

Walderslade Girls' School

AEN Policy



Ethos and Attitude of the School

Walderslade Girls School aims to make all reasonable adjustments to teaching and the learning environment, to remove barriers for all students and maximise strengths of students all abilities and from any background in achieving excellence and to have high aspirations for their chosen field of work, their family and their community.

Literacy in all forms is a focus at Walderslade Girls School. We aim for achievement for all, closing the gap and overcoming barriers by giving our students the right tools to make their voices heard at all stages in their lives.

Students at Walderslade Girls have access to a broad and balanced curriculum differentiated to meet the needs of all of its students.

This policy is written in line with the requirements of

- Children and Families Act 2014
- SEN Code of Practice 2014
- Equality Act 2010
- School Admissions Code DfE February 2012

Definition of Additional Educational Needs

A student has Additional Educational Needs (AEN) if the student requires some form of specific additional educational provision, additional to that which is normally provided for all learners. This could be to support English development if English is a secondary language.

Definition of Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for her.

A child of compulsory school age or a young person has a learning difficulty if she:

- a. Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014:4)

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014:5)

Objectives of AEN Department and its Policy

To identify and assess pupils according to their Additional Educational Needs such as (but not limited to):

- Behaviour, Emotional and Social Development
 - Autistic Spectrum Condition
 - Speech language and communication difficulties
 - Dyslexia and literacy difficulties
 - Vulnerable Support
 - English as an Additional Language
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- To create clear and effective lines of communication between students, parents, Walderslade Girls' staff and outside agencies, to enable students identified as having additional educational needs to make good progress and achieve.
 - To provide advice and support to faculty and department staff so they can differentiate appropriately and provide quality teaching strategies and in class support, appropriately allocating their Learning Support Staff (LSA) or additional intervention if appropriate.
 - To maintain a strong home-academy partnership in recognition that parents have a vital role to play in supporting their child's education.
 - To make assessments of students' needs as required, referring on to specialists where appropriate
 - To monitor and report regularly on progress of those with assessed SEN.
 - To ensure that the views of the child are sought and taken into account.
 - To maintain an accurate record of AEN students and their level of need, communicating this information regularly with Walderslade Girls' staff.
 - Maintaining the SEN register and Student Passport which is accurately reflected on the Student Information System Keeping the student information system in school updated with attached documentary advice as well as student record files.
 - Maintain effective contact with feeder pre-school providers and primary schools and to coordinate transfer of information.
 - Provide behaviour support within the pastoral system in Walderslade Girls' School and refer/liaise with curriculum support if required.
 - Providing support for vulnerable students to access support with academic learning.
 - Provide appropriate literacy recovery programmes, either by LSA staff or in conjunction with the Deputy SENCO.

- Work in close partnership with a range of outside agencies via the Common Assessment Framework as well as Social Services and Mental Health Services.
- To refer students to our in-house counsellors as needed.
- To assess EAL students on entry to Walderslade Girls' School and to create a support programme for them as needed.
- To give every student an entitlement to high aspiration and a sense of achievement.
- To support Walderslade Girls' staff in providing a broad, balanced and suitably differentiated curriculum in order to differentiate and personalise learning.
- To provide a forum to raise relevant issues and support provision of an enabling environment for students with physical disabilities.
- To support alternative provision students with the most appropriate provision.
- To review AEN policy on an annual basis

Organisation: Roles and Responsibilities

Governors Responsibilities

Governors hold Walderslade Girls' School Leadership and Management to account for improving outcomes for their students with SEN or Disabilities and ensuring this vulnerable group of students are making appropriate progress and have access to the curriculum.

How governors evaluate the success of the education which is provided at the school to students with SEN. Students with SEN will be expected to make progress in line with or exceeding that of the national average for results at the end of either Key Stage 2 or Key stage 4 and for expected levels of progress in line with or exceeding that of their peers from their individual starting points. A reduction in fixed term exclusions for Students with SEN is also expected. Governors will want to be reassured that every investment and possible intervention has been in place as a result of identified SEN needs.

Governors receive an annual report containing information on how Walderslade Girls' School:

- identifies pupils with SEN/D.
- delivers SEN/D provision and how they ensure students get any help that is available to access the curriculum.
- The report also includes outcomes of students and level of exclusions and attendance for SEN/D pupils as a discrete group compared to other pupils.

In addition, governors have appointed a SEN/D governor whose responsibilities include:

- making other governors aware of SEN/D issues at governing body meetings.

- developing good relationships with staff involved with SEN/D through regular meetings with the SENCO and Assistant Headteacher.
- visits to the school to see first-hand how SEN/D provision is organised and delivered.
- be aware of the school's SEN/D Policy and make sure there is an annual review of it.
- discuss and appraise the SEN/D Policy with the school's SENCO.
- understand how funding is allocated to schools for SEN/D.
- attend training for SEN/D governors.

Headteacher Responsibilities

Take overall responsibility for the implementation and monitoring of the SEN/D policy by:

- Ensuring that SEN receives appropriate funding, staffing levels and resources.
- That staff are suitably trained and empowered to provide high quality support provision.
- Liaising with relevant educational bodies.
- Ensure that Walderslade Girls' School has the systems in place to monitor the effectiveness of SEN provision and for issues of equal opportunity.

SENCO/Acting SENCO:

- To hold the National Award in Special Educational Needs;

2016-17 SENCO – Miss D Dunlop
2016-17 staff also holding NASED – Ms E Ranson
- To be a qualified teacher.
- To have a voice at Senior Leadership Team meetings when concerned about providing suitable SEN/D support for the students to achieve academically and socially.
- To carry out roles and responsibilities as laid down by the job description for the SEN/D Department.
- To oversee the system of gathering information and disseminating SEN/D information.
- Monitor and evaluate the effectiveness of SEN/D provision across the school and to advise the Headteacher of changing requirements.
- To be a champion of SEN/D and to ensure that the school celebrates the success of SEN/D students.

- Ensure that all staff are aware of their roles and responsibilities and that they receive suitable training and support in order to carry out their roles.
- To effectively communicate and disseminate good practice in SEN/D across the school to ensure 'Quality First Teaching' strategies are being used, for example support members of teaching staff and offer advice about children who have additional educational needs, including through in-class support and targeted intervention programmes to accelerate progress for children who are working below expected levels of attainment in reading, writing and maths and support those who may need additional pastoral support.
- Assist teachers in writing, implementing and reviewing their in class intervention, as well as Student Passports and Pastoral Support Plans for those students who have been identified as needing one.
- To ensure that strategic planning and day to day working practices support the aims and objectives of Walderslade Girls' School.
- To fulfil the role of the lead professional for SEN/D, maintaining high standards in all aspects of professional behaviour, and giving the lead in seeking continuously to improve.
- To perform the role of the named SENCO, including a comprehensive understanding of the Statements/Education, Health and Care Plan (EHCP) process, completing all appropriate forms and organising the Annual Reviews for those children with Statements/ EHCPs. To liaise with all staff across the school in order that students are included effectively within the school.
- To liaise in conjunction with the pastoral support department, with external agencies such as the Educational Psychology Service, Speech and Language Therapy, Occupational Therapists, Counselling services, CAMHS (Children and Adolescent Mental Health Services), School Doctors / Nurses, the Early Intervention Team, Social Services and parents of those children with Additional Educational Needs.
- To lead on the In School Review.

Head of Year Responsibilities

- To ensure that all incoming information relating to a students' need is brought to the attention of the SENCO/Acting SENCO.
- Must be aware of the additional educational needs of the students in their year group and advise form tutors.
- Will contribute to the In School Review.

Head of Faculty/Department Responsibilities

- Are responsible to the SENCO/Acting SENCO for all matters relating to SEN/D within their area.
- Must be aware of the identified students with SEN/D.
- Ensure the use of 'Quality First Teaching' strategies within their planning and delivery of material within their area.
- Must ensure that staff take account of the information for identified students and use it to inform teaching and learning.
- Must ensure that the academic progress of students with SEN/D is assessed appropriately and that achievement is recognized.
- Must ensure that intervention strategies and their success are recorded.
- Must ensure that appropriate evidence is kept for use at the review process.
- Contribute to the In School Review.

Teachers Responsibilities

- Ensure the use of 'Quality First Teaching' strategies within their planning and delivery of material.
- Are responsible to their Heads of Faculty/Department for the implementation of the schools' SEN/D Policy.
- Must be familiar with the school's policy and with any procedures, arrangement and practices relating to their department. This includes the organising and running of Educational Visits.

The Role of Parents

It is acknowledged that the knowledge, views and experiences of parents are vital. Effective assessment and provision will be best secured where there is the greatest partnership between parents, their children and staff at Walderslade Girls' School will be encouraged from the outset.

Children have a right to be heard and where possible and appropriate they will be encouraged to participate in decision making.

It would be expected that parents are involved at every stage. The rights of parents and children to a mainstream placement are to be paramount at all times.

Identification of SEN/D

SEN/D Coding

The SEN Code of Practice 2014 has combined the previous classifications of School Action and School Action Plus categories and have replaced them with those students who have SEN and who require support and/or interventions that are additional to or different from those normally being provided as part of the differentiated curriculum offer and support strategies.

School Support (K) - the student is identified as SEN/D when their learning difficulty or disability requires a special educational provision that is different from or additional to that normally available to students of the same age. Higher quality teaching to the whole class is likely to mean that fewer students will require such support.

Educational Health and Care Plans (EHCP) - A statutory document which is sought by a school or parent when despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the student, they have not been able to make expected progress. In order to obtain an EHCP a specialist assessment is carried out by the Local Authority using a range of relevant specialists, such as Educational Psychologists. Should the assessment indicate that there is a need/case an EHCP will be put in place. This is in conjunction with the parent/carer of the student and the Local Authority to provide the necessary provision.

Walderslade Watch List (W) - At Walderslade Girls' School we operate a watch list system, whereby those students who were previously deemed to have SEN/D but due to the change in legislation have had their code removed, are monitored closely and reviewed regularly.

Walderslade Girls' School utilises the Assess, Plan, Do, Review template when identifying areas of need.

Broad Areas of SEN/D

The areas below are set out in the SEN Code of Practice 2014 as a response to the Children and Families Act 2014. At Walderslade Girls' School we cater of a wide range of need. If these needs are not able to be met within the school setting then the parent/carer is signposted to additional support.

Communication and Interaction- This may include students with speech , language and communication needs or those children with ASD (Autism Spectrum Disorder) who may have particular difficulties with social interaction.

Cognition and Learning- This may include those students who work at a slower pace than their peers, even with appropriate differentiation. This may include those students with specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.

Social, Emotional and Mental Health Difficulties- Students may experience a wide range of social and emotional difficulties which manifest themselves in a variety of ways. They may include mental health difficulties, such as depressions, self-harming, eating disorders, and

anxiety. Some students may have ADD (Attention Deficit Disorder), ADHD (Attention Deficit and Hyperactivity Disorder) or have attachment issues.

Sensory and/or Physical Needs- Some students have a disability which prevents or hinders them from being able to fully access the educational facilities provided. These include visual, hearing or physical impairments.

How pupils with SEN are identified and their needs determined

Students are identified as having AEN by using a number of systems. The early assessment of additional education needs is of vital importance. We maintain links with local pre-school providers and primary schools and are able to identify needs and instigate intervention procedures.

- Reporting of issues by Walderslade Girls' staff via an AEN referral system.
- Through analysis made of patterns of progress and behaviour.
- Communication with parents when voicing concerns about their child's development attainment or problems at Walderslade Girls' School.
- Giving all students on entry to each phase a series of baseline tests. The results of the tests are then evaluated to determine if specific AEN provision or further specialised testing is required.
- Annual Standardised tests including reading, spelling and CATs tests for KS3 students.
- Via the Common Assessment Framework process.
- As a result of classroom observations following behaviour concerns or exclusions.
- Students' need and their progress is reviewed at each assessment period and discussed at the Student Progress Board.
- Students can self-refer if they feel they are experiencing difficulties.
- Specialist assessment is available in-house by appropriately qualified staff.
- Parents/Carers where relevant.

How pupils with SEN needs are reviewed

- The SEN register is reviewed annually at the start of each academic year.
- Evaluated provision mapping is used to monitor the impact of intervention on progress for SEN students.
- Progress of all students is monitored at each assessment period- 6 times yearly

Staged procedures for addressing needs

- A. Whole School Response - Personalised Quality First Teaching
- B. Targeted support for Individual and small group short term interventions in addition to 'A' in addition to further assessment/ information. Access to staff with specialist training.
- C. Personalised / Individualised Learning with specific long term interventions which may be detailed on an Individual Education Plan. All of 'A' and 'B' plus possible Statement or EHCP, CAF or Care Plan.

Arrangements for providing access to pupils with SEN to a balanced and broadly based curriculum (including the National Curriculum)

All students have access to the national Curriculum. We confirm that all our children are of equal worth and value to all others and that our AEN Policy embraces pupils with all AEN.

Lessons are pitched so that every pupil gets the maximum benefit. Every pupil is entitled to a Curriculum that is broad, balanced, relevant and suitably structured. It is important that staff address differentiation and consider personalised provision at the planning stage to ensure that children's next steps learning needs are accounted for and that they have every chance of success and making progress in their learning.

In the Key Stage 3 Curriculum students are taught in banded ability classes with the inclusion of a Transition Group for our most vulnerable students. Withdrawal to intervention classes is planned so that minimum disruption to curriculum lessons is caused. In key stage 4, several curriculum options are available according to needs and preferences of students.

How pupils with SEN engage in the activities of the school together with pupils who do not have SEN

Lessons and activities are planned to be inclusive for all students regardless of SEN or disability. Where activities are planned off site, a full range will be offered with suitable alternatives available where appropriate.

The use made of teachers and facilities from outside the school including links with support services for SEN.

Walderslade Girls School engages the support of the Educational Psychology Service through an Additional Paid Service agreement. A range of other support services are accessed for students and their families via the Common Assessment (CAF) process.

In addition, the school works closely with the Attendance Advisory Service to support any attendance issues affecting AEN students at Walderslade Girls School.

In School Review

The In School Review (ISR) is held three times a year and contributes to the school's assessment and review arrangements. It is a multi-agency consultation meeting which affords an opportunity to problem solve, plan, and develop interventions to support students in school. The panel comprises a multi-agency team as follows:

- The Headteacher or designated member of the Senior Leadership Team
- The designated overnor with responsibility for AEN
- Educational Psychologist
- SENCO/Deputy SENCO
- Attendance Advisory Team
- School Nurse
- Parent/Guardian and student
- Other health professionals by invitation
- Social Services by invitation
- Young Offenders Team if appropriate
- Medway Careers Service by invitation

The meeting seeks to support students who are experiencing substantial barriers to learning, personal and social development, and academic progress. The purpose of the meeting is to create and review an action plan based on the individual needs of the student with appropriate intervention.

Links with other schools, including special schools, and the provision made for the transition of pupils with SEN between schools or between the school and the next stage of life or education.

Support is given to students moving on to the next stage of life or education. Learning Difficulty Assessments are completed with the LEA where appropriate for those moving on to College. Information is shared and transition planned and the support of the MEBP mentor is facilitated within school for identified students.

The curriculum offers alternative provisions including work with Bradfields School or extended Work Experience placements.

Outside Agencies

Active support and mutual cooperation is sought from family support services and early Intervention team via the Common Assessment process. This includes working with all partnership agencies and voluntary organisations

Walderslade Girls' School works with CAHMS, Medway Inclusion Team Support Service, Hearing Support Team and Educational Psychologists. We have a Psychotherapist Counsellor on site two days a week. Regular contact is kept with the AAP. Close contact is kept with Children and Families Social services and the Medway Safeguarding Service when dealing with individual students

Student Voice

Students have an opportunity within the pastoral system of representing their views to the Student Council. Students are actively involved with the development of their Student Passports with regards to effective learning methods and strategies. All students are involved in the In School Review and Annual Statement/EHCP review.

Reviewing Procedures

Evaluation and Monitoring of the AEN Policy

Success of the Policy will be evaluated through reviewing children's learning, achievement and attainment, and teacher's planning and evaluation. This will involve looking closely at the target setting process and the progress made by individual children. In some cases this will mean children receiving less/more intervention depending on need. It will be necessary to consider whether there has been sufficient differentiation, adaptation of teaching materials/resources and teaching methods. Evidence of these things being carried out will need to be collected to help with evaluation.

Complaints procedures

The AEN Department deal with all complaints according to the Walderslade Girls' School Complaints Policy. Where appropriate, matters are referred to the Headteacher.

Staff Development/Training

It is important that teachers and High Level Teaching Assistants/Learning Support Assistants have opportunities to benefit from courses and in-service training to help with meeting the needs of the children they teach, recognising that they have widely differing requirements. Continuing professional development opportunities will be identified by the SENCO and member of the Senior Leadership Team overseeing CPD.

Walderslade Girls' School is committed to CPD, so that staff are well trained and supported for the roles they fulfil. All training requests are considered in association with the school or Faculty/School development plan and within the guidelines of other school policies.

In House CPD sessions are conducted to ensure a constant flow of up to date information and training to all staff within Walderslade Girls' School.

An extensive range of specialist literature and books is available for staff to access on loan from the AEN department.

KEY:

AEN	Additional Educational Needs
BESD	Behaviour, Emotional and Social Development
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CiC	Child in Care
EAL	English as an Additional Language
EWO	Educational Welfare Officer LEA (Local Education Authority)
ISR	In School Review
PEP	Personal Education Plan
SALT	Speech and Language Therapy
SENCO	Special Educational Needs Coordinator
TAF	Team around the Family