

Special educational needs (SEND) information report

The Astley Cooper School



Approved by:

Date:

Last reviewed on:

Next review due by:

Contents

Contents.....	3
1. What types of SEN does the school provide for?.....	4
2. Which staff will support my child, and what training have they had?.....	4
3. What should I do if I think my child has SEN?.....	6
4. How will the school know if my child needs SEN support?.....	6
5. How will the school measure my child's progress?.....	7
6. How will I be involved in decisions made about my child's education?.....	7
7. How will my child be involved in decisions made about their education?.....	8
8. How will the school adapt its teaching for my child?.....	8
9. How will the school evaluate whether the support in place is helping my child?.....	9
10. How will the school resources be secured for my child?.....	10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?...	10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?.....	10
13. How does the school support pupils with disabilities?.....	11
14. How will the school support my child's mental health and emotional and social development?.....	11
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	11
16. What support is in place for looked-after and previously looked-after children with SEN?.....	12
17. What should I do if I have a complaint about my child's SEN support?.....	12
18. What support is available for me and my family?.....	13
19. Glossary.....	13

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [The Astley Cooper School - Policies](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?



(Left to right)

Mr Daddow - Senior Assistant Head & DSL

Mrs Beresford - SENDCO and Teacher of Design and Technology (BA, MA, QTS, NASENCO)

Miss Lucas - Assistant SENDCO (SENDSCO NPQ)

Mrs Dawson - Pathway Manager

Mrs Woodward - Pathway Teacher (BA, QTS)

Miss Collins - Family Support Worker

Mrs Nethercoat - Mental Health Lead

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Beresford

I have a background in secondary education and specialist training in SEND provision, I lead the strategic development of support for students with diverse needs, including those with EHCPs, learning difficulties, and emotional or behavioural challenges. I work closely with teaching staff, support teams, families, and external agencies to ensure that interventions are effective, student voice is heard, and progress is continually monitored. My approach is rooted in compassion, collaboration, and high expectations—ensuring that all learners have access to a curriculum that meets their needs and unlocks their potential. I achieved the National Award in Special Educational Needs Co-ordination in 2022 and am allocated 35 hours a week to manage SEND provision.

Assistant SENCO

Our assistant SENCO is Miss Lucas.

I am a passionate and committed Assistant SENDCO with a strong belief in inclusive education. I take pride in building trusting relationships with students and advocating for their voice within the school community. I work closely with the SENDCO, staff, and families to ensure every child receives the support they need to thrive. I have been in this role since 2023 and have also worked as Level 3 Teaching Assistant and working towards the SENDCO National Professional Qualification.

Senior Mental Health Lead Teacher

Our Mental Health Lead teacher is Mrs Nethercoat

I am dedicated to fostering a safe, supportive, and emotionally resilient environment for all students and staff. I have extensive experience in pastoral care, and have an important role in shaping the school's wellbeing strategy, delivering early interventions, and promoting mental health awareness across the school community.

Pathway leader and teacher of inclusion

Our Pathway leader and teacher of inclusion is Mrs Dawson

I am committed to creating an environment where every individual feels valued, supported, and empowered to succeed. My role involves working closely with students, staff, and families to identify and remove barriers to learning, foster positive relationships, and ensure that all voices are heard.

Family Support Worker

Our Family Support Worker is Miss Collins

As the School Family Support Worker, my role is to build strong, trusting relationships between home and school. I work closely with children, parents, and staff to ensure every family feels supported, heard, and empowered. Whether you're facing challenges at home, need help accessing services, or just want someone to talk to, I'm here to help.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 7 TAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as Zones of Regulation, trusted adult sessions, mentoring, well being interventions, catch up literacy and maths, one to one support.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Family Support
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations e.g. MCR Pathways (Mentoring Programme)
- Services for Young People
- Specialist advisory services

3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's form tutor. Please use the following email address FAO your child's form tutor: admin@astleycooper.herts.sch.uk

They will pass the message on to our SENCO, Mrs Beresford who will be in touch to discuss your concerns.

You can also contact the SENCO directly. j.beresford@astleycooper.herts.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this via email.

