

SWALE ACADEMIES TRUST

Policy on ADDITIONAL EDUCATIONAL NEEDS (Secondary Schools)

SECTION A: SCHOOL/COLLEGE ARRANGEMENTS

Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Additional Educational Needs (AEN) at schools within the Trust.

LEA guidelines and DfE Code of Practice have been taken into consideration in the formulation of this policy. Children have AEN if they have a profile which calls for Additional Educational Provision to be made for them. Additional Educational Provision means: “for children of two or over, educational provision which is in addition to, the education provision made generally for children of that age in schools maintained by the LEA, other than special schools in the area”.

This document provides a framework for the identification of and provision for children with Additional Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Aims

- To identify at the earliest opportunity all children in the school who need additional consideration to support their physical, sensory, social, emotional, communication or cognitive development so that they can achieve their potential
- To ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework
- To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement
- To ensure that all AEN pupils/students maximise their achievement, attainment and enjoyment
- That AEN provision closes the attainment gap of vulnerable groups

Objectives

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil/student needs, through all staff sharing responsibility for AEN.
- To demonstrate that meeting the needs of children’s learning and/or behaviour is part of high quality mainstream education
- To plan for any pupil/student who may at some time in their education have additional educational needs
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels
- To give every child the entitlement to a sense of achievement

- To identify, monitor and support pupils/students who need extra support and/or teaching help as early as possible, within the resources available
- To work in partnership with the child's parents and other external agencies to provide for the child's additional educational needs
- To regularly review the policy and practical arrangements to achieve best value

Roles and Responsibilities

All members of the school/college community work towards the school's/college's aims by:

- Using school/college procedures for identifying, assessing and making provision for pupils/students with additional educational needs
- Sharing a commitment to inclusion and a partnership approach to provision

The **Governing Body** in co-operation with the Head of School, determines the school's/college's general policy and approach to the provision for children with additional educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's/college's work. They are responsible for reviewing the AEN policy and reporting to parents annually.

- The Governing Body appoints a Governor who will take a particular interest in and monitors the school's work on behalf of children with special educational needs

The Head of School has strategic responsibility for overseeing the provision for children with additional educational needs and keeping the **Governing Body** fully informed. In conjunction with the Senior Leadership Team/College Executive Team the Head of School will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

Co-ordinating and Managing Provision

The Head of School will delegate leadership of AEN to a senior teacher. The teacher with responsibility for AEN will be responsible for:

- The daily implementation of the school's/college's AEN policy
- Liaising with and advising teaching staff and teaching assistants on AEN matters
- Managing teaching assistants alongside their line manager
- Co-ordinating the provision for children with AEN
- Overseeing the records of all children with AEN
- Contributing to the in-service training of staff
- Liaison with parents and external agencies including the LEA's support and Education Psychology Service, Health & Social Services and Voluntary bodies

All teaching and non-teaching staff must be fully aware of the school's/college's procedure for identifying, assessing, monitoring and making provision for pupils/students with additional educational needs. Teachers have responsibility for managing the work of teaching assistants in the classroom.

Admission Arrangements for Pupils/Students with Additional Educational Needs

The Trust strives to be inclusive. This Trust acknowledges the range of issues to be taken account of in the process of development. All pupils/students are welcome, including those with special educational needs whose needs can be met in accordance with the Admissions Policy.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of Resources

The AEN budget is determined each year according to statistics provided by the school/college for the DfE January pupil level annual schools' census (PLASC). This aims to distribute available funds as equitably as possible between schools according to relative levels of need based on socio-economic and AEN factors.

The **Governors** always use all of the AEN budget share and additional funds accessed from the school budget.

Resources are put in place to meet pupils'/students' AEN needs to promote independent learning. These tend to fall within four broad strands:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

This may include development of practice through training, planning, review and liaison time, improved staff/child ratio and use of alternative resources.

Identification, Assessment and Monitoring

The school/college recognises the importance of providing effective learning opportunities for all pupils/students and offers three principles for inclusion:

- Setting suitable learning challenges
- Responding to a pupil's/student's diverse needs
- Overcoming potential barriers to learning and assessment

School Action

Schools arrange the additional and different provision required to enable children to make adequate progress. This is the key indicator to determine the graduated response

The class teachers make appropriate arrangements for differentiating the curriculum and providing additional support for the child.

School Action Plus

If there is inadequate progress at School Action, the class teacher or a member of the community, in conjunction with the **AHT Inclusion**, will assess the child's difficulties using a range of assessments. This may involve the support and advice of outside agencies such as the Specialist Teacher Service, Educational Psychology and Health Services, including Child and Adolescent Mental Health Services.

Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies is particularly important in order that the needs of the majority of pupils/students with AEN are met effectively.

