



Little Aston Primary Academy

SEND Information Report 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.

Lifelong Learners – we inspire each other to achieve our full potential.

Inclusive – we welcome everyone into our Little Aston family.

Together in partnership – we include everyone, build friendships and achieve as teams.

Teaching and learning – we love to learn, teach and inspire each other.

Learn – we want to be kind, responsible and respectful citizens of the future.

Excellence – we always try to do our best.

Achieve together – we encourage each other to do well.

Safe – we learn to keep ourselves and others safe.

Talented – we develop our personalities, talents and creativeness.

Opportunities – we provide a variety of enrichment opportunities.

No fear – we are safe and happy in school and can learn from our mistakes.

Our Core Values	Little	Aston	Primary	Academy
	Learn	Achieve	Proud	Ambitious
	We learn together. We learn from our mistakes. We learn to be kind, respectful and safe.	Achieve our full potential. Achieve success. Don't give up!	Proud to always do our best. Proud to belong to LAPA and SUAT. Proud of our achievements. Proud of each other. Proud to be unique.	Challenge ourselves to be the best we can be. Aim for excellence.
				

September 2025 SEND Information

Little Aston currently has 193 children on roll (Reception – Y6), plus 17 pupils in our Sparkletots Preschool.

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



Meet our SENCO



Our Special Educational Needs Coordinator (SENCo) is Mrs Sarah Smith.

If you would like to contact our SENCo, please call the school office on 0121 794 9350 or email office@littleaston.staffs.sch.uk.



Special Educational Needs

At Little Aston Primary Academy we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND code of practice 2015:

	Cognition and Learning (e.g. Moderate Learning Need, Specific Learning Need)
	Communication and Interaction (e.g. Autistic Spectrum Condition, Speech, Language and Communication Needs)
	Social, Emotional and Mental Health (e.g. ADHD)
	Sensory and Physical (e.g. Hearing Impairment, Visual Impairment)



Identifying and Assessing Need

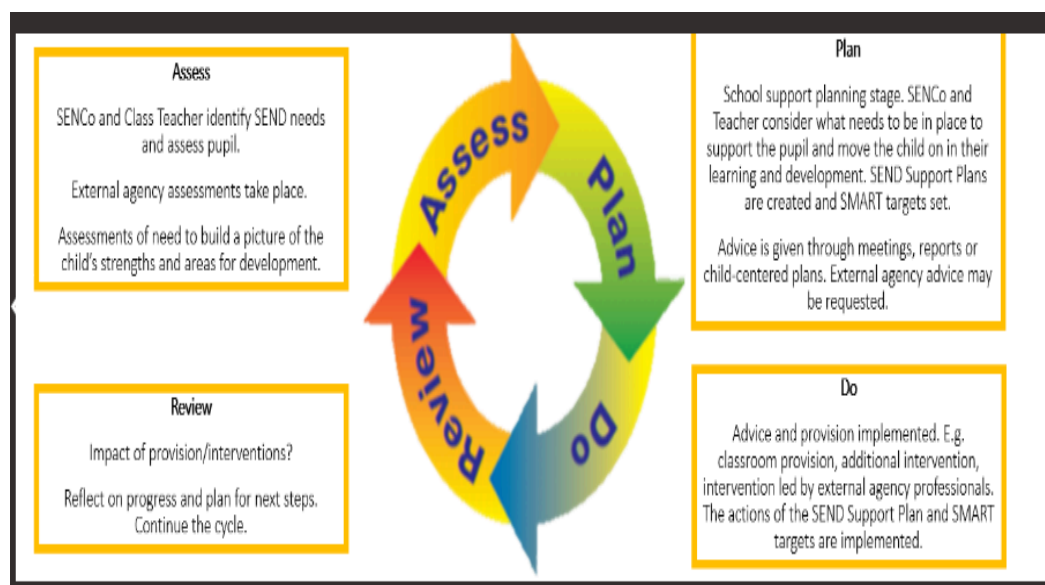
At Little Aston Primary Academy, we aim to identify and assess needs at the earliest possible stage to ensure equitable access to the curriculum for all children with SEND. We have a 10 step process to make this clear for all:

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/Senior Leadership team (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 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 the pupil has made progress/needs are no longer a concern, the 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.

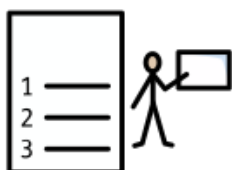


Our approach to teaching children with SEND

At Little Aston Primary Academy we provide a stimulating and exciting curriculum where we support pupils to enjoy their learning and achieve their potential. We have an inclusive culture where we balance high expectations with high levels of support.

Class teachers (supported by the SENCO and SLT) will assess your child to identify their strengths, needs and the extra help they require. This may involve additional support from a teaching assistant in class, small group intervention or individual support or perhaps the use of alternative resources.

If your child continues to have difficulties, we may seek professional advice from specialist support services such as speech and language therapists, visual/hearing impairment teachers, health professionals, special educational needs support teachers, autism outreach support services, behaviour support services and educational psychologists. This support will advise us on the best ways to match your child's needs with the curriculum.



Curriculum adaptations including scaffolding support

At Little Aston, we use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the curriculum and classroom environment. If needed, we modify the content and delivery of our approaches, strategies and resources to better support individual learning needs of our pupils.

Reasonable adjustments are specific changes made to facilitate the learning of pupils with SEND. Common adjustments may include extending time for tasks, alternative recording formats and providing equipment or resources to support a pupil. We also offer areas in classrooms that provide a calm space and a quiet area if a pupil feels overwhelmed or dysregulated.

We also offer scaffolding in lessons where teachers provide temporary support to pupils like prompts, writing frames or visual aids to help learn new concepts or skills and gradually withdraw that support as the pupil becomes more proficient and can work independently.

We also seek advice from outside agencies on how best to adapt the curriculum as and when the need arises.

Equipment and Facilities



We use lots of different types of equipment or strategies to help pupils with SEND feel calm and well-supported in their classrooms.

These include:




































Visual timetables	Now/next boards	Word banks
Assistive technology	Ear defenders	Timers






Parent Consultations

We believe that working together in partnership with parents ensures the best possible outcome for every child. Parental involvement is key to a child's educational and social and emotional development. We therefore provide a range of opportunities for parents to be involved in school life.

These include:

- Parents' evenings each term
- Termly SEND/IEP review meetings
- Theme days (where parents join us for workshops related to a topic being taught)

	<ul style="list-style-type: none">• Open days• Concerts in the Autumn and Summer terms• Achievement assemblies• Easter, Harvest and Christmas services• Opportunities to attend school trips• Parents Workshops <p>We offer an open-door policy where parents are able to make appointments to meet with the SENCo/Headteacher.</p>																
<div></div> <div><h3>Child Consultations</h3></div>	<p>We believe including a child's views is really important in their education journey with us. It helps ensure that the child receives the support they need, that they are understood and that their education is well-balanced and relevant to them.</p> <p>Some of this information helps the class teacher to create a Pupil profile, so all adults working with that child know which strategies work best and how that child likes to learn.</p> <p>We encourage children to:</p> <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table> <p>Pupils are also given a chance to give their thoughts and feelings at their termly IEP reviews.</p>				Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.										
																	
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<div></div> <div><h3>Staff Training</h3></div>	<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>Play Therapy</td><td>Sensory needs</td><td>Child Development</td><td>Phonics support</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>Autism Awareness</td><td>Attachment</td><td>Specific Learning Difficulties</td><td>Team Teach</td></tr></table>					Play Therapy	Sensory needs	Child Development	Phonics support					Autism Awareness	Attachment	Specific Learning Difficulties	Team Teach
																	
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	De escalation/ Restorative practice	Reading support	Nurture support	Speech and Language
 <p>Transition Support</p>	<p>A number of strategies are in place to enable effective transition at each important stage.</p> <p>These include:</p> <p><u>On entry to Reception</u> - A phased transition programme is implemented in the Summer term before pupils are due to start Reception. This includes opportunities for pupils to visit reception class to familiarise themselves with the environment and staff. Meetings are held with parents individually to ascertain any additional or special educational needs and adjustments are planned accordingly. Members of staff from our school may visit the children in their pre-school/nursery setting to conduct observations as well as to seek the perspective of staff involved in noting achievements, strengths and development areas for each child.</p> <p><u>Transition between year groups</u> - At the end of the summer term there is an open evening where parents can meet the new class teacher. Pupils also visit their new classes. Class teachers meet together to pass on all relevant information and pupil passports for pupils with SEND are updated for the next year.</p> <p><u>Transferring from another school</u> - previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.</p> <p><u>Transferring to a new school</u> - Visits to the new setting can be planned, along with a transition pupil passport. Transition meetings for pupils with an EHCP are held. The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND where the SENCO and Y6 staff will liaise with the SEND team at the new school.</p> <p>The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be discussed prior to entry. Little Aston Primary Academy works closely with all settings to ensure that transition to or from our school is as smooth for the child as possible. The parents, child, head teacher, class teachers and all other parties involved with the child, share all relevant information and to plan next steps and appropriate provision.</p>			



Outside Agencies

Should concerns regarding progress and attainment remain following the additional SEND support provided by school then support can be sought from local authority services or medical specialists:

These include:

- Specialist SEND Support Teachers
- Education Psychologist
- Autism Outreach/Autism Inclusion Team
- Visual/Hearing Impairment Team
- Behaviour Support Team
- Outreach Services from Specialist Schools/Units
- Occupational Therapists
- Physiotherapists
- Pediatricians
- Speech and Language Therapists
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Malachi
- Family action
- Social workers
- Virtual school



Clubs and Trips

Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of extra-curricular activities, curriculum visits, visitors and trips.

All children are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary, reasonable adjustments can be made to facilitate the needs of children with SEND. In these circumstances, parents and children are consulted closely as to the nature of the adjustments required. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

Complaints Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher (Mrs Pincombe EYFS and KS1 or Mrs Bamber KS2).

If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Myles Pearson – Chair of Governors
Cllr. Joseph Powell – SEND Governor



Local Offer

Please follow the link to [Staffordshire Connects](https://www.staffordshireconnects.info) website for information about their local offer.

Or access:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>



Feedback

We are always looking for ways to improve and welcome any feedback on how we can make any of our processes, procedures and communication more helpful or clear.

Please contact the school office if you have any feedback for us regarding SEND at our school.