

Additional Educational Needs (AEN)





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Objectives of AEN Policy

The School aims to provide a supportive environment in which all students have access to the widest possible educational and social opportunities. Entitlement to the National Curriculum is viewed as an integral feature of this premise.

To achieve this, teaching groups are on the whole organised into sets or bands on the basis of ability, each set receiving an appropriately differentiated curriculum. Children with additional needs are therefore the responsibility of all teachers who work towards enhancing the learning experience of these children in line with school aims.

Any additional support will be flexible in order to respond to the needs of students and departments and withdrawal of children with additional educational needs from some mainstream classes may be one facet of this support.

However, the basic philosophy of a broad-based, flexible support system across the curriculum for all students with additional educational needs is recognised as a fundamental principle in the school's response to such students.

Integration of students with additional educational needs into mainstream classes is encouraged and supported.

Faculty Leader (AEN) - Mrs A Gowland

Co-ordination of provision for students with AEN

Deputy Faculty Leader/SENCo– Miss C Ford

Provision for students with additional educational needs is co-ordinated by the Faculty Leader in conjunction with Heads of Year, Faculty Leaders and other members of the Pastoral team.

Students are supported by a large team of Learning Support Assistants (Level 3) and a team of Learning Mentors.

The Governing Body monitors the effectiveness of AEN. Governors are aware of the Code of Practice and the arrangements in school for responding to this.

Access for Students with a Disability

The school is committed to providing full disabled access.

Ramps have been provided for demountable classrooms and for appropriate areas in the main block. The school is not on one level. An electrical wheelchair which can climb stairs is available. Short-term arrangements can be made for students experiencing temporary physical difficulties.

Disabled toilet facilities are available in the main block and the new Sixth Form block.

Allocation of Resources

Resources are allocated to students with additional needs through additional staffing in the core subjects, providing a very favourable student/teacher ratio.

The AEN department receives a budget for the provision of resources and operating costs. Support Staff are used in the first instance to support students with a Statement of Educational Need in a variety of subjects.

Enhanced provision is in place for students with a diagnosis of Autistic Spectrum Condition (ASC). Support is usually in mainstream lessons but some small group work is carried out with these students. Room 13 has been furnished and set up as a place where ASC students can come before school, at break-times, at lunch-times and after school. It is supervised at these times. Students may also access Room 13 at other times during the day as necessary. They will always be accompanied by an AEN Assistant or the Lead Teacher (Autism)

Limited support may be available for other areas of the curriculum. Areas of need identified in mixed ability teaching groups will be given priority.

Some students have access to additional literacy support. Some pupils attend withdrawal sessions when reading is taught using a multi-sensory approach. Reading and Literacy support is co-ordinated by Miss Ford, SENCo.. Those KS3 pupils with a diagnosis of dyslexia attend one to one or small group lessons with Miss Ford who holds a professional qualification in this area.

All departments have a responsibility to be aware of students with additional needs when allocating budgets.

Identification, Assessment and Review procedures

All Year 7 students undergo a reading screening test on entry.

Students who score below average (Standard Age Score of 85 or less) have their reading tested by further in depth testing using a range of diagnostic assessments. Reading progress is reviewed by re-testing with age appropriate reading tests at the end of each academic year.

A list of students with AEN, along with a brief description of their level of functioning, is circulated to all departments. This is in the form of a register which is up-dated throughout the year. All staff have access to the current register which is held on the staff shared area.

Faculties monitor progress in line with their faculty policy, under the guidance of the Faculty Leader.

Information about the progress of students is passed to the Faculty Leader of AEN as required.

The monitoring of the progress of students is carried out by the subject Faculty Leader/Key Stage Co-ordinator in conjunction with the Faculty Leader / Deputy Faculty Leader / SENCo.

Any child whose academic performance is giving cause for concern can be referred to AEN, for in-depth assessment. This assessment is carried out by AEN staff using a variety of techniques including:

- Norm-referenced tests
- Diagnostic tests
- Observation
- Analysis of written work
- Reference to other available data

Information and advice will then be circulated to the child's teachers, Faculty Leader/Key Stage Co-ordinator and Head of Year.

The Faculty Leader of AEN, in conjunction with Heads of Year, will follow up each child who has been referred, in order to monitor progress.

Students whose social, physical and emotional development is giving cause for concern will be referred, in the first instance, to the appropriate Head of Year who will then liaise with the Faculty Leader of AEN and external agencies as appropriate in order to establish suitable provision.

A staged procedure of identification and assessment in line with the Code of Practice is followed.

Access to the curriculum for AEN students

All students follow a balanced and broadly-based curriculum, including the National Curriculum.

Each faculty has developed a differentiation policy to facilitate students' access to the subject.

Extra staffing support may be available from the AEN department.

Appropriate materials may be produced by the AEN department at the request of departments.

Existing materials may be adapted by the AEN department.

Advice is made available to departments on curriculum, resources, additional needs issues and individual students.

INSET can be provided for departments as requested.

It is the responsibility of each Faculty Leader to ensure that all students have access to the National Curriculum at an appropriate level.

Children generally remain in mainstream lessons although they may at times be withdrawn from lessons to work in small groups.

