



## **Aspire Academy's offer for Children with Special Educational Needs or Disability.**

**September 2016 – July 2017**

### **Our Mission Statement**

Our mission is that every child and young person attending Aspire Academy will receive a standard of education, have opportunities and attain outcomes which are at least as good or in many cases better as they could have received and attained in any outstanding and good mainstream school or academy, including at KS4 access to a full range of Level 2 qualifications.

Unlike a number of present alternative education providers, our aim will always be to maximise the possibility of each CYP at KS1, 2 & 3 being able to return successfully to mainstream provision.

To facilitate this, our curriculum design is explicitly planned to ensure that our pupils do not fall behind mainstream peers in the essentials of the National Curriculum whilst their behaviours and issues are being addressed.

### **Aspire Academy Core Values**

<b>Achievement</b>	We celebrate the progress made towards our targets and achieving the qualification and skills needed to be a useful citizen.
<b>Self-discipline</b>	We learn and practice skills and techniques to help us manage our own behaviour in order to maximise our learning progress.
<b>Pride</b>	We take pride in our uniform, appearance, equipment, efforts and achievement.
<b>Individuality</b>	We respect the differences that make people individuals and treat all learners and adults with respect.
<b>Responsibility</b>	We take responsibility for our action at all times, are honest and open and ensure the trust in us is not abused.
<b>Endeavour</b>	We try our hardest every day, and when things get tough, we try even harder – we do not expect success to be given, but earned.

## SEN definitions

### Aspire Academy has adopted the following definitions:

A pupil has special educational need if they have a learning/progress difficulty, which calls for special educational provision to be made for them due to progress not being made through the sole use of Quality First Teaching strategies.

A pupil has a learning/progress difficulty if he/she:

Has a significantly greater difficulty in learning/achieving progress than the majority of pupils of the same age;

**Or**

Has a disability, which prevents or hinders him/her from making use of educational facilities generally provided for pupils of the same age in other local educational establishments.

Pupils **must not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (EAL).

A pupil has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal, day-to-day activities.

A pupil with a disability has special educational needs if he/she has any difficulty in accessing education and if he/she needs any special educational provision to be made for him/her; that is anything additional to or different from what is normally available.

## Direct Aspire contact

**Mrs Kathryn Webb**

**Assistant Principal**

Head of Commissioning Services, Transition & Referrals

Senco

Aspire: 01279 444 101

Email: [kwebb@aspire-academy.org](mailto:kwebb@aspire-academy.org)

## Aspire Academy

### SEN Information Report – 2016 - 2017

#### What types of Special Educational Needs are provided for?

A pupil can be identified as having Special Educational Needs at any point of his or her education. This can either mean that there is a long term need (**High Need Support - HNS**) which will need more sustained intervention through the use of services/consultation or that they may need a shorter intervention provided by the Academy (**Additional School Intervention - ASI**).

**Examples** of these levels of support provided/applied for and allocated at Aspire during 2014-2016 can be seen as below:

<b>HNS</b>	<p><b>High Needs Support:</b></p> <ul style="list-style-type: none"> <li>➤ Statement in place which is yet to be converted to an Education Health Care Plan (EHCP)</li> <li>➤ Education Health Care Plan or application underway</li> <li>➤ Mental Health Services Tier 3</li> <li>➤ Child Development Centre</li> <li>➤ Statutory Advisory Service link with Aspire</li> <li>➤ Educational Psychologist</li> <li>➤ Youth Offending Team</li> <li>➤ Nurture provision</li> <li>➤ Home tuition</li> </ul>
<b>ASI</b>	<p><b>Additional School Intervention:</b></p> <ul style="list-style-type: none"> <li>➤ Active One Plan</li> <li>➤ Mental Health Services - Tier 2</li> <li>➤ Termly reviews with additional reviews if appropriate</li> <li>➤ Speech and Language Team (SALT)</li> <li>➤ Child Development Centre (CDC)</li> <li>➤ Counselling</li> <li>➤ Play therapy</li> <li>➤ School nurse</li> <li>➤ Inclusion services such as Open Door, EYPDAS etc</li> <li>➤ Offsite provision</li> </ul>
<b>QFT</b>	<p><b>Quality First Teaching:</b></p> <ul style="list-style-type: none"> <li>➤ Differentiation in the classroom/whilst on the Aspire site</li> <li>➤ Access to visual and physical aids in the classroom</li> <li>➤ Termly reviews</li> <li>➤ Mentoring</li> <li>➤ Nurturing form group</li> </ul>

Please be aware – **ALL** students are entitled to/will be given Quality First Teaching and care.

