

Aston Clinton School

Together we: Aspire, Care and Succeed



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT 2025-2026

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Our Approach to SEND

At Aston Clinton School, our vision and values of **Aspire, Care, Succeed** are at the heart of our approach to supporting children with special educational needs and disabilities (SEND). We are committed to providing an inclusive education in which every child is valued, supported to participate fully in school life and given the opportunity to achieve their potential.

Aston Clinton School is a mainstream primary school for children aged 4 to 11. We recognise that children learn and develop in different ways and that some children will require additional or different provision to help them access learning, make progress and participate fully in school life.

This SEND Information Report explains how we identify and support children with SEND, how we involve children and their parents and carers in decisions about provision, and how we work with other professionals and services.

Our SEND provision is informed by the **Children and Families Act 2014**, the **Special Educational Needs and Disability Regulations 2014**, the **SEND Code of Practice: 0 to 25 years** and the **Equality Act 2010**.

What Types of Special Educational Needs Do We Support?

Aston Clinton School is an inclusive mainstream primary school. We make provision for children whose needs fall within the four broad areas of need identified within the SEND Code of Practice:

Communication and interaction

This may include children with speech, language and communication needs and autistic children.

Cognition and learning

This may include children with specific or general learning difficulties which affect their ability to access learning and make progress.

Social, emotional and mental health needs

This may include children who experience difficulties which affect their emotional wellbeing, relationships, behaviour, engagement or ability to access learning.

Sensory and/or physical needs

This may include children with visual or hearing impairments, physical disabilities or sensory needs which affect their access to learning or the school environment.

We recognise that children's needs do not always fit neatly within one area and a child may have needs across more than one area. Identification of need helps us understand the barriers a child may experience and determine the most appropriate support.

Additionally Resourced Provision for Speech, Language and Communication Needs

Aston Clinton School has an **Additionally Resourced Provision (ARP)** for children with speech, language and communication needs.

The ARP provides places for up to 10 children with Education, Health and Care (EHC) plans whose identified needs meet the criteria for the provision. Placement within the ARP is determined by Buckinghamshire Council through its placement arrangements, in consultation with the school.

Children within the ARP remain members of their mainstream classes and are included in mainstream teaching and the wider life of the school wherever this is appropriate to their needs. Provision is carefully planned to balance specialist support with meaningful inclusion alongside peers.

How Do We Identify Children With SEND?

Early and accurate identification of children's needs is an important part of our approach.

A pupil may be identified as having additional needs in a number of ways, including:

- concerns raised by parents or carers
- concerns raised by teaching staff
- information received from a previous school, nursery or pre-school
- assessment information or pupil progress data
- observations of a child's learning, communication or development
- changes in a child's presentation which are affecting their access to learning
- information or advice from external professionals
- a medical diagnosis where this has an impact on the child's education.

A medical diagnosis does not in itself mean that a child has SEN. Equally, a child does not need a medical diagnosis before special educational provision can be put in place.

Class teachers continually assess children's attainment, progress and wider development. Where a child is not making expected progress, teachers consider what may be contributing to this and what additional support or adaptation may be required.

We recognise parents and carers as important partners in identifying children's needs. Concerns raised by parents and carers are taken seriously and considered alongside information held by the school.

What Happens If We Think a Child Has SEND?

The child's class teacher will usually be the first point of contact. The teacher will discuss concerns with parents or carers and, where appropriate, the SENCO.

The school will gather information about the child, including their strengths, areas of difficulty, progress and response to teaching and support.

Where appropriate, the school follows the **graduated approach of Assess, Plan, Do, Review**.

Assess

We gather and consider information about the child's needs, progress, strengths and barriers to learning.

Plan

The teacher, child, parents or carers and SENCO, where appropriate, agree the outcomes that support should aim to achieve and the provision required.

Do

The planned support is delivered. The class teacher remains responsible for the child's learning and progress, including where support is delivered by another member of staff.

Review

The impact of the provision is evaluated and decisions are made about whether it should continue, change or be increased or reduced.

This is a continuous process and allows provision to be refined as our understanding of the child's strengths and needs develops.