Integration of students with additional educational needs in the school

Wherever possible, students are integrated into mainstream classes. Students with AEN are integrated into all school activities and have access to all those areas available to students without additional needs.

Criteria for evaluating success of AEN

- Are students' needs identified and are all teachers made aware of those needs?
- Is expected progress made by AEN students? Is this recorded and monitored by departments and AHT (AEN)?
- Does assessment inform teaching practice?
- Do students improve basic skills in literacy and numeracy?
- Are faculties aware of AEN students and their needs? Is this knowledge reflected in faculty policy, schemes of work and teaching styles?
- Will teachers of statemented students be aware of the contents of the statements and do they plan to meet the individual needs of statemented students?
- Are students offered an appropriately-differentiated curriculum?
- Are outside agencies used to enhance and support the school's response to AEN as appropriate?

Complaints procedure

Where parents are concerned about provision within the school, they should first contact the student's Head of Year.

The Head of Year and Faculty Leader of AEN will liaise in order to respond to parental concern.

The Faculty Leader of AEN will be available to meet with parents to discuss concerns.

If agreement cannot be reached, the parental concern will be referred to the Deputy Head with overall responsibility for AEN.

AEN In-service training

Arrangements for AEN in-service training follow the school's staff development policy.

Members of staff are encouraged to attend in-service training as appropriate to the individual, the department or the school.

Whole school training on AEN issues can be arranged as appropriate.

The Faculty Leader of AEN is released for training as appropriate, in line with the staff development policy.

Use of Facilities and Teachers from outside school

The LA provides a certain amount of additional teaching support in order to meet the requirements of students with statements of additional educational need. This extra member of staff is used to support statemented children in various areas of the curriculum for as much time as equates to the school's allocation from the LA.

Support and advice are obtained from the Educational Psychological Service and there is close liaison between the school and this service. The service is consulted where concerns are expressed about a pupil's academic progress and/or behaviour (SEN support). Advice is taken and individual programmes are set up for students as necessary. The psychologist's assessments of students gives valuable in-depth information about the level of a child's functioning and this is circulated to staff as necessary.

Support is accessed through the Faculty Leader of AEN after consultation with Heads of Year and in line with Code of Practice procedures.

Behavioural support is obtained in accordance with the school's policy where a pupil's behaviour is affecting their progress or that of their peers. This is accessed after consultation with Heads of Year and the Associate Deputy Head teacher. The school has links with the Service for the Hearing Impaired which offers support within school where necessary. This support is accessed through the Faculty Leader of AEN in conjunction with Heads of Year.

The school also has links with the support service for students who have specific learning difficulties which offers in-school support as necessary. This support is accessed through the Faculty Leader and the SENCo. The DFL/SENCo holds a postgraduate certificate in specific learning difficulties-dyslexia and is able to assess pupils who are referred for dyslexia.

In addition, the school has links with the support service for autism. This operates on an individual basis and is accessed through the Faculty Leader of AEN in conjunction with the Lead Teacher (Autism).

The school has links with the service for physically disabled students. Advice and resources are made available as appropriate. This support is accessed via the Faculty Leader of AEN.

INSET may be provided by all these services as required.

Partnership with parents

Parents of students who have been identified in Year 7 are informed of the nature of the difficulties experienced by the students and the provision for supporting them in school. Students on School Action level in the primary school are monitored and formal review meetings are held in the Summer term.

All parents of students who receive additional support and/or intervention (Years 8-13) are informed of the support arrangements for their child. This is communicated to them during the Autumn term.

Parents are encouraged to support the department by ensuring that students read at home.

Parents are welcome to come to school to meet with the Faculty Leader, Deputy Faculty Leader/Lead Teacher (Autism) and the SENCo to discuss their child's progress and any concerns they may have. Emphasis is placed on joint responsibility leading to a cohesive, coherent approach, along with the recognition that parents have an important part to play in their children's education.

The Faculty Leader of AEN and other teachers in the AEN department aim to attend all parents' evenings and contribute to meetings for prospective parents.

Parents of students with additional needs have access to teachers in order to discuss their child's progress by way of school systems, i.e. Parents' Evenings or through meetings with Heads of Year.

Links with other schools, including arrangements when students change school or leave school

SENCo cluster meetings are held at Wickham School on a termly basis. Termly SAIF meetings are held where parents are invited to attend as well as external agencies who may be able to offer specialist advice for pupils' needs.

Links are fostered with other mainstream schools. The Faculty Leader of AEN is invited to Year 6 Annual Reviews of pupils transferring to Wickham School.

Links with primary schools are also fostered through transition projects and through meetings. AEN FL/DFL attend Yr 4,5 & 6 additional parents meetings.

When students with AEN change school, records are passed on to the new school in the same way as for any pupil.

When a pupil with AEN enters this school, records are passed to the Head of Year and the SENCo who circulate advice to staff as appropriate.

When students with additional needs come to leave school, they will have experienced the careers programme which is available to all students. Advice from a Connexions Officer for students with AEN is also available. There is the opportunity for two-way communication with the local colleges should this be required.

Links with Health and Social Services, Educational Welfare Services and Voluntary organisations

Contact with these agencies is accessed through the Head of Year and the Associate Deputy Headteacher. They will be contacted where concerns are expressed about a child's welfare, attendance at school and where other factors necessitate outside involvement.