When responding and exploring students' needs we are guided by the revised SEN Code of Practice (2014) as it identifies the **four areas of SEN** as:

1	Communication and interaction, including Autistic Spectrum Disorders
2	Cognition and Learning, including dyslexia, moderate learning difficulties and dyscalculia
3	Social, Mental and Emotional Health, including behavioural difficulties
4	Sensory and or/physical, including hearing impairment, visual impairment and cerebral palsy

### How do we identify and assess our children with SEN?

<b>Step 1</b>	<p>When a student is referred to Aspire we <b>facilitate a consultation with the Commissioning school</b> to discuss the needs of the pupil in depth with a person who has supported them closely in their previous provision, including previous data for achievement, attendance and behaviour.</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #ff0000; color: white; text-align: center;"><b>Step 1</b></td> <td>We receive the referral and meet with Commissioning school to discuss the needs, gather data, personal information and trigger points of the student.</td> </tr> </table> <p>Assistant Principal and Commissioner</p>	<b>Step 1</b>	We receive the referral and meet with Commissioning school to discuss the needs, gather data, personal information and trigger points of the student.
<b>Step 1</b>	We receive the referral and meet with Commissioning school to discuss the needs, gather data, personal information and trigger points of the student.		
<b>Step 2</b>	<p>We would then <b>meet with the student and their family in the family home</b> to discuss educational history and the needs of the child in order to enhance progress, gathering pupil and parent views. A link is made and the SEND/Transition team is accessible through email, Academy or mobile phone/text contact for parental support.</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #ff8c00; color: white; text-align: center;"><b>Step 2</b></td> <td>We contact the student's family to undertake a home visit where we discuss the educational history, family history and needs of the student. A SEND/Support link is created and contactable by phone/email.</td> </tr> </table> <p>Home School Liaison Worker and family</p>	<b>Step 2</b>	We contact the student's family to undertake a home visit where we discuss the educational history, family history and needs of the student. A SEND/Support link is created and contactable by phone/email.
<b>Step 2</b>	We contact the student's family to undertake a home visit where we discuss the educational history, family history and needs of the student. A SEND/Support link is created and contactable by phone/email.		
<b>Step 3</b>	<p>Secondary age parents are invited to visit the Academy for a tour and discussion with staff prior to their child's first day of attendance to ease anxiety for the student.</p> <p>All primary age parents and children are required to undertake an appointment with the Head of Primary so that a gradual timetable on transition can be agreed with full parental engagement.</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #ffff00; color: black; text-align: center;"><b>Step 3</b></td> <td> <p><b>Secondary students:</b> A visit to the Academy is arranged, a tour undertaken and a discussion with Transition team staff.</p> <p><b>Primary students:</b></p> </td> </tr> </table>	<b>Step 3</b>	<p><b>Secondary students:</b> A visit to the Academy is arranged, a tour undertaken and a discussion with Transition team staff.</p> <p><b>Primary students:</b></p>
<b>Step 3</b>	<p><b>Secondary students:</b> A visit to the Academy is arranged, a tour undertaken and a discussion with Transition team staff.</p> <p><b>Primary students:</b></p>		