How Do We Plan and Review SEND Support?

Where appropriate, children receiving SEN Support have a **SEN Plan**.

SEN Plans are written by the class teacher in consultation with the child, parents or carers and the SENCO as appropriate. They identify the child's strengths and needs, intended outcomes and provision required.

Outcomes are purposeful and ambitious while remaining appropriate to the individual child.

SEN Plans are reviewed termly. During the review we consider:

- progress towards intended outcomes
- the child's views
- the views of parents or carers
- the effectiveness of support and interventions
- changes in the child's needs
- whether provision needs to be adapted.

The type, frequency and level of provision are determined by each pupil's identified needs and intended outcomes. Provision may be funded through the school's delegated resources and, where applicable, through additional funding associated with an EHC plan or other Local Authority funding arrangements.

If the school and parents or carers consider that a child may require provision beyond that which can reasonably be provided through SEN Support, consideration may be given to requesting additional support or an Education, Health and Care needs assessment.

What Happens If My Child Has an EHC Plan?

Children with an Education, Health and Care (EHC) plan are supported in accordance with the provision specified within their plan.

Short-term outcomes and provision are informed by the child's EHC plan and reviewed regularly.

In addition to ongoing and termly review arrangements, an **Annual Review** of the EHC plan takes place in accordance with statutory requirements.

Parents or carers, the child, school staff and relevant professionals are involved in the review process.

How Do We Teach Children With SEND?

High-quality teaching is the starting point for meeting the needs of all children, including those with SEND.

Class teachers are responsible and accountable for the progress and development of every child in their class, including children who access support from teaching assistants or specialist staff.

Teachers adapt teaching in response to pupils' needs. This may include:

- adapting explanations and instructions
- providing scaffolds and visual support
- breaking learning into manageable steps
- adapting resources
- providing additional opportunities to practise and revisit learning
- adapting methods of recording
- supporting communication and language
- adapting the learning environment
- using specialist equipment
- providing targeted individual or group intervention where appropriate.

Support is designed to enable children to access learning and develop increasing confidence and independence.

How Do We Adapt the Curriculum and Learning Environment?

We seek to identify and remove barriers which may prevent children with SEND from accessing the curriculum.

Adaptations are based upon individual needs and may include the use of assistive technology, word processors, alternative methods of recording, visual resources, adapted materials and specialist equipment such as pencil grips or writing slopes.

Where specialist equipment or adaptations are required, the school works with parents or carers and relevant professionals, such as occupational therapists, physiotherapists, speech and language therapists, specialist teachers or the Local Authority, to identify appropriate provision and secure equipment or facilities according to the individual pupil's assessed needs.

The school's arrangements for improving access to the curriculum, physical environment and information should also be read alongside our **Accessibility Plan**, available on the school website.

How Can Children With SEND Take Part in the Wider Life of the School?

Children with SEND are encouraged and supported to participate fully in the wider life of Aston Clinton School.

This includes:

- physical education
- educational visits and trips
- clubs and extracurricular activities
- assemblies
- performances
- school events
- leadership and pupil voice opportunities
- enrichment activities
- residential opportunities, where applicable.

Where necessary, reasonable adjustments are made to remove or reduce barriers to participation. These may include adapted activities or resources, additional adult support, accessibility arrangements, individual risk assessments or advice from relevant professionals.

Our intention is that children with SEND participate alongside their peers wherever possible and are not unnecessarily excluded from opportunities because of their needs or disability.

How Do We Support Children's Emotional, Mental and Social Development?

We recognise that children's emotional wellbeing, relationships and sense of belonging are important to successful learning and development.

All staff have a responsibility for children's wellbeing. Children with SEND have access to the school's wider pastoral and wellbeing support alongside their peers.

Where additional needs are identified, support is matched to the individual child. This may include targeted adult support, opportunities to develop emotional literacy and social skills, adjustments within the classroom, pastoral interventions and referrals to appropriate external professionals or services where required.

We listen carefully to children's views and work with families when determining appropriate support.

The effectiveness of additional support is reviewed as part of the school's graduated approach.

What Expertise and Training Do Our Staff Have?

Aston Clinton School is committed to the continuing professional development of staff.

Teachers and support staff receive training to develop their knowledge, skills and confidence in meeting the needs of children with SEND. Training is responsive to the needs of pupils within the school and may be delivered by school leaders, the SENCO, specialist staff or external professionals.

Where a child has needs requiring expertise beyond that available within the school, we seek advice and support from appropriate external services.

Which External Professionals and Services May Support Children?

Where appropriate, and with parental involvement where required, we work with external professionals and services to ensure children receive appropriate support.

These may include:

- Buckinghamshire specialist teaching services
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- School Nursing
- Child and Adolescent Mental Health Services
- Social Care
- family support services
- Local Authority SEND services
- education welfare services
- alternative provision services
- Young Carers services

- other appropriate health, education, social care or voluntary organisations.

The involvement of external professionals is based upon children's individual needs and relevant referral criteria.

Where external professionals make recommendations, these are considered alongside the school's knowledge of the child and incorporated into provision where appropriate.

How Do We Know Whether SEND Provision Is Effective?

We evaluate the effectiveness of SEND provision through a combination of:

- assessment and progress information
- progress towards individual outcomes
- termly SEN Plan reviews
- pupil views
- parent and carer views
- teacher assessment and observation
- monitoring of interventions
- attendance and engagement information where relevant
- advice and assessment from external professionals
- Annual Reviews for children with EHC plans
- monitoring and evaluation by the SENCO and school leaders.

Our focus is not solely on academic attainment. Depending upon the child's identified needs, successful outcomes may also relate to communication, independence, physical development, participation, emotional wellbeing, social development or readiness for the next stage of education.

Provision is adapted where evidence indicates that it is not achieving the intended outcomes.

How Are Parents and Carers Involved?

We believe that effective partnership with parents and carers is essential.

Parents and carers know their children well and their knowledge and views contribute to our understanding of children's strengths and needs.

Parents and carers are involved through:

- discussions with the class teacher
- SEN Plan meetings and reviews
- consultation about outcomes and provision
- Annual Reviews where a child has an EHC plan
- meetings with external professionals where appropriate
- transition planning
- regular communication about their child's needs and progress.

Where an assessment or referral indicates that additional provision may be required, parents or carers and the child will be involved in discussions about next steps.

Parents and carers who are concerned about their child's progress or development should speak to the child's class teacher in the first instance. They may also contact the SENCO.

How Do We Involve Children in Decisions About Their Education?

The views, wishes and aspirations of children are important.

Children are supported to contribute to decisions affecting their education in ways appropriate to their age, development and communication needs.

This may include:

- contributing to their SEN Plan
- discussing their strengths and areas where they would like help
- contributing to reviews
- sharing their views about support
- contributing to their EHC plan Annual Review
- identifying aspirations and outcomes
- being involved in transition planning.

We want children to understand the support they receive and to develop confidence, independence and increasing ownership of their learning.

How Do We Support Pupils With Medical Needs?

Some children may have medical conditions which require additional arrangements during the school day.

Where appropriate, an individual healthcare plan is developed in consultation with parents or carers and relevant healthcare professionals.

Relevant staff are made aware of the child's needs and appropriate support and arrangements are put in place.

Having a medical condition does not necessarily mean that a child has SEN. Where a child's medical condition also results in a special educational need, provision will be made in accordance with the school's SEND arrangements.

How Do we Support Children When They Move to or From Aston Clinton School?

We recognise that transitions can be particularly significant for children with SEND and their families.

Starting Reception

We work closely with feeder nurseries and pre-schools to gather information about children who will be joining Aston Clinton School.

Where a child has identified SEND, additional liaison takes place with the child's family, current setting and relevant professionals.

Where required, an individual transition plan may include:

- additional visits
- visits by school staff to the child's current setting
- meetings with parents or carers
- communication with professionals
- sharing relevant information
- photographs or visual transition materials
- adaptations to transition activities.

Moving between classes

Where children move between year groups, relevant information about their needs and provision is shared with their new teacher. Additional transition support is provided where required.

Moving to another school or secondary school

When children leave Aston Clinton School, relevant SEND information is transferred securely to the receiving school.

For pupils with identified additional needs, the SENCO and class teacher may liaise directly with staff at the receiving school.

Children with EHC plans receive transition planning through their Annual Review process. Additional visits, meetings and transition support are arranged where appropriate.

For vulnerable Year 6 pupils, we work with secondary schools, families and other professionals to help children develop the knowledge, confidence and familiarity they need for a successful transition.

Admissions for Children With SEND

Aston Clinton School follows the admissions arrangements determined by **Buckinghamshire Council**.

The school's admissions arrangements do not discriminate against children because of SEND.

Admission arrangements for children with an EHC plan are managed through the statutory EHC plan process and the Local Authority.

Further information about school admissions is available from Buckinghamshire Council:

<https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/>

What Should I Do If I Have a Concern or Complaint About SEND Provision?

We aim to work positively and collaboratively with parents and carers and encourage concerns to be raised at the earliest opportunity.

If you have a concern about the SEND provision being made for your child, we recommend that you speak to your child's **class teacher** in the first instance.

If the concern remains unresolved, or you would like further advice, you should contact the **SENCO**.

If the matter cannot be resolved informally, parents and carers can use the school's formal **Complaints Policy**, which is available on the school website.

Where a disagreement relates specifically to decisions made by the Local Authority concerning an EHC needs assessment or EHC plan, different statutory disagreement resolution, mediation and appeal arrangements may apply. Families can seek independent information and advice about these processes through SENDIASS.

What Independent Support Is Available for Children and Families?

If you have questions or concerns about SEND, we encourage you to speak to us. We want to work with you to support your child and family.

Families can also access independent information, advice and support.

Buckinghamshire SEND Information, Advice and Support Service (SENDIAS)

SENDIAS provides impartial and confidential information, advice and support to children and young people with SEND and their parents and carers.

[BUCKINGHAMSHIRE SENDIAS WEB LINK](#)

Buckinghamshire Local Offer

The Buckinghamshire Local Offer provides information about SEND services, provision and support available to children, young people and families within Buckinghamshire.

[BUCKINGHAMSHIRE LOCAL OFFER LINK](#)

Additional information and resources are also available through the school's SEND webpage:

<https://www.astonclinton.school.co.uk/sen/>

Other Sources of Information and Support

Families may also find information and support through national organisations including:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Parents and carers should contact the SENCO if they would like help identifying a service appropriate to their child's individual needs.

Related School Policies and Information

This SEND Information Report should be read alongside other relevant information published by Aston Clinton School, including:

- SEND Policy
- Accessibility Plan
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Admissions information

Glossary

Access arrangements: Specific arrangements which enable eligible pupils with additional needs to access assessments without changing what is being assessed.

Annual Review: The statutory review of an Education, Health and Care plan.

Areas of need: The four broad areas identified in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

CAMHS: Child and Adolescent Mental Health Services.

EHC needs assessment: The statutory assessment undertaken by a Local Authority to determine whether an Education, Health and Care plan is necessary.

EHC plan: An Education, Health and Care plan. This is a statutory document which describes a child or young person's special educational needs, relevant outcomes and the provision required to meet those needs.

Graduated approach: The cycle of Assess, Plan, Do and Review used by schools to understand and respond to a pupil's special educational needs.

Intervention: Additional or targeted provision designed to support identified needs or outcomes.

Local Offer: Information published by the Local Authority about education, health and social care provision and other services available for children and young people with SEND and their families.

Outcome: The benefit or difference that support or provision is intended to achieve for a child.

Reasonable adjustments: Changes made to prevent a disabled person being placed at a substantial disadvantage.

SEN: Special educational needs.

SENCO: Special Educational Needs Coordinator.

SEN Information Report: Information that schools are required to publish about the implementation of their policy for pupils with SEN.

SEN Support: Special educational provision made for a child whose needs require provision that is additional to or different from that normally available to pupils of the same age.

SEND: Special educational needs and disabilities.

SEND Code of Practice: Statutory guidance relating to the SEND system for children and young people aged 0 to 25.

SENDIASS: Special Educational Needs and Disabilities Information, Advice and Support Service.