If we decide that your child needs SEN support, we will formally notify you via email and your child will be added to the school's SEND register

4. How will the school know if my child needs SEN support?

All our class teachers and support staff are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher make a referral to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and during social situations to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

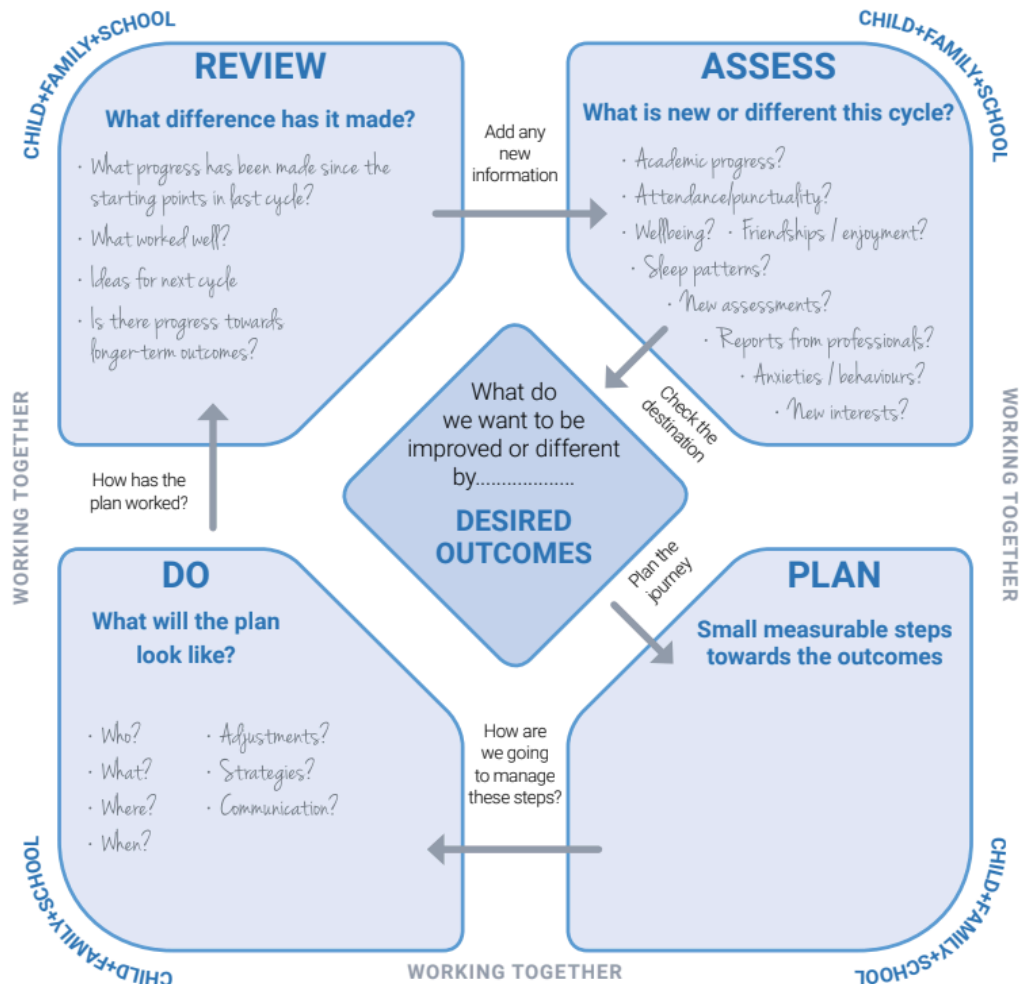
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing via email.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

As a school we encourage parents to address any worries or concerns promptly, initially with the form tutor and class tutor and then, if they are unable to help, with a senior member of staff such as the SENDCo or the Headteacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems.

We will provide half-termly reports on your child's progress via Go 4 Schools.

Your child's subject/form teachers will meet you once a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form tutor.

