



Aston-on-Trent Primary School

SEN Information Report

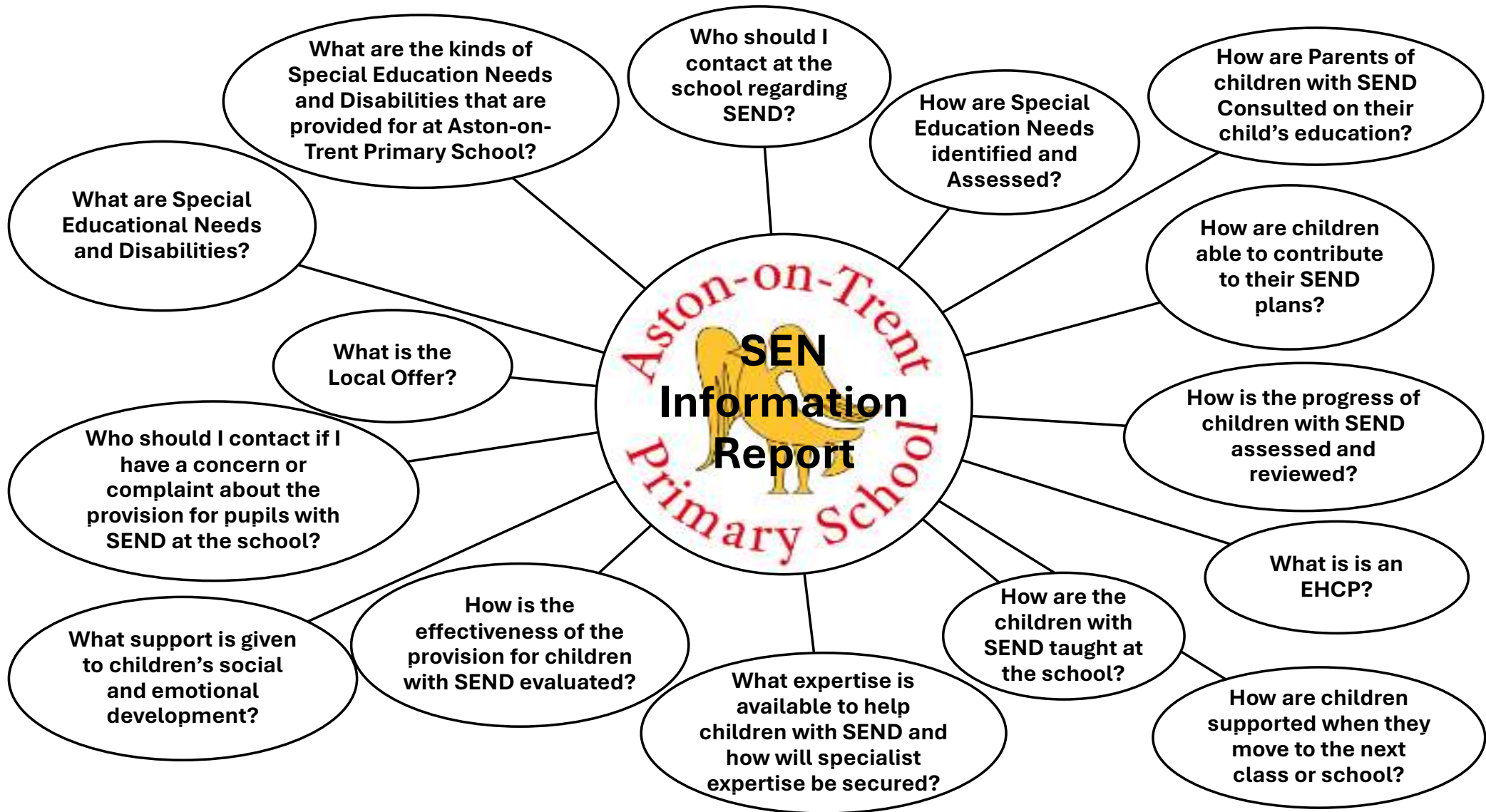
September 2025

Achieving success for all

The 'Aston Way' is to...

be ready	be respectful	be resilient
		
<p>We are ready to:</p> <ul style="list-style-type: none">listen and work hardbe calm and focusedbe organisedhave a positive attitudebe responsivebe role modelsmove onto the next challengecontribute to our communities	<p>We are respectful by:</p> <ul style="list-style-type: none">being kind & helpfulbeing patientfollowing the rulesbeing honestbeing tolerantbeing empatheticshowing good mannerscelebrating the success of others	<p>We are resilient by:</p> <ul style="list-style-type: none">taking on challengesbeing bravebelieving in ourselvesperseveringlearning from our mistakesunderstandingbeing able to move onshowing forgiveness





WHAT ARE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

- 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 or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of other children of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of school age within the Local Authority.

WHAT ARE THE KINDS OF SPECIAL EDUCATION NEEDS AND DISABILITIES THAT ARE PROVIDED FOR AT ASTON ON TRENT PRIMARY SCHOOL?

The area of special educational need will be identified using one or more of four broad areas of need:

1. Communication and Interaction (C&I)

- This area covers difficulties in understanding and using spoken language, communication, or social interaction.
- It includes needs such as speech, language and communication difficulties, and conditions like Autism Spectrum Condition (ASC), where social understanding and communication can be affected.

2. Cognition and Learning

- This area refers to difficulties in learning, processing, and retaining information.
- It includes children who learn at a slower pace than their peers, those with moderate, severe, or profound learning difficulties, as well as those with specific learning difficulties (e.g., dyslexia, dyscalculia, dysgraphia).

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WHAT ARE THE KINDS OF SPECIAL EDUCATION NEEDS AND DISABILITIES THAT ARE PROVIDED FOR AT ASTON ON TRENT PRIMARY SCHOOL?

3. Social, Emotional and Mental Health

- This area relates to difficulties in managing emotions, behaviour, or mental health.
- It covers a wide range of needs, including anxiety, depression, attachment difficulties, attention deficit hyperactivity disorder (ADHD), and behaviour that may stem from underlying emotional needs.

4. Sensory and/or Physical Needs

- This area refers to difficulties related to physical disability or sensory impairment.
- It includes children with vision impairment, hearing impairment, multi-sensory impairment, or physical disabilities that affect access to learning and the school environment.

WHO SHOULD I CONTACT AT THE SCHOOL REGARDING SEND?

The special educational needs and disabilities co-ordinator (SENCO) who is responsible for managing the provision for pupils with special educational needs and/or disabilities at the school is Miss Katie Davis

Miss Davis has also been part of our Senior Leadership Team since 2022.

Miss Davis can be contacted through the School Office on 01332 799478 or via email at: kdavis@aston-on-trent.derbyshire.sch.uk

The named Governor for SEND is Mrs Mel Sims who can also be contacted through school on the above number and email at: msims@aston-on-trent.derbyshire.sch.uk



HOW ARE SPECIAL EDUCATIONAL NEEDS IDENTIFIED AND ASSESSED?

The development, progress and well-being of all children is continually monitored by class teachers and discussed with the SENCo and Senior Leadership Team at regular intervals across the year.

If a child's progress or development is a cause for concern, it will be highlighted during this process and targeted intervention will be put into place to address the child's needs.

Where progress or well-being continues to be cause for concern, the class teacher, working with the SENCo, will assess the child to ascertain whether the lack of progress may be due to special educational need or disability. This identification process may involve school intervention and/or outside agencies.

If the outcome of this process deems it appropriate, the child's individual needs will be identified and recorded on the SEN register. Parents and children will be consulted, kept informed and involved at every stage of this process.



HOW ARE PARENTS OF CHILDREN WITH SEND CONSULTED ON THEIR CHILD'S EDUCATION?

Initially, the class teacher and/or SENCo will meet with parents to discuss their child's needs. The purpose of this is to consider areas of concern and to plan next steps, (which may or may not be inclusion on the SEN register). Input from parents and, if appropriate, the child are considered crucial to this process.

Where appropriate, children will be placed on the SEND register at 'SEN support'. This means that they will receive support that is additional to and different from that which is provided through 'quality first teaching'.

If appropriate, a 'Provision Map' will be written in consultation with the child's class teacher, the SENCo, child and parents. This describes the additional, targeted support that will be provided, from both school and parents, in order to improve the child's outcomes. The Provision Map will be reviewed termly and parents are always invited to be a part of this review process.

For children for whom additional support from Inclusion Service or an EHCP is being applied for, a more detailed learning plan will be written by the SENCO, in conjunction with the parents, child and class teacher. This will provide more information about a more individualised learning programme, appropriate to the individual needs of the child.



HOW ARE CHILDREN ABLE TO CONTRIBUTE TO THEIR SEND PLANS?

Children who have Education Health Care Plan (EHCP) will be asked about their feelings regarding school and learning, and about targets and provision. They will also be asked to express their thoughts and feelings about their provision, targets and hopes for the future at each annual review. Where appropriate, the annual review meeting will be person-centred, allowing the child to be an integral part of the review process.



HOW IS THE PROGRESS OF CHILDREN WITH SEND ASSESSED AND REVIEWED?

For children on the SEN list, an ongoing cycle of ‘assess, plan, do and review’, is used to monitor progress against individual targets, measure the impact of interventions and enable support to be adapted as needs change. This is the graduated approach to SEN support.

ASSESS

The progress and development of all children is carefully monitored by the class teacher in conjunction with the Senior Leadership Team. Quality first teaching (high quality teaching, that is informed by on-going assessment, which builds on what children can already do, and is differentiated for individual pupils where necessary) is the first step in responding to children whose progress or development may be causing concern. Where concerns continue, a Pupil Passport will be written in order to set individual targets. Any parental concerns will be noted and discussed. Regular reviews are held to ensure that support and intervention are carefully matched to the child’s needs and that barriers to learning are clearly identified and being overcome through appropriate interventions. Where appropriate and where parents/carers have agreed, information may be shared with outside agencies who can offer additional support and resources.

PLAN

Planning will involve consultation between the teacher, SENCO and parents to agree the interventions and support that are required; this will be discussed in a meeting and, where appropriate, outlined on a support plan and/or the provision map. The child’s views will also be considered. All staff involved in working with the child will be informed of their individual needs (including medical), strategies the child responds to and intervention programmes in place.

MORE



HOW IS THE PROGRESS OF CHILDREN WITH SEND ASSESSED AND REVIEWED?

DO

Class teachers are responsible for working with the child on a day-to-day basis and will liaise with support staff to ensure that interventions are properly planned, delivered and that progress is monitored. Where necessary, the SENDCO will provide additional support and assessments of a pupil's needs. If appropriate this may be in conjunction with appropriate external agencies.

REVIEW

The effectiveness of the support and the impact on the pupil's progress will be reviewed each term. Adequate progress might include progress which:

- Is similar to that of peers starting from the same baseline
- Matches or betters of pupil's previous rate of progress
- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap growing wider.

The child's and parents' views will be taken into account. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development. Any necessary amendments will be made, in consultation with the pupil, parents and outside agencies that are involved.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of a child, the child has not made adequate progress or if a child has lifelong or complex difficulties, an application may be made to Derbyshire County Council for additional funding and support to assist the school with providing the right provision. This might be through Inclusion Support funding or through an Education Health Care Needs Assessment (EHCNA)

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WHAT IS AN EHCP?

Information will be gathered relating to the current provision provided, the impact of that provision and the remaining barriers to learning. A decision will be made by a panel of professionals. Where the application is for an EHCP the panel may include professionals from education, health and social care. Parents have a right of appeal against a decision not to initiate statutory assessment leading to an EHCP.

Following an EHCNA, an EHCP will be provided by Derbyshire County Council or relevant Local Authority if it is decided that the child's needs cannot be met by the support that is ordinarily available. The child's parents, school and other professionals who support the child will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents, the pupil and any other external professionals involved. The EHCP will also 'move' with the child. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing/increasing levels of support or amending objectives.

Further information about EHCNA can be found via the Derbyshire Local Offer: [Derbyshire Local Offer](#)

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What is the Inclusion Support Advisory Service?

The Inclusion Support Advisory Service began support in schools in September 2024.

Our service actively promotes the nurture, participation and achievement of all children and young people by proactively responding to their unique characteristics, strengths, needs, choices, and aspirations by:

- championing all children and young people so they achieve, thrive, and fulfil their potential regardless of background, identity, ability, or circumstance
- actively removing barriers to children and young people's participation, to ensure a high quality, meaningful learning experience and a sense of belonging that will prepare them well for their next stage in life or adulthood
- working together to promote high levels of equity, equality of access, opportunity and excellence, while recognising and celebrating diversity
- working in co-production with children, young people, and their parents and carers, so they can participate in decision-making
- responding to individual need and valuing the contribution of all

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HOW ARE CHILDREN SUPPORTED WHEN THEY MOVE TO THE NEXT CLASS OR SCHOOL?

When moving to a new year group, information is shared with the new class teacher regarding attainment, provision, strategies and interventions. All relevant paperwork and reports are also made available to the new teacher.

When a child transfers to a new school (including secondary), every effort is made to liaise with staff at the new school so that information can be shared and records are transferred. Where appropriate, and where the new school is able to offer such provision, enhanced transition (e.g. additional transitions visits / visits by staff to school) will be offered. This is done in consultation with parents.



HOW ARE CHILDREN WITH SEND TAUGHT AT THE SCHOOL?

At Aston-on-Trent Primary School we use the three wave model for teaching and intervention.

Wave 1

Wave 1 is quality first teaching for all: high quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. It is informed by on-going assessment, builds on what children can already do and takes place in an inclusive learning environment. Wave 2

Wave 2

Wave 2 provides Wave 1 provision plus specific, additional and time-limited interventions for children who are falling behind the age expected level, but can be expected to catch up with their peers as a result of the intervention. Wave 2 interventions are often targeted at a small group of pupils with similar needs.

Wave 3

Wave 3 provides Wave 1 and Wave 2 provision, plus increasingly individualised programmes for children who either require a high level of additional support / specialised provision in order to address their needs, or is for children who have been identified for an intervention designed to accelerate progress.

More



HOW ARE CHILDREN WITH SEND TAUGHT AT THE SCHOOL?

Wherever possible, children will work alongside their peers as part of their class group and this may be with individual or group support. For some interventions, children may need to work away from their class group, either in a small group or one to one depending on the child's needs and targets. However, the class teacher remains responsible and accountable for the learning and progress of all the children in their class.

Parents will be informed about how the school is supporting their child's needs.

Aston-on-Trent Primary School is fully inclusive and every effort is made to include all children, including those with SEND, in all aspects of school life including activities such as whole school performances, extra-curricular clubs and visits and trips including residential visits.



WHAT EXPERTISE IS AVAILABLE TO HELP CHILDREN WITH SEN AND HOW WILL SPECIALIST EXPERTISE BE SECURED?

We are very proud of our dedicated and knowledgeable team of teachers and teaching assistants.

We have team members with high levels of knowledge and experience in areas such as attachment difficulties / attachment disorder, Autistic Spectrum Disorder (ASD) and Speech and Language Therapy.

Where necessary, specific training – for either individual staff members or the whole staff team – is organized according to need.

The school has a strong working relationship and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing information and knowledge with support services is the key to effective and successful SEND provision at our school.

More 

WHAT EXPERTISE IS AVAILABLE TO HELP CHILDREN WITH SEN AND HOW WILL SPECIALIST EXPERTISE BE SECURED?

Some of the support services we work with include:

- Educational Psychology
- School Nurse Team
- Community Pediatricians
- Clinical Psychologists
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- CAHMS (Child and Adolescent Mental Health Service)
- Inclusion Advisory Support Service
- Sensory and physical support service for children and young people who are deaf or hearing impaired
- Sensory and physical support service for children and young people with visual impairments
- Sensory and physical support service for children and young people with physical impairments
- Social Care

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HOW IS THE EFFECTIVENESS OF THE PROVISION FOR CHILDREN WITH SEND EVALUATED?

Class teachers are responsible for closely tracking the progress and well-being of all children in their class, including those with SEND. Information on the progress and well-being of pupils with SEND will be feedback to Senior Leadership Team, Including the SENCO, at pupil progress meetings which will take place three times per year.

In the case of pupils with either Inclusion Support or an EHC plan, progress will also be reviewed at the annual review meeting.

In addition, the effectiveness of the provision for pupils with SEND will be monitored by gathering evidence from:

- pupil observations
- the monitoring and scrutiny of class provision maps
- evaluations of the impact and effectiveness of interventions
- Analysis of progress data for pupils with special educational needs
- parental / pupil feedback
- meetings and communications with outside agencies
- meetings and communications between teaching and support staff

This SEN Information Report should be viewed alongside the SEN Policy which is available on the school website and can be viewed by clicking on this link: [SEND Policy](#)

Both documents will be reviewed annually.

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WHAT SUPPORT IS GIVEN TO CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT?

Where children with SEND have needs with their social and emotional development, this will be highlighted on their Provision Map or EHCP along with details of the support they will receive. This support may include specific interventions, or may be adaptations, strategies and resources to be used as an integral part of provision. If appropriate, children may be referred for ELSA session or Nurture interventions, or we may seek support from outside agencies such Inclusion Advisory Support.

We are committed to developing an anti-bullying culture whereby no bullying will be tolerated. Where incidents of bullying are alleged or discovered, we will adhere to our Anti-Bullying Policy which can be viewed by clicking on this link: [Anti-Bullying Policy](#)



WHO SHOULD I CONTACT IF I HAVE A CONCERN OR COMPLAINT ABOUT THE PROVISION FOR PUPILS WITH SEND AT THE SCHOOL?

In the first instance, please talk to your child's Class teacher as they are responsible for the progress and well-being of all the children in their class. The majority of concerns can be addressed at this level.

If your concern is not resolved then please speak to:

1. SENCO- Miss Katie Davis
2. Headteacher- Mr Sam Moore
3. Governor with responsibility for SEN – Mrs Mel Sims
4. Chair of Governors – Mr Chris Jones

If necessary, for further information, please refer to our complaints procedure which can be viewed by clicking here: [Complaints Procedure](#)



WHAT IS THE LOCAL OFFER?

The Children and Families Act 2014 states that Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special education needs and disabilities (SEND) aged 0-25. For the LA, this information is available to view on the Local Offer.

The intention of the Local Offer is to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it. It is an important resource for children with SEND, and their families, in understanding the range of services and provision in the local area.

Aston-on-Trent Primary School contributes to the Derbyshire Local Offer and information is available about our provision.

The Derbyshire Local Offer can be found by clicking this link:

[Derbyshire Local Offer](#)