	<p>A visit to the Academy is arranged, a tour of primary undertaken and a consultation with the Head of Primary to discuss the gradual timetable for integration.</p> <p>Home School Liaison Worker, family and Aspire staff</p>
<p><b>Step 4</b></p>	<p>Contact is made with all services known to be involved with the pupil with constant dialogue facilitated if necessary. We welcome service/parent meetings onsite and look to involve parents in consultation throughout their child's education with us.</p> <p><b>Step 4</b> We contact all services, which we have been made aware of in connection with the student. Information feeding into this step is from parents and the commissioning school.</p> <p>Assistant Principal</p>
<p><b>Step 5</b></p>	<p>On entering the Academy the <b>secondary students</b> will undertake an initial assessment session: a reading and spelling test, PASS (Pupils attitudes to self and school), CATs (Cognitive Ability tests), a dyslexia screener if deemed necessary and discussions with the SEND team.</p> <p>Timetable discussions will then take place and students placed into subjects/groupings, which will assist in their academic/emotional progress. Timetables will be based on a gradual integration pathway where students build up their time in order to maximise success.</p> <p>On entering the Academy the <b>primary team</b> will work with the students to ascertain baseline assessment data as part of their tailored integration plan. Due to the nature of our cohort the majority of students are seen to be requiring Additional School Intervention through strategies, small group working, and potential link staff to assist in managing their emotional needs.</p> <p><b>Please note:</b> Lower than age related reading/spelling ages do not necessarily mean that the pupil has a form of academic based SEND and further investigations to ascertain the reason behind a lack of progress may be undertaken.</p> <p><b>Step 5</b> <b>Secondary students:</b> Secondary students attend an assessment session and timetables are formulated to ensure they are grouped in classes/subjects, which will stretch and challenge them.</p> <p><b>Primary students:</b> Begin their gradual integration with assessments integrated into their timetabled sessions when appropriate.</p>
<p><b>Step 6</b></p>	<p>Both secondary and primary Aspire staff meet daily in team meetings before and after the timetabled day, feedback is shared and concerns monitored for action if required.</p> <p>Internal support may be put in place by Aspire staff, which is then closely monitored.</p> <p>If the concerns appear to be consistently stating that the pupil is not making the expected progress/observations of extreme difficulties (HNS) then discussions regarding an application for an Education Health Care Plan (EHCP) through the Statutory Advisory Team may take place with all parties involved.</p>

	Evidence and records are collated daily through the behaviour/achievement/communication/SEN logs documenting concerns, social progress and achievements.
<b>Step 6</b>	<p>Twice daily staff consultations and feedback sessions take place. Through these additional school intervention (<b>ASI</b>) may be put in place.</p> <p>From this step we can then see if further intervention is needed and possibly the support of more High Needs Support (<b>HNS</b>) services.</p>

## How are parents consulted and involved in their child's education?

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge/experience to contribute to the shared view of a child's needs, and the best ways of supporting them.

All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Direct contact to the SENCO is encouraged and meetings readily available should a parent wish to discuss their child's needs in more detail.

### Solution focused circles with the parent or carer

If a child has a particular need and the parent/carer wishes to meet with the SENCO/Key staff to discuss what has worked well for them, how the parent could educate us on their need and what we need to do to develop our own understanding of the students SEND parents would be advised to contact Kathryn Webb on the email included. A telephone/face to face meeting, one plan or interim review can be facilitated.

We as an Academy welcome "Solution focused circle", meeting with parents – particularly when students are entering the Academy, as this can be a very anxious time for both the parents/carer and child. At this time we will look to facilitate a smooth and supported transition.

The following arrangements have been in place for parent/carers during 2014-2016:

<b>1</b>	Initial home visit on entry to the Academy from Transition Team staff
<b>2</b>	Parental support to engage with services, referrals and appointments with external agencies for the welfare of the family home
<b>3</b>	Primary age pupils/parents required to attend an initial meet, greet and integration planning meeting with the Head of primary
<b>4</b>	Secondary age pupils/parents invited for a tour prior to commencing at the Academy
<b>5</b>	Integration plan if appropriate into/out of the Academy with meetings to discuss these
<b>6</b>	Direct email access to the SENCO/Assistant Principal
<b>7</b>	Direct Academy or mobile phone contact to the SEND/Transition Team
<b>8</b>	Meetings facilitated in the family home when appropriate
<b>9</b>	Facilitation of additional meetings at the parent/carer request – for example: Solution Circle meetings with structured conversations

<b>10</b>	Attendance at professional and agency meetings for the child
<b>11</b>	Annual Review meetings if a Statement or EHCP is in place
<b>12</b>	One planning meetings when working towards a statutory assessment
<b>13</b>	Achievement phone calls, texts, postcards and emails sent home to share Praise
<b>14</b>	Invitation to student events, productions and shows
<b>15</b>	Review meetings can be arranged for students

We aim to work closely with our parents and will use the process of “Assess, plan, do and review” in order to aid progress for the pupil academically, emotionally and in some cases the family home.