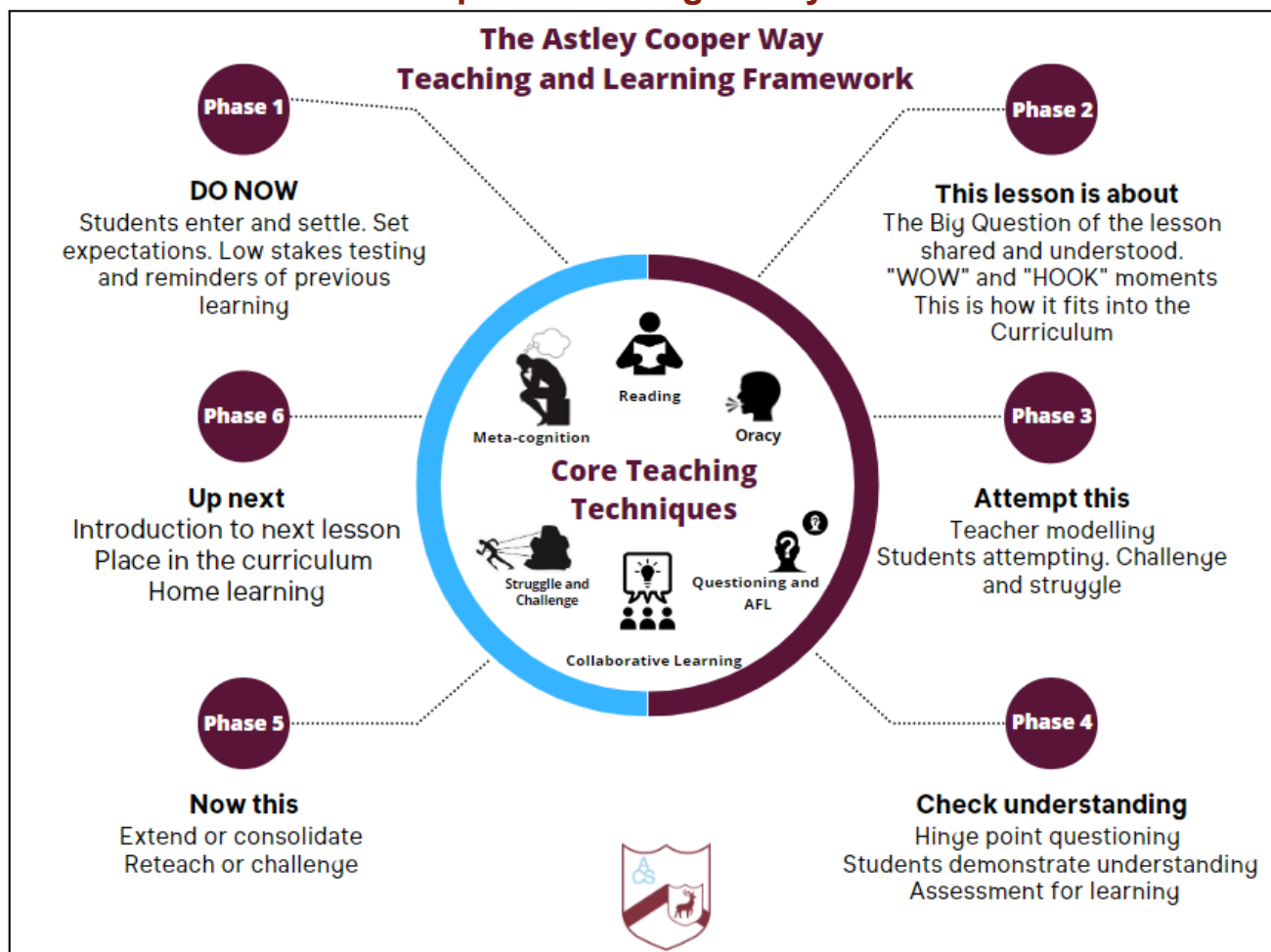
7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. Every effort is made to ensure that the opinions, thoughts and feelings of our students are an integral part of any plans made about their education. Student opinions are sought at a level which is accessible to them. For some students this might mean that they are supported to express their views

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?



