.</p>	<p>Appropriate outside agency involvement e.g. Hearing Impaired Team or Visually Impaired Team.</p> <p>Staff to implement physical exercises appropriate to individual needs.</p> <p>Some specialist personalised resources within the classroom.</p> <p>Most of our school buildings are accessible for physically impaired children.</p>

How do we know our provisions work?

Through daily observations, termly reviews and assessments. All Special Educational Needs (SEND) report actions are revisited, refined and revised regularly throughout the school year. Staff, parents and children are involved in the review process.

How does the school identify and assess Special Educational Needs and Disabilities?

Identification may be made by the class teacher and concerns that are raised by the parent/carer. Children's views are also taken into consideration. A clear analysis of individual needs will be carried out by the class teacher with the support of the Special Educational Needs Coordinator (SENCo).

The school uses constant and consistent formal and informal assessments. Some assessments are made on a lesson-by-lesson basis and monitored by the class teacher. Each year group will carry out termly assessments in each subject.

Assessments are carried out at the beginning and end of any interventions which are in place, and regular observations are made by the teachers and any support staff involved. Outcomes of interventions delivered are evaluated through effective target setting and by employing a tiered response to the needs of the children and effective involvement of external professionals.

SEND pupils may be characterised by progress which

- Is significantly slower than that of their peers
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and his/her peers
- Widens the attainment gap
- Have difficulty in accessing aspects of the curriculum
- Have difficulties maintaining positive relationships with others

We have a planned and coordinated approach to the involvement of external professionals and to the identification of children in need of this support.

How does the school get more specialist help if they need it?

Agency or Service	Who they work with
Pupil and School Support Service	All SEND children and teachers to support and assess the children with cognition and learning difficulties
Educational Psychologist Service (EP)	The EP service provides psychologist support for children, young people and families in a wide range of settings. They use their expertise to develop an understanding of children's developmental issues, including very complex situations involving SEND
Communication and Autism Team	All children who have a diagnosis of Autistic Spectrum Disorder (ASD) The CAT team work with teachers to suggest appropriate strategies to use to support. They work with parents and families to help reduce stress and anxiety related to autism.
Occupational Therapy	Children who have identified physical difficulties
Forward Thinking Birmingham	Children with emotional and mental health problems are supported by this service
School nurse	Children with medical needs or health concerns
Special Educational Needs Assessment and Review Service	SENAR is responsible for the administration, assessment and the approval of Educational, Health Care Plans for children by Birmingham City Council

When a child needs specialist provision we will endeavour to work with parents/carers to make sure this is provided.

How are the parents/carers of children with SEN involved in the education of their child?

We always welcome parental involvement and we hope that parents/carers will participate as fully as possible on decisions regarding their child's education. We will have regard to the views, wishes and feelings of the child and their parents. This helps us facilitate the development of each child and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. Shared targets between home and school are agreed.

What are the admission arrangements for children with Special Educational Needs and disabilities?

The school admission policy is applied to all children with SEND and no child is refused admission on the grounds of SEN, disability or medical conditions. When children start at Aston Tower Primary, an induction meeting is arranged where information about the child is shared. This meeting will involve parents/carers and any other professionals who are working with the child. This information will then be shared with school staff. This supports the school to make informed decisions about the nature of the provision required to meet the child's needs. A phased or amended school day may be offered at the beginning of the induction.

How does the school support children with SEN and disabilities through transitions?

The opinions of parents and children about the move will be central to the plan. They will be consulted about the information that should be included in the plan and passed on to the next Key Stage, School/College or other provision.

If a parent of a child with SEN has a complaint about the school, how does the trustee board deal with the complaint?

We would always aim to reach a satisfactory outcome, in partnership with the child and their parents/carers, by meeting and working together to find a solution. However, if a satisfactory solution cannot be reached, the parents should contact the Head teacher, Mr. Moore. For further information, please see our Complaints Procedure on our website.

How can parents/carers find the Birmingham Local Authority's Local Offer for SEN?

You can find the Birmingham Local Authority's local offer by clicking [here](#)

Is there a SEND trustee?

We have a SEND trustee who is Alex Smith.