Aylestone Local offer

SEND Information Report for Aylestone September 2026

This document provides information about how we are implementing our AEN/SEND Policy which can be found on the Aylestone website.

www.aylestone.hereford.sch.uk

1. What kinds of SEND do we provide for?

- Aylestone is a mainstream school for young people aged 11-16.
- Aylestone provides support for all types of AEN and Disabilities, and some of our students currently have an EHCP.
- Aylestone has a local authority ASD base provision on site which is for children with an EHCP and an autism diagnosis (The Bridge).
- Aylestone's site is accessible and rated on the Local Authority website.

2. What is our policy for identifying children and young people with SEND and assessing their needs, and who is the SENDCo?

- Aylestone's SEND policy clearly sets out the process for assessing needs. The majority of our SEND students are identified by their previous schools on transition.
- It is the role of classroom teachers, supported by the SENDCo, to assess the needs of the young person in the classroom and to identify those who they believe may need further support because of a learning difficulty or disability. This will routinely be done through regular ongoing in-class assessments and reviews of interim progress checks. This may sometimes involve more specialised assessment from specialist outside agencies.
- Some students have an Education Health and Care Plan (EHCP) which clearly sets out the needs of the young person.
- The SENDCo is Mrs Katharine Erwin, who can be contacted by telephone on 01432 357371 or by email at kerwin@aylestone.hereford.sch.uk

3. How do we consult with parents/carers of children with SEND and involve them in their child's education?

- On transition to Aylestone, parents/carers of SEND students receive a letter from the SENDCo by way of introduction and to outline the support that they should expect for them and their child at Aylestone. This letter is also sent home to anyone who is added to the SEND register mid-year.
- All students, whether on the SEND register or not, receive targeted, high quality teaching with regular monitoring and progress checks. The SEND register informs teachers of students who have specific learning needs and includes information about any access

arrangements that students may use in examinations. Each student on the SEND register has a personalised SEND profile page which details their own particular difficulties and areas of need. It also gives recommendations for how they can be best supported in the classroom. Classroom teachers have access to these pages and then implement this advice as required for the student in their teaching, feedback and dealings with each student as an individual.

- At three key points in the year, progress information is collated for all students on the SEND register. Contact is made with home to review provision and progress with the SENDCo on two of these occasions online. There is an opportunity to meet with the SENDCo at the annual parents evening for the third review.
- Parents/carers also receive regular reports from the school regarding students' commitment to learning, attainment and progress as well as subject specific target information. This happens in line with the school assessment and reporting schedule.
- Parents are free to contact the school at any time either by telephone or email, to have a conversation about their child's progress in school or concerns regarding SEND.

4. How do we consult with young people with SEND and involve them in their education?

- Each SEND student profile includes a student voice section should a student wish to contribute. This is reviewed and amended as necessary in the review sessions.
- Students' views are considered when organising support for their needs through discussion and surveys.
- We have an open-door policy where students can share their concerns with Student Services Team Workers and other staff.

5. How do we assess and review children and young people's progress towards outcomes?

- Class teachers regularly assess student progress as part of their normal classroom practice.
- Reports are completed throughout the year for all students in line with the school assessment and reporting schedule. This information is sent home to parents and is also available electronically.

- The data generated by these reports is scrutinised by the SENDCo, Deputy Headteacher with responsibility for Teaching & Learning and the Achievement Coordinator after each reporting cycle and those with less than expected progress are highlighted, discussed and appropriate support, intervention or advice is implemented if necessary. Those students receiving specific SEND support have their progress tracked and monitored by the Student Services team using Edukey provision mapping software.
- We try to use our normal school assessment processes as much as possible so as not to overburden our students with too many assessments.

6. How do we support children and young people in moving between Primary School and Post 16 and in preparing them for adulthood?

- The Aylestone Federation of schools means that staff maintain good links with our primary schools and have a good understanding of our students' needs at transition.
- All students are visited in their own primary school settings with meetings held between the SENDCos to discuss individual students as necessary.
- Additional visits (SEND transition afternoons) are organised for students with SEND to enable as smooth a transition as possible.
- Staff from the students' new schools are invited to key meetings and reviews during their final half term in primary school as appropriate.
- Preparing students for adulthood is provided through the Key Stage Four ACE curriculum, careers lessons and events, PHSE delivery and through the programme of activities provided by form tutors in Character Education.
- There are well-planned programmes of transition activities. This includes hosting events for primary schools, a Summer School for our incoming year 7 cohort and visits to post-16 education providers
- We have a Careers Advisor onsite.

7. What is our approach to teaching children and young people with SEND?

- We want everyone at Aylestone to make excellent progress and to achieve the very best that they can in all aspects of their

education, regardless of any Special Educational Needs or Disabilities that they may have. We have high aspirations for all our students. This means that there is complete equality of opportunity in the curriculum that is offered to students.

- We believe that high quality teaching will ensure high quality outcomes for students, so it is essential that students with SEND have access to the same high-quality teaching as everyone else in the school. All students, whether on the SEND register or not, receive targeted, high quality teaching with regular monitoring and progress checks.
- Staff at Aylestone work really hard with all students, including those with SEND, to put in place extra provisions to ensure the best possible outcomes for them and to remove any barriers to learning that they may be facing. These may include barriers related to the student themselves and also those in the learning environment.

8. How have we adapted the curriculum and the learning environment of children and young people with SEND?

- The curriculum is broad and varied, and there is a flexible approach taken to meet the needs of students.
- Lessons and tasks are adapted to allow students of all abilities access to the curriculum.
- The site is accessible.
- We deliver specialist bespoke interventions to support the range of individual students needs which includes, but is not limited to:
    - Whole School reading strategy support
    - Literacy lessons
    - Literacy intervention
    - Numeracy intervention
    - Handwriting intervention
    - Reading pen intervention
    - Social stories
    - Social Communication intervention
    - 1:1 mentoring
    - In-class support
    - ELSA (Emotional Literacy Support Assistants)
    - Five ways to well–being support
    - Pupil premium mentoring support

- Homework support
- Access to equipment that removes barriers to learning eg coloured paper, reading pen, overlays, laptops, writing slopes, and pen grips as necessary

9. What is the expertise of staff to support children and young people with SEN and how do we continue to train them? How do we secure specialist expertise?

- Mrs Katharine Erwin, Assistant Headteacher, leads the Student Services team. She is an experienced teacher who has worked alongside a qualified SENDCO as the assistant SENDCO. Mrs Erwin is currently undertaking the NPQ SEND qualification.
- We have a team of highly effective and well-trained Higher Level Teaching Assistants (HLTAs) and Student Services Team Workers (SSTWs) who support students who have an EHCP in class, run interventions, mentor pupils, work with students on a 1:1 basis and support EAL learners.
- All staff are teachers of all SEND students and regular staff training on SEND strategies is provided.
- As part of our CPD programme, all staff receive training on adapting teaching and learning for specific needs and the four broad areas of need in the SEND Code of Practice.
- We access additional specialist support and advice from external agencies including Access Arrangements Assessors, Mrs Holly Bolt – NurturingND (SEND Assessments), and other outside agencies such as SALT, visual and hearing specialists etc as necessary

10. How do we know how effective our provision for children and young people with SEND is?

- As part of the normal school development and self-review cycle, we carefully examine the data from results, student surveys and lesson monitoring to evaluate the effectiveness of the provision for all students, including those with SEND.
- Regular analysis of student progress is undertaken by the Achievement Coordinators, Subject teachers and the SENDCo
- A termly link visit between Governors and the SENDCo acts as an evaluation of the SEND provision.

- We track and measure the progress of all of those students who have specialist support and intervention through provision mapping software.

11. What do we do to make sure children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND?

- We ensure that any barriers to activities in school for our students with SEND are removed
- We actively encourage students with SEND to take part fully in the life of the school
- We are a fully inclusive school.
- We track the uptake of all enrichment activities for all students in school, including those with SEND

12. What support have we got in place for improving emotional and social development of our students?

- We have a team of Student Services Team Workers (SSTWs) who offer individual or small group support to students with a range of emotional and social needs. The Enrichment Room (ER) is at the heart of this provision and provides a safe, supervised space for those few students who require additional support during social times. It also provides a base for delivering school-based emotional literacy interventions where our qualified ELSA's (Emotional Literacy Support Assistants) support students through targeted interventions and pastoral check-ins. They offer short-term intervention programmes to support behaviour management, anger management, self-esteem and anxiety (FRIENDS programme), social and Communication support (TALKABOUT programme) and more.
- We offer 1:1 support around social and wellbeing issues.
- A number of staff are trained and act as Family Help Lead Practitioners (FHLPs) working with assigned students and families.
- Students may be assigned a mentor if it is considered appropriate - 1:1 mentoring support from named adults around the school.
- We work closely with outside agencies such as the School Nursing team who run a clinic on site each week

- We refer students with emotional needs to counselling with either Butterflies, Onside, MELO, Hope Services or services that support bereaved young people such as Phoenix.
- We also have access to various WEST practitioners offering early intervention mental health support
- We refer students with complex emotional and mental health needs to CAMHS

13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and how do we support families?

We draw on a range of local providers such as:

- NHS, Child Development Centre, local GPs, School Nursing Service
- CAMHs
- SALT and OTs
- VI and HI specialists
- Catch22
- Children's Social Care
- Early Help/Families First intervention
- Inclusion Outreach Service
- Onside, MELO, No Wrong Door, YOT, Butterflies, Families First, the Equalities service and other agencies as required.
- Outside agencies may come in and help us with assessments, providing advice and support as needed.

14. What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school?

- The school has a Parental Complaints Policy which can be found on the website.

15. What other advice is available?

- Other advice is available from the SENDIASS service. Herefordshire SENDIASS provides free information, advice and support to parents and carers of children with special educational needs and

disabilities (SEND) and to young people with SEND up to the age of 25.

- Their contact details are: Monday to Wednesday 8:30am - 4pm

Telephone: 01432 260955
Email: sendiass@herefordshire.gov.uk

- Herefordshire's local offer can be seen at: https://www.herefordshire.gov.uk/localoffer