The Astley Cooper Way is based on the EEF 5 a day approach where principles are as follows:

- Explicit Instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- Using technology

Please find our accessibility policy on our website

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis and in small groups

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE COULD SUPPORT PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Sensory Overload Card Pathway support at break and lunchtime
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Overlays Laptop Toe by Toe Stride Ahead Specialist dyslexia support Reader pen
	Moderate learning difficulties	Visual aids Scaffolds Explicit language Adapted tasks Use of technology
Social, emotional and mental health	ADHD, ADD	Movement breaks Fidget toy Sensory Overload pass

	Adverse childhood experiences and/or mental health issues	Nurture form Well being support Drawing and Talking Therapy
Sensory and/or physical	Hearing impairment	Visual aids Written instructions Use of subtitles on media/videos Seat close to the front for food lip reading/facial cues
	Visual impairment	Limiting classroom displays Laptop Magnifying equipment Adapted resources Use of technology Speech to text and text to speech
	Physical impairment	Adapted resources Accessible environment Assistive technology

These interventions are part of our contribution to Hertfordshire County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions and alternative provisions every half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day/school shows/workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We do **not discriminate** against any child on the basis of their SEN or disability.

Every application is considered in line with our standard admissions criteria, with reasonable adjustments made where necessary.

We work closely with families and professionals to understand each child's needs and ensure appropriate provision is in place from the start.

In accordance with the Children and Families Act 2014 and the SEND Code of Practice, our school prioritises the admission of pupils whose Education, Health and Care (EHC) plan names our school as the appropriate setting.

- If a child's EHC plan names our school, they are legally entitled to a place. This placement takes precedence over all other applicants.
- We work closely with the local authority's SEND team to confirm placements and ensure timely admission.
- Once named, we begin transition planning with the family and relevant professionals to ensure a smooth start.

13. How does the school support pupils with disabilities?

- Pupils with disabilities are welcomed and supported from the point of application.
- We make reasonable adjustments to the school environment, curriculum, and activities to ensure full access. This includes physical adaptations, assistive technology, and tailored teaching strategies.

- All staff receive regular training on disability awareness, inclusive practices, and safeguarding to ensure respectful and equitable treatment.
- Our school's accessibility plan can be accessed via the school website.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of extra curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a nurture form for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- The current Head of Year and the next year's Head of Year will attend a final meeting of the year when the pupil's SEN is discussed
- Share pupil passport information with all teachers, available via Edukey.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

Once transition meetings have taken place, information is then prepared by the SEND team, to disseminate to teachers. This is in the form of a detailed pupil passport and for some students with complex needs a briefing may be held with all subject teachers, to ensure that they are aware of the needs of the individual student. We also ensure that any provision or requirements that are needed, for the student to transition successfully, are put in place early for all students with SEND.

Wherever possible we prepare students for transition for their new settings in a manner most appropriate to the individual. For some students this takes the form of additional visits to our school, for others this might be working through materials which address key aspects of Astley Cooper School via Culture lessons.

Moving to adulthood

We provide all our pupils with appropriate advice on paths into work or further education via personal development lessons, Services for Young people and external providers such as leapfrog.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?



Mr Daddow is the designated teacher for looked-after children and previously looked-after children

Mr Daddow will work with Mrs Beresford, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy. [The Astley Cooper School - Search](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Hertfordshire Disagreement resolution](#)

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Hertfordshire's local offer. Hertfordshire County Council publishes information about the local offer on their website:

[The Hertfordshire SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[SENDIASS Hertfordshire](#)

Local charities that offer information and support to families of children with SEN are:

[SPACE Hertfordshire – Supporting families in Hertfordshire | Autism | ADHD | Neurodiversity](#) - SPACE is a Hertfordshire charity supporting parent/ carers of children and young people on the autistic spectrum, attention deficit hyperactivity disorder, or a related condition.

[Home - Angels Support Group](#) - are an experience-led charity that aims to make the world a better place for autistic children and children with ADHD. We provide individualised, professional expertise and advice for the families of autistic children and children with ADHD (and those awaiting diagnosis).

[Families in Focus | Courses for Parents. Hertfordshire](#) - Offers parent network support meetings at different locations across Hertfordshire, professional training workshops and a [Facebook page](#) for parents and carers of children and young people with SEND, including Autism, ADHD and PDA and related conditions.

[Home - Sibs](#) - aims to enhance the lives of siblings by providing them with information and support, and by influencing service provision throughout the UK.

[Young Carers service - Carers In Herts](#) - (YCIH) is an organisation who support children and young people who look after someone in their family.

National charities that offer information and support to families of children with SEN are:

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages