



Aston Lodge Special Educational Needs and Disability Information Report

DATE: November 2025

OWNED BY: SENDCO

APPROVED BY: Education Subcommittee

WICKERSLEY PARTNERSHIP TRUST

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At Aston Lodge Primary School, we are committed to providing an inclusive education that ensures the best possible progress for all of our learners.

We want all of our children to:

- Achieve their best in all areas of the curriculum
- Become confident individuals
- Develop essential life skills to prepare for adulthood

This policy outlines our approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND).

Not all children identified with Special Educational Needs (SEN) have a recognised disability, and not all children with a disability will have a

Special Educational Need. 'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them that is additional to or different from that usually provided for children of the same age.' 'Pupils with a disability have Special Educational Needs if they have difficulty in accessing the education that they need to fulfil their potential'.

Frequently Asked Questions

How do Aston Lodge Primary School respond to different types of need?

Cognition and Learning Needs

Children who learn at a slower pace than their peers despite appropriate differentiation, and provision of programmes designed to help them catch up may have SEN in the area of cognition and learning. This would include children with general learning difficulties and more specific difficulties such as dyslexia or dyscalculia. These children may require specific programmes as well as in class differentiation and supports. The school accesses support from Specialist Inclusion Team (SIT) to help meet the needs of these children. Where children have significant difficulties, the school may also access support from the Educational Psychology Service (EPS).

Social, Emotional and Mental Health Needs

Young people who experience a wide range of social and emotional difficulties, which show themselves in different ways, for example challenging behaviours, withdrawn or isolated behaviours, anxieties or depression, will be supported according to their need. All staff work hard to establish positive relationships with all children in school and these relationships are vitally important for this group of students. Pupil's views are fundamental when assessing need and providing support within this area. The school can access support from the Educational Psychology Services (EPS) for these children. Most staff have also had training for attachment needs. Children with significant need in this area may be referred to Child and Adolescent Mental Health Services (CAMHS).

Sensory, Physical and Medical Needs

Young people who have a disability that prevents them from accessing the environment or curriculum of the school, including for example children with visual or hearing impairment would be assessed as having sensory, physical or medical needs. Some children in this area would need a health care plan in place. School may access support and training from local health care services.

Communication and Interaction Needs (Including Autism)

Children with speech, language and communication needs, including those with Autism Spectrum Condition, may need personalised programmes or adaptations to the environment or curriculum and this will be provided where necessary. The school buys into traded services for speech and language and has a speech therapist who visits the site on a regular basis to help us to set and deliver speech therapy targets and provide programmes for these children. The school can also access support from the Autism Communication Team (ACT).

Who should I talk to if I am concerned about my child's learning or think they may have a special educational need?

The best person to talk to in the first instance is your child's class teacher. The class teacher is responsible for:

- Ensuring that all children have access to Quality First Teaching which is matched to their ability and ensures that they make progress in their learning.
- Checking on your child's progress and identifying, planning and delivering any extra help they may need. This could include differentiated tasks, opportunities to overlearn basic skills, support from adults and adapting resources.
- Ensuring that all staff working with your child are supported in delivering the planned work/programme for your child so that they can make the best progress that they can. This may involve working with and following the advice of outside specialist services.
- Ensuring that the school inclusion policy is implemented in their classroom and for all children that they teach who have SEND.

You may also talk to the school SENDCo.

Who is the SENDCo at Aston Lodge Primary School?

SENDCo means Special Educational Needs and Disability Coordinator. At Aston Lodge Primary School our SENDCo is Miss Annette Burton. She is supported in this role by our Headteacher, Mrs Hayley McNeill.

Miss Burton works in collaboration with the team of SENDCos from other schools across The Wickersley Partnership Trust.

The SENDCo is responsible for:

- The development and operation of the SEND policy, to ensure that all children get a consistent, effective response to meeting their needs in school.
- Coordinating specific provision to support individual pupils with SEN or disabilities.
- Ensuring that parents and carers are involved in supporting their child's learning and in reviewing the progress they are making and planning the next steps.
- Liaising with staff to monitor pupil progress and discuss any additional provision that might be required.
- Planning further intervention where progress is slower than expected and monitoring the progress that children make on these interventions.
- Having regular contact with a wide range of external agencies who are able to give more specialised advice and referring children to these agencies when appropriate. These might include for example, Specialist Inclusion Team, Speech and Language Therapists, Autism Communication Team and Educational Psychology Services.
- Supporting class teachers to write SEND support plans and set appropriate targets for children.
- Arranging training for staff so that they are informed and confident about meeting the needs of the children within our school with SEN or disabilities.

Contact

If you wish to talk to the SENDCo you can ring school and she will be happy to arrange an appointment for you.

Annette Burton (0114) 2872432

Or you can send an email to:

aburton@astonlodgeprimary.org

Who else in school has responsibility for children with SEN or disabilities?

The Headteacher has responsibility for:

- All aspects of the day to day running of the school. This includes the support for children with SEN and/or disabilities.
- Ensuring that the governing body is kept up to date with any developments or issues regarding SEND.

The SEND governor is responsible for:

- Making sure the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made adaptations to meet the needs of the children in school.
- Ensuring that the appropriate support is in place for any child who attends the school who has a SEN or disability.

Teaching Assistants (TAs) are responsible for:

- Supporting children in class, sometimes individually and sometimes as part of a group under the direction of the class teacher or SENDCo.
- Supporting the class teacher in ensuring that all children have access to Quality First Teaching, this includes, but is not limited to children with SEN and disabilities.
- Delivering specific intervention programmes to children with SEN or disabilities and other children who may just require a little extra support or a boost in a particular area of learning.
- Reporting back to the class teacher and/or SENDCo on the progress of the children that they are working with.

What are the aims of Aston Lodge Primary School in relation to SEN?

As a school we aim to:

- Ensure all pupils have access to a broad and balanced curriculum appropriate to the individual's needs and abilities.
- Ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- Ensure pupils with SEN take as full a part as possible in all school activities.
- Ensure that children with SEN and disabilities are encouraged to become independent learners.
- Ensure that parents of pupils with SEN are kept fully informed of their child's progress and attainment and are partners in their child's education.
- Ensure pupils with SEN are involved, where practicable, in decisions affecting their future SEN provision.

What does Aston Lodge know if my child needs extra help?

Aston Lodge Primary School is committed to early identification of SEN and adopts a graduated response to meeting needs in line with the 2014 Code of Practice. All teachers are responsible for identifying pupils who are experiencing

difficulties in their learning, those who are falling behind their peers and those that may have an SEN. Class teachers are responsible for supporting their progress through Quality First Teaching in the classroom.

A teacher may become increasingly concerned if:

- Limited progress is being made despite appropriate teaching and differentiation.
- Catch up programmes have been put in place and children are not making the expected progress on them.
- The gap between a child's learning and age-related expectations is widening.
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by parents, the child themselves or other professionals working with the child.

Teachers will discuss this with the SENDCo and next steps will be planned. These steps might include:

- Holding a review with parents.
- The use of particular teaching strategies.
- Further/different interventions.
- The writing of a support plan, setting out appropriate, individual targets for the child.
- The use of reward charts/ incentives.
- Adaptations to the curriculum or resources.
- Referral to other agencies to seek further, specialist advice.

How will Aston Lodge Primary School Support my child?

Responding to Identified Gaps in Learning

Each pupil's education programme will be planned by the class teacher in response to what we know about their learning profile. Learning will be differentiated accordingly to suit the pupil's individual needs and will build on what the child already knows and can do. Children will be given opportunities to 'overlearn' any specific areas of difficulties and apply these skills in a range of contexts. This may include additional support by the teacher or teaching assistant in class, targeted at areas that the child needs to make progress in. Staff will have high, but realistic expectations of children with SEN or disabilities and encourage them to reach their potential. Children will not be over-supported as this leads to dependence.

Focus Groups / Intervention Groups

If a pupil has needs related to specific areas of their education, such as spelling, handwriting, maths and literacy skills etc. the pupil may be placed in a small focus group to target these areas. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need and the intervention that has been identified, but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. Class teachers will ensure that there are opportunities for skills learnt during intervention time to be transferred and built on within the classroom. If you have any queries related to the interventions that your child is accessing, please do not hesitate to contact the class teacher or SENDCo.

Individual Support

Some children may at times require individual support to help them to further their learning. Such support may be providing a specific intervention programme that has either been bought in e.g Toe by Toe, Read, write inc, or that has been provided by outside agencies e.g tailored speech and language programmes, precision teaching programmes etc. Or it may be 1:1 support directed by the teacher aimed at working on a specific difficulty or misconception.

Pupil Progress Meetings

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with members of the Senior Leadership Team to discuss the progress of all the pupils in their class. This includes discussing the progress and provision for children with SEND.

Expert Support

Occasionally a pupil may need more expert support from an outside agency such as the Specialist Inclusion Team, Speech and Language Therapist, Educational Psychologist, Autism Communication Team or the Me in Mind Team. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. Support and advice that has been provided will be discussed with parents at review meetings. Any written reports from these services will be provided for both school and home.

Governors

The Governors of Aston Lodge Primary School are responsible for entrusting a named person to monitor SEND. The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review statutory policies.

How will the curriculum be matched to my child's needs?

Pupils identified as having SEN are fully integrated into mainstream classes and all aspects of school life.

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by the class teacher through a differentiated curriculum, personalised for the individual where necessary.
- Short periods of withdrawal to work with a support teacher/assistant on a one-to-one basis or as part of an intervention group.
- In-class support with a teaching assistant, usually as part of a group.
- Specialist advice from outside agencies will be used to adapt the curriculum to suit individual needs.
- Provision of resources for example word mats, spelling aids, working walls, writing frames, maths manipulatives, task cards and differentiated tasks that will support children's learning, ensure they can access the curriculum and develop their independence skills.
- If appropriate specialist equipment may be provided for the pupil, e.g. writing slopes, concentration cushions, pen/pencil grips, adapted scissors.
- Children will be taught specific skills to enable them to be as independent as possible in their learning.

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

Activities, after school clubs and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent/carer or additional member of staff may be asked to accompany the child during the activity to ensure their safety and well-being and that of others.

What specialist services/expertise are available/accessed by the school?

Aston Lodge Primary School recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEN. A graduated response will be taken to SEND. When it is considered necessary colleagues from the following support services may be involved with pupils and support school in meeting their needs:

- Specialist Inclusion Team (SIT)
- Speech and Language Therapists (SALT)
- Visual Impairment Services (VI)
- Hearing Impairment Services (HI)
- Colleagues from Wickersley Partnership Trust
- School Nurse
- Educational Psychology Services
- Autism Communication Team (ACT)
- Social Care
- Me in Mind Team
- Child and Adolescent Mental Health Services (CAMHS)
- SENDIASS

No referrals will be made without discussions with parents and parental consent.

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

You can discuss your child's learning at the Parents' Consultation meetings that take place twice a year for all children (Autumn and Spring Terms), or make an appointment to see the class teacher at any point to discuss any concerns or indeed successes that you or your child have. The teacher will be able to suggest ways in which you can support your child at home.

Reviews

Further meetings will be arranged for children with SEND who are accessing support from outside agencies. These meetings will be arranged by the SENDCo and parents and other agencies will be invited. At these meetings the views of the child, parents and all professionals involved with the child will be shared. We will agree together any further steps that need to be put in place.

Reports from Outside Agencies

If outside agencies have been involved with your child and offer advice on meeting their needs, they will generally write a written report and they will send a copy of this to you and another copy to school. These reports are often discussed further at review meetings. If you have any queries about anything that you read in these reports you can discuss this with the class teacher or SENDCo.

End of Year Reports

All parents receive a report at the end of each term, outlining their child's learning journey for that academic year. This includes information about how your child is progressing across the curriculum, areas of strength areas for further development. Teachers are available to discuss these reports if you wish.

How will I know if my child is making good progress?

- Your child's progress is being continually monitored by class teachers on a daily basis, and class teachers will use the information they gather to plan and deliver next steps for your child.
- A variety of assessment tools are used to keep track of your child's progress, which is discussed with senior leaders at termly Pupil Progress meetings to ensure that all of our children are making good progress from their starting points. We also review the provision for individual pupils and if appropriate this is adjusted to meet their current needs.
- If your child has significant needs and makes small steps of progress, this progress is monitored, using PIVATs, which breaks targets down into smaller, achievable steps.
- We share children's attainment and progress at parents' meetings and reviews.
- We will congratulate your child on their achievements and may tell you verbally or via class dojo of any successes they experience.
- At the end of Foundation Stage, children are assessed using the Early Years Foundation Stage Early Learning Goals.
- In Year 1 all children are formally assessed using the Phonics Screening Check. Children who do not pass in Year 1 are assessed again in Year 2 to check on their progress in phonics.
- At the end of Y2 and Y6 all children are formally assessed using Standard Assessment Tests (SATs), occasionally children with significant needs are disapplied from these if they are unable to access them.
- At the end of each academic year your child will be provided with a written report that outlines their attainment, successes and areas to develop.
- Your child may move off the SEND register if their progress is accelerated.

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

Aston Lodge Primary School firmly believes in developing a strong partnership with parents and that this will enable children with SEN to achieve their potential.

We recognise that:

- Parents have a unique overview of their child's needs and how best to support them and that this gives them a key role in the partnership.
- Parents hold key information and have a critical role to play in their child's education.
- Parents have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best way of supporting them.

All parents are encouraged to contribute to their child's education.

This may be through:

- Informal discussions with the class teacher.
- More formal discussions during parents' consultation meetings.
- Discussions with the SENCo and other agencies at review meetings.
- Parents are encouraged to help with planning next steps for their child and discuss with school if we could try different things.

What support will there be for my child's overall well-being?

The school offers a variety of pastoral support for pupils encountering emotional difficulties, as follows:

- Staff work hard to develop positive relationships with the pupils in our care.
- Members of staff, including the class teacher, teaching assistants and Head Teacher, are readily available for pupils who wish to discuss issues and concerns.
- All staff work hard to help children to develop a positive image of themselves.
- Staff promote an inclusive environment and encourage children to develop an understanding of diversity and to celebrate each other's successes.
- The SENDCO and Headteacher are happy to discuss any concerns you may have as a parent or any concerns a child has themselves.
- Breakfast and after-school clubs are open to all and this is often a good way to start or finish the day.

What training are the staff supporting children with SEND having or have had?

Different members of staff at Aston Lodge Primary School have received training relating to SEND, including sessions on:

- How to support children on the autistic spectrum disorders
- How to support pupils with social and emotional needs including those with attachment needs.
- How to support pupils with speech and language difficulties
- How to support pupils with physical and coordination needs
- How to support pupils with dyslexic needs
- Specific training to deliver interventions designed to accelerate progress in core subjects

Our SENDCo, Miss Annette Burton has completed the National Award for SEN Coordination (NASENCO).

She keeps up to date with changes to SEN provision through attending LA network meetings and any relevant training. She liaises closely with other SENDCos in the Wickersley Partnership Trust.

How will Aston Lodge Primary School support my child with changing classes?

All teachers are responsible for meeting the needs of the children within their class.

To ensure a smooth transition into the next class:

- Children entering the Foundation Stage are offered a home visit from the teacher and a member of support staff. This provides an opportunity for you to discuss any concerns that you have. It also ensures that staff are able to put in place any specific support that may be needed when your child starts school.
- The current teacher and receiving teacher meet in July to discuss the needs of the children in their class and how they learn best
- Where children have a significant SEN the receiving teacher will, where practicable, be present at the last review of the year before they move into the new class. This will give the new teacher and parents a chance to meet and plan how to meet the child's needs
- All children will visit their new class for a day in the Summer term
- All children moving into Foundation Stage 2 and Year 3 have additional transition visits

How will Aston Lodge Primary School support and prepare my child with joining school or transferring to a new school?

Many strategies are in place to enable the transition to be as smooth as possible, including:

Transferring to a Primary School

- Discussions with the previous or receiving school prior to the pupil joining/leaving. These may be face to face or over the phone.
- When transferring into Aston Lodge from another school, pupils are invited, where possible, to attend at least one transition session where they spend some time with their new class and teacher.
- Additional visits can also be arranged for pupils who need extra time in their new school.
- Children sometimes benefit from having a 'peer buddy', to help them to settle into their new class.

Transferring to a Secondary School

- Pupils with additional needs transitioning to Aston Academy, visit the new school in a small group supported by a Teaching Assistant, before the whole class visit. For children transitioning to other schools we will liaise with appropriate professionals from the receiving school to plan transition.
- The SENDCo and class teacher liaise with the SENDCos from the secondary school to pass on information
- The secondary school SENDCo (or a representative) is invited to Year 6 review meetings for the pupil.
- The Secondary School SENDCo will be invited to Year 5 review meetings if the child has significant needs, to enable the planning of their provision.

What is the Local Officer?

The Local Offer is a local on-line resource where you can find out about resources, services, support, activities and events for Rotherham's children and young people with Special Educational Needs and Disabilities (SEND). There are two main purposes of the Local Offer:

- To provide clear, comprehensive information, in one place, on the support and opportunities available locally to children, young people and their families as well as what can be expected from local agencies including education, health and social care.
- To make services more responsive to local needs which are shaped by you.

Use the following link for more information about the Rotherham local offer.

<http://rotherhamsendlocaloffer.org>

Who can I contact for further information or to make a complaint?

Contacts

SENDCo: Annette Burton

SEND Governor: Luise Stabell

Head Teacher: Hayley McNeill

Assistant Head Teacher: Annette Burton

Glossary of Terms

Acronym	Term
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD/ ASC	Autistic Spectrum Disorder/ Autistic Spectrum Condition
BESD	Behavioural, Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CP	Child Protection
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FR	Formal Response (replacing School Action Plus SA+)
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
IR	Informal Response (replacing School Action SA)
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
LSS	Learning Support Service
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PP	Pupil Premium
SaLT	Speech and Language Therapy
SEMHT	Rotherham Social, Emotional and Mental Health Team
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Coordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment



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