



*Individual for all,
Aspirational for everyone.*

**Aspire School
Education Needs
And
Disability
Information Report
24/25**

Aspire School Special Educational Needs and Disability Information Report 2024/25.

In line with the SEND Code of Practice 2015 the following report sets out how Aspire School meets the needs of pupils with SEND.

Aspire School meets the needs of pupils with Autism Spectrum Disorder (ASD) and Speech and Language needs (SLCN). Prior to entry all pupils will have an EHCP with a diagnosed primary need within one of the following categories:- Autism Spectrum Disorder and/or Speech and Language impairment or disorder. Pupils may also have other co-existing needs, such as Attention Deficit Hyperactivity Disorder (ADHD).

All pupils who join the school have an EHCP which details their needs and the provision required to meet those needs. Over time needs may change, some pupils may need to move on to other more appropriate provisions. In addition to the annual review of the EHCP pupil progress reviews are a forum through which teachers and senior leaders monitor progress and identify any pupil whose needs may have changed. In this case an early annual review will be called to review the provision and needs of the pupil.

There are a range of opportunities through which parents are included in their child education; these include but are not limited to:

- Initial planning meetings, and home/school visits, within the first term for new pupils
- Bi-Termly updates to EHCP Section F provision plans and ILP targets on EFL
- Meet the Teacher evening
- Home / school contact books
- Open afternoons / celebration assemblies / coffee mornings / workshops
- Informal discussion and telephone conversations
- End of year report
- Class Dojo communication
- Child in care reviews

Where possible, pupils are included in their EHCP person centred review and are active participants. Where appropriate, pupils receive and give regular feedback on their learning as part of classroom practice.

The school has a clear schedule of assessment updates which includes updating the assessment tracking tool, Evidence for Learning (EFL), cross phase moderation and work scrutiny. At the beginning of the academic year challenging and aspirational end of year outcomes are set in all relevant areas. New pupil baselines are completed within the first four weeks of pupils joining the school. Summative assessments for core subjects take place three times within the year for pupils that this is appropriate for (Pathway 3). Data analysis at whole school level takes place following the summative assessment update and this is followed by pupil progress meetings with teachers. Any pupils whose progress is a cause for concern is discussed and interventions implemented. Provision plans are updated as part of the assessment schedule and sent home to parents, parents can then request a meeting if they wish to discuss targets or provision.

Transition is a key time in any child or young person's life whether that is starting school, moving class, moving phase or moving on from school. Ensuring the pupil and parents feel supported and prepared so that learning can continue is a very high priority at Aspire School.

We offer at least two transition sessions for existing pupils moving within school or new to school, depending on the needs of the pupil and cohort. Reception pupils receive home/school visits, a 'stay and play's session in school with their parents/carers, and a graduated transition timetable over the first three weeks of starting in school. By the 4th week, reception pupils are on a fulltime timetable. Our transition process is based on the needs of the pupil(s) and may vary year on year to reflect this need.

Our school curriculum is separated into three clearly defined pathways:- Pathway 1 (Engage), Pathway 2 (Explore), Pathway 3 (Discover). Pupils are able to move within these pathways as appropriate, including in-year if this is reflective of what is now most appropriate to them. The school also has a core offer for nurture provision, which is to support identified pupils in being able to access the most appropriate learning pathway for them.

At Aspire School we recognise and celebrate the individual learning styles of all our pupils. There is no 'one approach fits all' however all classes have, on average, between 8 to 12 pupils, and high staff ratios, typically one teacher and three TAs although this will vary according to the needs of the pupils. Pupils are grouped according to their learning needs. This enables teachers to create classroom environments that best meet the needs of the pupils. Within any classroom a range of teaching approaches are used which may include (but is not exclusive to):

- Visual supports
- Work stations
- TEACCH strategies
- SCERTS ethos
- Sensory circuits
- Makaton sign language
- Zones of Regulation
- Nurture strategies
- SALT/OT recommendations and support

There is a wealth of staff expertise in all aspects of SEND at Aspire School. Staff joining the school, who are new to teaching in a special school are supported through a robust CPD programme, peer support from more experienced teachers and access to training courses. Experienced staff are supported to access higher level qualifications, such as NPQ qualifications, in order to maintain and deepen their expertise. School staff also have access to a wide range of colleagues from specialist fields, including SALTs, OT, Art and Family Therapist and Play Therapist.

We pride ourselves on 'growing' our own teachers through the Teacher Apprenticeship programme.

The school carries out self-evaluation throughout the year to monitor the effectiveness of the provision through:

- Deep Dives
- Learning Walks
- Governor monitoring
- Subject and Pathway monitoring
- Work scrutiny
- Trust Moderation
- KSENT Moderation
- Monitoring visits from the BA MAT Trust Team and external monitoring from OCMAT Trust Team.

All pupils are fully included in the life of the school. Making adaptations to meet pupil needs to enable access is a daily part of what we do. A high priority is to ensure pupils are included in the community through;

- Trips and visits
- Using community facilities
- Participating in inter-school sports events

Pupil health and well-being is a high priority.

All classes have one teacher delivering most of their curriculum; the teachers know their pupils well and quickly identify any changes in behaviour or demeanour which may indicate a pupil has an emotional need. To further ensure the mental health of all pupils is supported, we have a dedicated Wellbeing team who highlight pupils that

might need additional support. Referrals and triaging provide pupils access to Art and Play Therapy to support their well-being.

There is a strong School Council. Whole school representatives are voted for in classes in Term 1. Each of the following terms, the whole School Council meets to discuss an item or issue, often linked to the School Development Plan. The ideas or concerns of the School Council are recorded and shared with the Senior Leadership Team. The School Council consults with other classes to explore ideas, concerns and share developments or initiatives.

Pupils know that if they report incidents of bullying or racist comments these will be dealt with seriously and immediately. The school safeguarding procedures are very robust; systems and processes are in place to ensure any cause for concern is dealt with systematically and shared with relevant agencies. These systems also ensure any pupil at risk of radicalisation or extremism are identified rapidly and support strategies implemented.

Aspire School works closely with all agencies involved in supporting pupils. Therapy targets are embedded into pupil learning across the week. Agencies involved with the school include:

- School Nurses, paediatricians and doctors
- Dieticians
- Social services
- NELFT (formerly CAMHS)
- Educational Psychology Service
- Social Services
- Early Help service
- Disability Teams
- Specialist Teachers (for children with Visual Impairment, for example)
- Kent CAT Team (Communicative Assistive Technology)

There are pupils within the school who are in the care of a local authority. The designated teacher is Tracy Taylor, Assistant Headteacher. We also have in place a wellbeing team and a number of Mental Health First Aiders. Our Mental Health First Aiders are Tracy Taylor, Mandy Bassant, Linda Thomas, John Shanley and Hanna Buckland. The school works closely with carers, social workers, virtual schools and other agencies involved with the pupil. Pupil progress of this cohort of pupils is monitored closely.

Any complaints or concerns regarding any aspect of pupil education should initially be raised with the class teacher. If not resolved satisfactorily, please contact the Assistant Headteacher (Tracy Taylor) or the Headteacher (Neil Dipple). Formal complaints should be made through the school's procedures. The Complaints Policy is available on the school's website or can be obtained from the school office.

The Kent County Council Local Offer can be accessed through the following link <http://www.kent.gov.uk/education-and-children/special-educational-needs>.

Signed:

Print Name:

Position:

Date: