



ADDITIONAL NEEDS POLICY

Status	Statutory	Date created	14 January 2010
Any other statutory names for this policy (where applicable)		Date first approved	25 January 2010
Responsibility for this policy (job title)	Deputy Head	Date last reviewed	September 2014
Governors' Committee with responsibility for its review	Teaching and Learning Committee	Frequency of review	Every two years
Tick here if Bucks Policy attached in its entirety		To be put on the school website? (Yes/No)	Yes
Approval necessary	Whole Governing Body		

Context for this policy, including Statutory Framework

Rationale

The school works to recognise and realise the potential of every student in our community. Provision for students with Special Educational Needs and Disabilities fits squarely within this mission. Meeting the needs of students with Additional Needs (AN) is a part of ensuring the entitlement of all students to an appropriate education.

Definitions

The person responsible for coordinating Special Educational Needs and Disability (SEND) programmes is called the Additional Needs Coordinator, referred to in this policy as the ANCo. This role is known in many schools as Special Educational Needs and Disabilities Coordinator (SENDCo) or Special Educational Needs Coordinator (SENCo).

Special Educational Needs and Disability

Definition of Special Educational Needs and Disability

Special educational needs (SEN)

- xiii. 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 him or her.
- xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or 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.
- xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
For a child under two years of age, special educational provision means educational
- xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory school age or would do so if special educational provision was not made for them
(Section 20 Children and Families Act 2014).
- xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Disabled children and young people

- xviii. Many children and young people who have SEN may 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Hereafter in this policy students with Special Educational Needs and Disabilities will be referred to as SEND.

Identification of SEND students

Students who enter the school with a previously identified SEND are added to the SEND register on entry to the school. They will have an initial meeting with the ANCo within their first term at AHS to determine any ongoing needs for provision.

Teachers refer students to the AN coordinator for SEND assessment if they feel they are displaying characteristics of a particular SEND or if they are concerned about their progress in a specific area. All of the teachers involved with that student are then consulted. If there is considerable and significant evidence from more than one teacher of concern the ANCo contacts the student's parents to gain permission to offer support to the student. This might subsequently be followed by an assessment. Assessments may be carried out by the ANCo or another qualified professional.

It is important to be mindful, when deciding whether or not to assess a student, of the JCQ requirements with regard to Access Arrangements in exams as discussed below. In some cases this might necessitate a delay in the assessment process.

A published process for determining a student's individual needs is available to staff and parents.

Needs Analysis for SEND students

The ANCo will work with the students identified to analyse areas of strength, and areas needing development. On the basis of this needs analysis, targets will be set, and appropriate provision planned.

Provision – Quality First Teaching

A. Strategies within the classroom and during lesson time

- varied and flexible grouping within a year group
- opportunities for very able students for higher level work within small groups
- upward differentiation/extension in schemes of work
- teaching thinking skills in a subject context e.g. problem solving, decision making
- asking higher order questions which encourage investigation and enquiry
- setting clear and challenging targets
- enabling students to evaluate their own work
- one to one or small group support from ANCo or another teacher

B. Study Support

We provide a variety of enrichment opportunities which includes:

- a wide range of extra-curricular activities and clubs
- opportunities for artistic, musical, dramatic and sporting development
- enrichment opportunities within and beyond the core subjects
- visits, experts, master-classes
- booster classes
- Buddy system

- competitions
- appropriate pastoral care and counselling

C. Access Arrangements in Public Examinations

The Joint Council for Qualifications, (JCQ) is a council acting as a single voice for the seven largest qualification providers in the UK offering GCSE, GCE, AEA, Scottish Highers, Entry Level, Vocational and vocationally related qualifications. This policy has been updated in the light of new guidance published in 'Access Arrangements, Reasonable Adjustments and Special Consideration 2014-15' which states that:

- 4.2.6 As subjects vary, leading to different demands of the candidate, support may be needed in just one or two subjects; another candidate may need support in all their subjects. The key principle is that the specialist assessor or SENCo can show a history of support and provision within the centre. The arrangement is not suddenly being granted to the candidate at the time of his/her examinations.
- 4.2.7 The specialist assessor/SENCo must work with teaching staff, support staff and exams office personnel to ensure that access arrangements are put in place for internal school tests, mock examinations and examinations. The candidate must have had appropriate opportunities to practise using the access arrangement(s) before his/her first examination, e.g. a computer reader, past awarding body modified enlarged papers or a scribe.
- 4.2.8 If a candidate has never made use of the arrangement granted to him/her, e.g. 25% extra time or supervised rest breaks, then it is not his/her normal way of working. The arrangement should not be awarded for examinations. (The centre would have monitored the use of the arrangement in internal school tests and mock examinations.)
- 4.2.9 Centres must ensure that in controlled assessment or coursework marked by teachers, credit is given only for skills demonstrated by the candidate working independently. Access arrangements must not compromise assessment requirements.
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This guidance is updated annually and therefore any changes might result in the need to change policy in line with and in order to meet the requirements of the current guidance the following procedures have been developed.

Year 9

During Year 9 – for students who are already on the SEND list/students for whom parents have provided external specialist assessment – evidence will be gathered from teachers with regard to any potential needs for Access Arrangements. Teachers will also nominate any students who are not currently on SEND list but are showing possible signs of learning difficulties and similarly gather evidence. Evidence might consist of e.g. timed tests in which the student did not complete the paper in the given time, illegible handwriting, teacher statements about adjustments made in class to enable a disadvantaged student to learn.

During Year 9 – any students for whom sufficient evidence has been gathered will be assessed by Qualified Specialist Teacher. Form 8 will be completed. Decisions regarding appropriate Access Arrangements to apply will be made by the Access Arrangements Panel comprising Specialist Teacher, Examinations Officer and Deputy Head Teacher taking into consideration the assessment and all supporting evidence.

Year 10 and 11.

Students with significant SEND should have been identified before the beginning of their GCSE courses. In rare cases a student's individual needs becomes evident when the workload/level of difficulty increases. This should become evident within the first term of Year 10 and appropriate evidence will be gathered and an assessment completed before the February Half Term break. It is not expected that students will be considered for Access Arrangements any later than this date. Where students/parents/teachers request assessment later than this date, or where parents ask for a privately commissioned report to be taken into consideration, each case will be individually considered by the Extended Access Arrangements Panel consisting of SEND governor, Head Teacher, ANCo, Deputy Head Teacher and Examinations Officer. A statement will then be provided by the Head of Centre (Head Teacher) in compliance with JCQ regulations giving the rationale for the decision made in each case.

6th form

'Access Arrangements, Reasonable Adjustments and Special Consideration 2014-2015' states that:

**'Where a candidate progresses from GCSE to GCE qualifications
When a candidate progresses from GCSE to GCE examinations a re-submission of the application for 25% extra time must be processed online. The candidate must continue to meet the published criteria for 25% extra time (see pages 22, 24 and 25). A specialist assessment conducted no earlier than the start of Year 9 recommending 25% extra time for GCSE examinations will be valid for GCE AS and A2 examinations. So as not to give**

an unfair advantage, the SENCo must have available evidence which clearly shows that extra time is still needed for GCE AS and A2 examinations:

- provide relevant information/evidence of the nature and extent of the disability or difficulty; i.e. the candidate **continues to have an impairment** which has **a substantial and long term adverse effect on his/her speed of working;** (The candidate is disabled within the meaning of the Equality Act 2010.)
- confirm that the candidate **continues to have persistent and significant difficulties when accessing and processing information;**
- show evidence of how the disability/difficulty has impacted on teaching and learning in the classroom;
- show the involvement of teaching staff in determining the need for 25% extra time for GCE AS/A2 examinations;
- confirm that without the application of 25% extra time the candidate would **continue to be at a substantial disadvantage** when taking GCE AS/A2 examinations; **(the candidate would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessment.)**
- confirm that 25% extra time **continues** to be the candidate's normal way of working within the centre **as a direct consequence of their disability.'**

Students who have been given an Access Arrangement at GCSE will **not** always continue to be given the same arrangement from the beginning of their GCE courses. Most students will complete November tests in Year 12 and any assessments prior to these without any Access Arrangements unless the Arrangements relates to a physical or medical difficulty. This will allow us to use these assessments as supporting evidence of need. The Access Arrangements Panel will then decide which students might need Access Arrangements. The Specialist Teacher will complete tests of Processing Speed before February Half Term in order to meet the requirement for recent, timed, age appropriate standardised tests above. The Access Arrangements Panel will then decide which students might need Access Arrangements in all work and assessments subsequently.

Evidence will be gathered during AS and A level courses to support this requirement and adjustments might be made to the decision by the panel depending on the evidence gathered. Where students enter AHS from another school having been given Access Arrangements at GCSE, the file of evidence will be requested from their previous school along with Form 8. The above procedure will then be applied and assessments completed if necessary to meet JCQ requirements.

The majority of students entering Year 12 should have been identified before the beginning of their GCE courses. In rare cases a student's individual needs becomes evident when the workload/level of difficulty increases. This should become evident within the first term of Year 12 and appropriate evidence will be gathered and an assessment completed before the February Half Term break. It is not expected that students will be considered for Access Arrangements any later than this date. Where students/parents/teachers request assessment later than this date, or where parents ask for a privately commissioned report to be taken into consideration, each case will be individually considered by the Extended Access Arrangements Panel consisting of SEND governor, Head Teacher, ANCo, Deputy Head Teacher and the Examinations Officer. A statement will then be provided by the Head of Centre (Head Teacher) in line with JCQ regulations giving the rationale for the decision made in each case.

Statement of Principles

- to foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas
- to identify students achieving at, or with the potential to perform at, a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- to identify students achieving at a level below their peers and/or below their personal ability level, and to make appropriate provision which accommodates them in areas of weakness and develops their skills in those areas
- to provide an appropriately challenging curriculum for all students including those with SEND, through extension and differentiation within the curriculum, and through enrichment/ support beyond it
- to support and make more effective the transition of SEND students to secondary school

This policy relates to the following school policies:

- whole school development plan
- subject development plans/policies
- medium and short- term plans
- assessment policy
- report to governors
- budget plans
- INSET plans

All proposed changes affecting teaching and learning should be checked against this policy to ensure that appropriate provision is made for students with Additional Needs.

Roles and Responsibilities

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Additional Needs Policy is maintained and updated regularly;
- That procedures and strategies related to this policy are implemented;

The Head Teacher and Leadership Team are responsible for:

- Overall policy setting. The depth and breadth of the curriculum.
- Whole-school assessment and monitoring systems.

The Additional Needs Co-ordinator is responsible for:

- Monitoring the implementation of the agreed policy.
- Compiling and maintaining an up-to-date list of SEND students.
- Coordinating provision for students on the SEND list.
- Developing expertise in this area through appropriate INSET.

- Sharing expertise with other staff and directing them to appropriate INSET supporting and monitoring curriculum planning which ensures differentiated provision.
- Ensuring the transfer of relevant information on the cohort to students' new schools.
- Purchasing and organising resources to facilitate the teaching of AN students.

All Subject Teachers are responsible for:

- Providing information about students with Additional Needs to the ANCo as required.
- Keeping up to date with advances in Additional Needs provision by attending Training events organised by the school or Local Authority.
- Identifying the AN in their class.
- Setting appropriate targets for the AN in their class.
- Ensuring appropriate provision through differentiated planning.
- Using appropriate resources to both challenge the G&T and accommodate those with SEND.
- Reporting to parents and others on the progress of the AN students.
- Monitoring the performance of the AN students.

All Parents/Carers of students with Additional Needs are responsible for:

- Their children's education.
- Being aware of, and complying with, the Additional Needs Policy.
- Positively influencing their children's expectations about education.
- Assisting their children to access activities and support provided by the school, local authority and national organisation, which will offer their child appropriate support and/or challenge to meet their needs.

Monitoring and Review

This policy and its effectiveness will be reviewed by the ANCo and line manager against the aims set out above and against whole school targets. The subject teacher will be responsible for reporting on the progress of the AN students within her classes against the targets set for individuals.