Statements of Special Education

A small minority of pupils/students who have significant difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed by the LA that the issuing of Statement of AEN is necessary, then the pupil's/student's AEN and provision will be

summarised in the Statement document. This will need to be reviewed annually. The school/college undertakes the requirements as outlined in the Statement of AEN if these can be met in their delegated budget.

Providing Curriculum Access and Inclusion

Pupils additional educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school/college.

Different teaching strategies are used depending upon the nature of the child's needs.

This school/college strives to be an inclusive school/college for all its pupils/students, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

Evaluating Success

The success of the school's AEN policy and provision is evaluated through:

- Monitoring of classroom practice by senior staff
- Analysis of pupil/student tracking data and test results
 - for individual pupils/students
 - for cohorts
- Value-added data for pupils/students via RAISEonline
- Monitoring of procedures and practice by the **AEN Governor**
- School/college and AEN self-evaluation, using a variety of approaches
- The Raising Achievement Plan (RAP)

Complaints

Any complaints regarding the AEN policy or the provision made for children with special educational needs should be referred in the first instance to the **Head of Department** or **Curriculum Co-ordinator**. If parents need further advice they are welcome to arrange a meeting with the **AHT Inclusion**. If they feel their child's needs are still not being met they should make an appointment to see the Head of School. If, however, parents are still concerned they **may contact the Governor responsible for AEN** and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the medication service. The school/college will inform parents of these services.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL/COLLEGE

Staff Development

The auditing of training needs is based on the TTA National Standards for AEN Managers and specialist teachers of AEN as well as School Transformation Plans.

- AEN staff will be invited to attend relevant AEN courses which are of interest and have a particular bearing on children they are supporting
- Staff are given opportunities for in-service training to develop their confidence and skills in working with AEN children. The **AEN Governor** will be informed of school/college based training and invited to attend. Staff will be involved in developing practices which promote Whole School approaches to AEN
- NQTs will access specific training and induction programmes

Working in Partnership with Other Agencies

External Support Services

The school/college has arrangements for securing access to external support services for pupils with additional educational needs via the cluster or through direct contact with these agencies.

Partnership with Parents

- We aim to promote a culture of co-operation with parents, schools, LEAs and others. We will do this through:
 - Ensuring all parents are made aware of the school's/college's arrangements for AEN including the opportunities for meetings between parents and the **AHT Inclusion**. Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher
 - Providing access to the **AHT Inclusion** to discuss the child's needs and approaches to address them
 - Supporting parents' understanding of external agency advice and support
- Undertaking Annual Reviews for children with Statements of AEN

The Voice of the Child

In this school/college we encourage pupils/students to participate in their learning by:

- Being involved in target setting and identifying teaching and learning strategies that work for them
- Incorporating their views in every aspect of their education
- Encouraging self-advocacy and independence

Links with other schools

- We will look to ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for children
- We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements

APPENDIX A

Westlands School Dyslexia Provision

The Authority funds 40 places specifically for pupils primarily recognised as having dyslexia (Specific Learning Difficulties). Ideally there are 8 pupils in each year group from Years 7-11. For the majority of their time the pupils are integrated into mainstream classes, only being withdrawn to the Provision's base area for English and French lessons at Key Stage 3, incorporating their individual programmes of work with specialist teachers in addition to National Curriculum English.

Staff of the Provision work alongside the Additional Educational Needs staff of the mainstream school, which means that staff and pupils are used to having extra support staff in many of their lessons.

Explanation of abbreviations and initials

AEN	Additional Educational Needs: sometimes used as an alternative to Special Educational Needs.
COP	(The Government's) Code of Practice for Special Educational Needs.
DfES	Department for Education and Skills.
PD	Physically Disabled (or disadvantaged).
PLASC	Pupil Level Annual Schools' Census: the government's annual official survey of pupil numbers in schools (and other data).

APPENDIX B

Sittingbourne Community College Hearing Impaired Department

The department has a total capacity for 20 deaf students, Years 7 – 11 and Post 16.

The department has specialist equipment and staff to work with the students. All deaf students have a Statement. All staff have specialist British Sign Language, so that students can access all aspects of the curriculum, except French, in the normal classroom. Students are withdrawn from some lessons to receive 1:1 or small group intervention.

APPENDIX C

Westlands School Unit for Physical Impairments

Children with a Statement of Special Educational Needs for a physical disability/impairment have their personal care and physiotherapy needs met by our trained support staff.

All children attend mainstream classes and are fully included with the support of teaching assistants either individually or in small groups.

As an inclusive school, our children with physical impairments are encouraged to integrate with their able bodied peers and are provided with equal opportunities for access to all areas of the curriculum and extended schools programmes, with minor adaptations.

We have worked hard with our children to develop life skills and greater independence to ensure that they are better equipped for later life.

To be adopted by Directors 2012.