Should there be further support, which you wish to receive please contact Kathryn Webb on the numbers provided and we can look to accommodate your requests where possible.

### **What support is available for our students with SEN?**

Every student within the Academy is deemed as requiring support for his or her emotional needs which is overseen by the SENCO, the Vice Principal for Secondary and the Head of Primary.

***All teachers are teachers of students with special educational needs***

Every member of staff is responsible for planning and differentiation work, conversations and interactions to ensure that they are creating a platform for progress. Some pupils may be able to make progress through the small group/high staff ratio working, highly tailored curriculum and Quality First Teaching, however some pupils may require further intervention through Additional School Intervention or High Needs Support.

### **Quality First Teaching (QFT – Wave 1)**

Every student is entitled to QFT. Examples of these strategies can be seen as the following:

<b>1</b>	Setting specific objectives where the pupil knows each stage of success and how to achieve it.
<b>2</b>	100% participation where the student is engaged at all times with stages to complete, extension work to strive for and realistic challenge. No child is “spoon fed” and each lesson stretches their ability, learning and progress (stretch and challenge)
<b>3</b>	Active promotions of student talk and less teacher talk
<b>4</b>	Lesson organisation being fit for purpose using visual aids when appropriate to the learning environment
<b>5</b>	Behaviour being initially addressed through teaching and learning considerations, the behaviour system and personalised strategies
<b>6</b>	Differentiation appropriate to the student’s needs – emotional and academic
<b>7</b>	Pre-teaching topics/key ideas when students might struggle or need longer to comprehend the lesson
<b>8</b>	Inclusive questioning which creates a common understanding drawing on more able

	pupils to stretch the knowledge of others. Targeting questions sensitively in order to build self-esteem and learning
9	Students working in groups with a varying level of need in each group
10	Personalised marking and feedback systems using “WWW and EBI”
11	Peer and self-assessment
12	A stimulating start to the lesson, which relates to objectives – starter activities
13	Transitions/stepping stones between stages in the lesson, which is clearly signposted for students
14	A final plenary that reviews learning and identifies next steps
15	Students progress is tracked and strengths/weaknesses are supported by classroom intervention
16	Data is collected on a regular basis and fed into the whole school data system for analysis by the class teacher
17	Students have regular opportunities to discuss their progress – formal and informal
18	Staff training opportunities to maximise staff knowledge of differentiation (in house)
19	Staff training opportunities to maximise staff knowledge of specific needs (external services)
20	A whole academy breakfast each morning, mid-morning snack and lunch providing all students with fuel for learning in a fully supported shared eating experience
21	Careers advice

<b>Additional School Intervention (ASI – Wave 2)</b>	<i>and</i>	<b>High Needs Support (HNS – Wave 3)</b>
--	------------	--

Students may require Additional School Intervention or High Needs Support for their academic/emotional needs. Interventions and services can be implemented across both Wave 2 and 3 in the joint section below.

Examples of these strategies can be seen as the following:

1	Access to counselling/therapies (YCT/Play therapy on site)
2	Referrals to MIND/Mental Health Services
3	Visual timetable and aids
4	1:1 mentoring
5	Planned Social Skills in tutor time
6	De-escalation techniques entwined in learning
7	Exit procedure and “time out” techniques
8	Lexia/Reading plus/Toe by Toe programme if appropriate
9	Special Access Arrangements for exams (if learning needs meet national requirements)
11	Vocational only curriculum
12	Additional literacy delivered 1:1
13	Multi agency consultations
14	Supported visits to KS5 provisions and Transition meetings
15	EYPDAS
16	Forest Schools Programme
17	Essex Travel Training referrals
18	Family Solutions referrals
19	External Specialist Teachers



20	Sexual Health Team
21	School Nurse through Provide
22	Youth Offending Team
23	Social Care referrals
24	Evidence and reports provided for external services/specialist assessments such as the Child Development Centre, GP or hospital
25	Alternative providers
<b>High Needs Support (HNS – Wave 3) only</b>	
25	Daily mentoring
26	Annual reviews
27	Educational Psychologist input
28	Mental Health support and consultation with Tier 3 practitioners
29	To engage with the EHCP application process
30	Supported transitions to more specialised provisions
31	Independent advice and guidance (IAG)
32	Home tuition

### How will the curriculum be matched to individual needs?

Prior to pupils starting at the Academy SLT will meet to discuss the referral, the data relayed by the commissioner and previous studies. This information will then be used to create a provisional timetable for the pupil.

On entering the Academy all secondary pupils will have a discussion with a member of the Senior Leadership Team to ascertain their interests, potential focus for KS5 and curriculum to date. This information will be used to tailor an onsite/offsite or combined timetable to focus on the pupil's strengths.

Previous achievements are taken into consideration when planning a pupil's timetable and the continuation of prior learning if available. Alternative courses are on offer for students who are not able to access a full range of GCSEs through onsite and offsite providers.

Progress of students is monitored during every half term and if there are concerns raised regarding progress, emotional stability, attendance or engagement with their curriculum discussions are undertaken with the pupil to tailor their timetable further to their needs.

### How will parents and carers be informed about their child's progress?

Parents will be informed in the following ways:

1	Parent/student days, target setting and one plan discussions
2	Annual Review meetings – these will continue in the same format until the Statement is transferred to the Education Health Care plan. These changes are estimated to be fully converted by 2018
3	If the pupil is engaged in the One Plan process this will be reviewed in agreement with

	all parties involved
4	Termly reports will be sent home to parents/carers
5	Parents can have direct contact with the form tutor and liaise directly regarding progress updates and weekly calls home.

### How is the teaching adapted to meet the individual needs of students?

Every member of staff is responsible for the progress of the students within their teaching groups.

The following strategies can be used in order to meet the needs of the cohort within the classroom:

1	Advice from the commissioning school in regards to previous strategies, which were successful with the student
2	Advice from the SENCO regarding specific needs in connection with external service advice if applicable
3	Assessment data and observations by staff
4	Daily staff briefing in the AM and the PM to discuss successes of students and to ensure consistency of teaching
5	Use of CTouch, tablets and laptops –ICT, computer screen adaptations
6	Use of writing frames, writing aids, slopes/materials – keyword banks, key phrases and scripts and other resources when applicable depending on the students need
7	Use of chunking, scaffolding and timed tasks to support understanding/concentration – tangles, therapeutic putty and time out walks to motivate focussed learning
8	Visual and tactile aids – practical based lessons in and out of the classroom
9	Sensory aids – voice buttons, worry monsters, giant bean bags and other items depending on need and suitability
10	Consistent visual behaviour strategies
11	Supported time out to reflect
12	The reflection area

### What expertise do staff have at the Aspire Academy to support students successfully?

Aspire places SEND at the centre point of all practice and teaching of pupils. With a highly supportive and qualified staff base collectively believing that “All behaviour is a form of communication”.

The SENCO/Assistant Principal has successfully undertaken the Advanced Senco Award and has the National Senco Award, which is a statutory requirement for all SENCO’s. The SENCO is a part of the senior leadership team (SLT) and is able to prioritise the training developments of the staff.

The whole staff received training regarding the change to the SEN Code of Practice 2014 and receives SENCO input in the daily whole staff briefings.

The SEND training for the whole staff team is ongoing throughout the year with bubbling needs addressed through INSET, strategy emails and recommended reading. We currently have staff undertaking a series of more specialised pathways in order to facilitate specific assistance.

We as an Academy work very closely with YCT and other supporting agencies to develop our own practice, attend out of school training courses/briefings and updates.

### **What support is there for improving the social, emotional and mental health (SEMH) of our students?**

The majority of the Aspire cohort has faced and continues to face difficulties when accessing the learning environment. We offer the following support in order to facilitate a platform for positive engagement with learning, staff and each other.

1	Experienced staff base with varying qualifications, backgrounds and specialism's
2	Mentoring, link staff and nurtured form groups to assist in forming positive attachments
3	Shared breakfast, break and lunch sessions which are supported at all times
4	Form tutor sessions with 2 members of staff
5	Supported time out and "resolve" sessions
6	Intervention programme matched to the needs of the pupil
7	Daily staff briefings to discuss the cohort with SENCO/SLT/services updates
8	SMSC, PSHE, Vocational, trips offsite, life skills based learning within the curriculum
9	Drop down days, visits offsite and visitors to Aspire
10	Onsite careers advice and engagement for all students
11	Access to the Young Concern Trust, Young Carers support, EYPDAS, School Nurse, Sexual Health team and other suitable services.
12	Councils, committees, Head boy/girl and student voice exercises.
13	Tailored curriculums catering for the student's interests and areas to excel.
14	Celebrations, announcements of success and year 11 prom offsite

### **What are the transition arrangements for our students with SEND?**

Every one of our students is different and depending on their needs we would tailor a transition plan into and out of the Academy accordingly.

Transition arrangements we have offered to integrate into the Academy during 2014-2016 have been:

1	Site visit with the commissioning school to ascertain suitability of provision
2	Meeting with commissioners, link members of staff and services to gather information about the pupil/family
3	SENCO has visited the student at the previous school for a meet and greet involving or not involving the parent depending on situation – this may not be viable for all students
4	Home visit by the HSLW and Transition team
5	Site visit from the pupil and commissioning school/staff member
6	Site visit from the parent, student and services to support meet and greet
7	Telephone and email support for questions
8	Taster timetables trialled for a set time scale before establishing a fixed programme
9	Gradual integration through a staggered approach – for example: afternoon, to midday, to morning, to all day
10	Parents facilitating transport with a view to using County transport when

	confident enough
--	------------------

## Support available for transitions back into mainstream or to more specialised provision

We aim to work very closely with the provision to which our student is to integrate into, adapting to their systems and procedures whilst carefully overseeing the gradual move from one establishment to another.

Examples of support which we have offered throughout 2014-2016 are:

1	Consultation packs when approaching a collective group of educational establishments
2	Integration pack including strategy cards, all about me power point and current one page profile if deemed appropriate
3	Assisted integration plan which is discussed with all parties involved
4	Telephone and text support available for the student/parent support.
5	Weekly check ins for the duration of the integration.
6	Outreach provided for the duration of the integration if deemed appropriate
7	Liaison between key staff at integrating provision and Aspire SEND/Transition team
8	Aspire attendance at success meeting and further meetings which may be requested by the school, parent, or student
9	Progress checks after a term, 2 terms, 3 terms depending on level of need

## Transition beyond the Academy into KS5 (Post 16)

During 2014-2016 we have offered the following in terms of transition:

1	Onsite careers advice from a designated/qualified member of staff
2	Support from the Independent Advice and Guidance Team
3	Open evening updates and advice for parents
4	CV, portfolio and application support
5	Multi agency meetings through the annual review conversion process
6	Visits to local colleges and providers
7	Visiting professionals speaking to the cohort regarding their future choices
8	Support when considering appropriate dress
9	Individual support at interviews
10	Assistance in securing work experience placements
11	Phone call check ins during September and October - Students
12	Phone call check ins during September and October – For receiving college
13	Support for ex students in terms of completing further applications if their college placement has not been productive
14	One year check in call to parents to ascertain success of KS5

## Who do I speak to if I have a complaint about my son/daughters SEND provision?

It is very important to us at Aspire that you contact us immediately when you feel that things are not how you expect them to be with your son / daughter's progress.

Please consider the follow steps:

<b>1</b>	Contact your child's form tutor or mentor to express concern. This can undertaken over the phone or by email – depending how you have communicated with them previously and what media you are comfortable with using
<b>Or/And</b>	
<b>2</b>	Contact Kathryn Webb – Assistant Principal and Senco directly by telephone or email On <a href="mailto:kwebb@aspire-academy.org">kwebb@aspire-academy.org</a> or 01279 444 101
<b>3</b>	The form tutor or mentor may offer a consultation with themselves and the Senco depending on the level of enquiry
<b>4</b>	Following a telephone/email discussion and a consultation, if you feel your concerns have not been met with an acceptable level of response please contact the Principal via email or the Aspire Academy telephone number: 01279 444 101
<b>5</b>	If you remain dissatisfied please contact the Aspire Academy Governors. The Chair of Governors is Mr Vic Goddard and contactable via letter, sent to the Aspire Academy address: Aspire Academy, Commons side Road, Harlow, Essex, CM18 7EZ
<b>6</b>	Should your complaint still remain unresolved please contact the Local Authority Statutory Assessment Service. Each ST/EHCP student has a specific case worker, however the link for our school if Mrs Lauraine Pryor who can be contacted on the following number: 033301 39911

## Who do parents contact for further information?

For further information, signposting or support with referrals please contact:

### Aspire Academy

<b>Aspire Academy</b>	Commonside Road, Harlow, Essex, CM18 7EZ Tel: 01279 444 101 Website: <a href="http://aspire-academy.org">http://aspire-academy.org</a>
<b>Aspire Academy Principal</b>	Ms. Deb Garfield (Principal) <a href="mailto:dgarfield@aspire-academy.org">dgarfield@aspire-academy.org</a> Tel: 01279 444 101
<b>Aspire Academy</b>	Mr Vincent Valentine (Acting Vice Principal – Secondary) <a href="mailto:vvalentine@aspire-academy.org">vvalentine@aspire-academy.org</a> Tel: 01279 444 101
<b>Aspire</b>	Mrs. Kathryn Webb (Assistant Principal/Senco)

<b>Academy</b>	<a href="mailto:kwebb@aspire-academy.org">kwebb@aspire-academy.org</a> Tel: 07712 199330 Tel: 01279 444 101
<b>Aspire Academy</b>	Miss Julie Atkins (Acting Head of Primary) <a href="mailto:jatkins@aspire-academy.org">jatkins@aspire-academy.org</a> Tel: 01279 444 101
<b>Aspire Academy</b>	Mrs Lorna Brown (HSLW) <a href="mailto:lbrown@aspire-academy.org">lbrown@aspire-academy.org</a> Tel: 01279 444 101

### External sources for information and guidance

<b>Local Authority</b>	<p>The Children and Families Act 2014 requires all Local Authorities to publish and keep under review information about services they expect to be available for children and young people with SEN aged 0 – 25.</p> <p>This is known as the Local Offer and can be found at: <a href="http://www.essexlocaloffer.org.uk">www.essexlocaloffer.org.uk</a></p>
<b>Statutory Advisory Service</b>	<p>Statutory Advisory Service (formerly SENCAN) Goodman House, Harlow, Essex, CM20 2ET Tel: 01279 781550</p> <p>Website: <a href="http://www.essexlocaloffer.org.uk/content/statutory-assessment-special-educational-needs">http://www.essexlocaloffer.org.uk/content/statutory-assessment-special-educational-needs</a></p> <p>Service offered: The Statutory Advisory Service are the main point of contact for children with Statements of SEND (if not converted) and the Education Health Care Plans.</p>
<b>MIND</b>	<p>MIND</p> <p>Website: <a href="http://www.mind.org.uk">http://www.mind.org.uk</a></p> <p>Service offered: Mental Health charity support offering telephone and face-to-face consultations through self-referral.</p>
<b>Families in Focus</b>	<p>Families in Focus 140 Mildmay Rd, Chelmsford CM2 0EB Tel: 01245 353575 Website: <a href="http://www.familiesinfocusessex.org.uk">http://www.familiesinfocusessex.org.uk</a></p> <p>Service offered: A leading independent parent led registered charity providing holistic support to families of children with disabilities and special needs (aged 0 to 19) across Essex, who require advice, information and support, particularly at times of change, challenge and crisis.</p>
<b>Family Solutions</b>	<p>Family Solutions</p> <p>Website: <a href="http://essexpartnership.org/node/140">http://essexpartnership.org/node/140</a></p> <p>Service offered: Intensive time based support for families where there are two or more factors presenting difficulties.</p>

	Referrals are available through the Transition Team – Please contact Lorna Brown.
--	---

Thank you for your time in reading this document, continued support and positive partnerships when supporting our Aspire children,

Kathryn Webb  
Assistant Principal and Senco  
September 2016