

Little Aston Primary Academy



SEND Policy 2025-2026

Our School

Our School Vision

At Little Aston Primary Academy, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to have a love of learning and to encourage them to explore opportunities to develop wider life skills that they can use in their future.

Our School provides a broad and balanced curriculum which includes national literacy and numeracy materials for all children. The school recognises that all children are entitled to a differentiated curriculum and planning is designed to meet the specific needs of individuals and groups of children.

Most children have learning needs which require action to be taken by the school at some time in their education. Some children have a significantly greater difficulty in learning than the majority of children of the same age. A few children have profound physical and/or learning difficulties.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and enable them to participate effectively in all areas of the curriculum.

September 2025 SEND Information

Little Aston currently has 193 children on roll (Reception – Y6).

There are currently 33 out of 193 (17.1%) children on the SEND register with a range of needs from universal to specialist.

Of the 33 pupils on the SEND register, 1 child has an EHCP and 32 children have SEND support and an Individual Education Plan (IEP).

Areas of need:	Cognition and learning	Communication and interaction	Sensory and physical	SEMH
Number of pupils:	13	8	3	9

Policy introduction

This policy is designed to ensure that all children with Special Educational Needs and/or Disabilities (SEND) are supported effectively within our school, in line with the 2014 National Curriculum in England. Our commitment is to provide an inclusive educational environment where all students can thrive, learn, and achieve their full potential.

In accordance with the Children and Families Act 2014 and the SEND Code of Practice (2015), we recognise that all children are entitled to a

	<p>high-quality education that meets their individual needs. Our SEN policy outlines how we identify, assess, and support children with SEND, ensuring a collaborative approach between parents, staff, and external agencies.</p>
<p>Policy development and implementation</p>	<p>This policy maps out SUAT, national and local expectations for SEND. It seeks to cover key aspects of processes and support for pupils with SEND in Little Aston Primary Academy and to enable the further development and maintenance of good practice for the education of learners with SEND and an inclusive ethos. We ensure that our policy is comprehensive in meeting requirements, helpful to practitioners, and consistent with SUAT and Little Aston Primary Academy values.</p> <p>At Little Aston Primary Academy we all share the ethos that all children are at the heart of all that we do. There is an ambitious curriculum delivered expertly through engaging, high quality teaching which leads to outstanding outcomes for all pupils. This policy guidance derives from the Teaching and Learning framework of SUAT, and works alongside and in conjunction with the Staffordshire Local Offer.</p> <p>The special educational needs co-ordinator (SENCO) attended SUAT CPD SEND Policy Development training, where collaboration within the trust led to auditing SEND policies and developing an agreed format to be implemented across SUAT schools.</p>

Identifying and Assessing Need

At Little Aston Primary Academy, we aim to identify and assess needs at the earliest possible stage to ensure equitable access to the curriculum for all children with SEND. We have a 10 step process to make this clear for all:

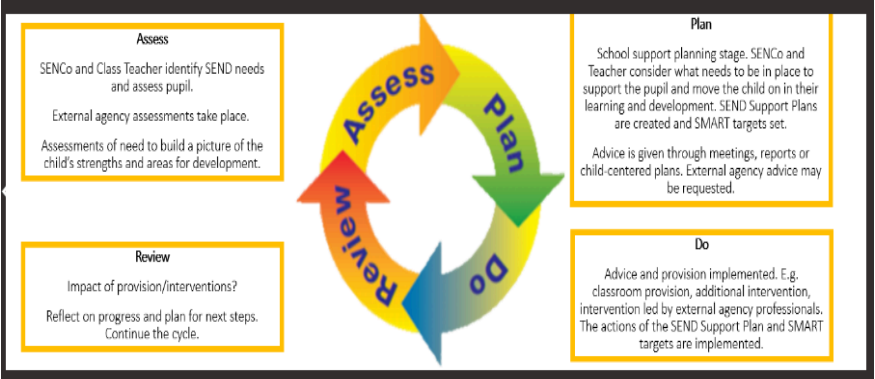
Step 1	Class teacher identifies a pupil's needs from teaching and learning observations, parental discussions, assessment data or tracking systems. If a pupil is new to school, this may include previous setting information.
Step 2	Class teacher arranges a meeting with the SENCO/SLT to share findings and evidence.
Step 3	Next steps are established in the meeting and a timescale agreed.
Step 4	Pupil is placed on the class SEN Monitoring plan. Pupil has identified targets in the area/s of concern.
Step 5	Class teacher puts in agreed strategies to support the identified need within high quality teaching and completes next steps identified within the agreed time scale.
Step 6	Class teacher regularly updates the SEN monitoring plan so SENCO/SLT can track progress. Class teacher meets with SENCO on a scheduled meeting date and shares the outcomes.
Step 7	Pupil completes two cycles of SEN monitoring.
Step 8	A Parent / carer meeting is arranged with the class teacher/SENCo to discuss next steps.
Step 9	If pupil has made progress/needs are no longer a concern, pupil moves back to class action plan and tracking.
Step 10	If the pupil has not made progress and needs are still a concern, we may offer parents options of assessment to investigate further (e.g. Learning assessments, Speech and Language Referral, Community Paeds, Educational Psychologist etc) and consider moving the pupil to our SEND register where they will have an individual IEP and pupil profile put into place.

Assess, Plan, Do, Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are

revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the graduated response – assess, plan, do, review. For all pupils with special educational needs the cycle of Assess, Plan, Do and Review will be adhered to and progress will be discussed with the SENCO. These pupils will also be discussed at Pupil Progress Meetings with core subject leaders and SLT.



When a pupil is placed on our SEN register, we ensure that parents are in full agreement. The child will have their records updated on Bromcom and they will have an individual purple SEN folder that will include a pupil profile and an IEP with SMART targets set inline with their primary need and any secondary needs if applicable. IEP targets are shared with parents and discussed at the end of each term at a review meeting.

<p>Roles and responsibilities</p>	<p>The principle that underpins this section is that all teachers are teachers of Special Educational Needs and therefore responsible and accountable for progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.</p> <p>Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved: Local authority, school, parents/carers, children's services and all other agencies.</p> <p>All pupils are provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum. An experienced team of staff will be involved in supporting your child. These include:</p> <p>The Class Teacher</p> <p>The class teacher is responsible for setting relevant targets, planning and ensuring delivery of additional support for children with SEND (supported by the SENCO). They will provide access to the curriculum and will liaise with the SENCO to identify, monitor and assess pupils with SEND. The class teacher will arrange termly reviews and plan next steps.</p> <p>The Special Educational Needs Co-ordinator (SENCO)</p> <p>The Special Educational Needs co-ordinator (SENCO) along with the Senior Leadership Team and the Governing Body, is responsible for overseeing and coordinating the day to day policy and practise for pupils with SEND. The Special Educational Needs co-ordinator will arrange any external agencies that may be involved with your child and arrange and attend meetings. The Special Educational Needs co-ordinator will monitor individual plans and progress with the class teacher.</p> <p>Teaching Assistants</p> <p>Teaching Assistants support all pupils in class. Additional TAs who help support groups and individual children with their learning. It may be necessary for Teaching Assistants to work on a 1:1 with an individual pupil in order to support learning or behaviour. Teaching assistants work alongside the class teacher to plan and deliver suitable teaching programmes that work alongside the curriculum.</p> <p>Specialist Support (if needed)</p> <p>Sometimes school may commission Specialist Support to work with identified children with a particular focus e.g. Educational Psychologists, Behavioural Support, Autism Outreach Team, Speech and Language Therapists, Occupational Therapists or the Local Authority SEN and Inclusion Service (SENIS). Supporting pupils with their mental health and well being is also important and we work closely with Malachi, family support workers and social workers where necessary.</p>
--	--

Admissions	<p>We ensure that all children, regardless of individual need, have equitable access to education, upholding the school's commitment to inclusivity and non-discrimination in line with the Equality Act 2010 and the SEND Code of Practice (2015). We are committed to welcoming applications from all pupils, including those with SEN and decisions regarding admission will not discriminate against a child based on their SEN or medical needs. We will assess each pupil's needs during the admissions process, ensuring their successful integration into the school.</p>
Staff training	<p>Training is provided on three levels, awareness, enhanced and in some cases specialist.</p> <p>Awareness training for all staff includes supporting pupils with literacy and numeracy difficulties, supporting pupils on the autistic spectrum, and supporting pupils with speech, language and communication difficulties. Training is identified on the school improvement plan and dependent on the training needs of the staff.</p>
Monitoring and evaluating the policy	<p>The Headteacher, SLT and SENCo are responsible for the development, implementation and review of this policy.</p> <p>This policy was developed in March 2025, it was ratified by the Local Academy Council on 8th April 2025 and will be reviewed annually.</p>
SEND Information Report	<p>Our SEND information report is a document that explains how we support children and young people with special educational needs and disabilities. The SEN information report contains information on the implementation of the school's SEN policy and is updated annually.</p>