

Federation Additional Educational Needs Policy

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For any further information regarding GDPR, talk to our data protection officer (DPO):

Ms Samantha Smith at jgschools@herefordshire.gov.uk 01432 260 282.

School Contact Rebecca Kastania at bkastania@aylestone.hereford.sch.uk 01432 357 371

1. Rationale

Aylestone School in federation with Broadlands and Withington primary Schools is committed to providing a broad, balanced, appropriate and high quality education, which is accessible to all students. All students are equally valued in school and we strive to eliminate prejudice and discrimination, developing an environment where all students can fulfil their potential and develop academically.

We are committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. This policy describes the way we meet the need of students who experience barriers to their learning. Students learn at different rates and many students, at some time in their school career, may experience difficulties that affect their learning, and we recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts, which enable every student to achieve his or her full potential.

This policy should be read in conjunction with our accessibility policy, which is available on the website too. We will assess all needs in line with both SEND and accessibility needs in a way that includes all learners whatever their needs.

We see the inclusion of students identified as having special educational needs as an equal opportunities issue, and we will aim to model inclusion in our staffing policies, relationships with parents/carers and the community. For our students we look at what additional provision we need to make for specific students.

Our principles are that:

- All children with special educational needs should have their needs met.
- The special educational needs of children are normally met in mainstream (ordinary) early education settings or schools.
- Parents' views should be taken into account and the wishes of the child should be listened to.
- Parents have a vital role in supporting their child's education.
- Children with special educational needs should get a broad, well-balanced and relevant education, including the foundation stage curriculum (for children aged 3 to 5) or the National Curriculum (for children aged 5 to 16).

This policy accepts the definition of SEN as set out in the SEND code of practice

2. Definition of Special Educational Needs

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.

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
- 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 provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition 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).

3. SEN Leads

The Special Educational Needs Co-ordinator is Mrs Sian Alderton, assisted from September by Mrs Katharine Erwin

The Learning Support Co-ordinator at Withington is Ms Sarah Houchen

The Special Educational Needs Co-ordinator at Broadlands and Withington is Mr Rob Kay

The SEN Governor is Mrs Janet Matthews

4. Objectives

1. To ensure the SEND Code of practice, the Equality Act and relevant government guidance are implemented effectively across the school.
2. Setting high expectations and providing opportunities for all students to achieve. We support all teachers by offering resources (either in the form of training needs or materials), which will help them plan approaches to teaching and learning so that all students can take part in lessons fully and effectively. All staff encourage and promote emotional literacy, an approach to students, which will create an effective, warm and welcoming learning environment, to use an empathic approach with students, which encourages, motivates and interests them and secures maximum concentration, using teaching approaches, which provide equality of opportunity. Student Support Team workers and Learning Support Assistants (LSAs) are encouraged to observe students working and ensure that they understand the work and make progress. The ethos of the SEN teams is one of empathy, encouragement and raising self-esteem. We work to encourage students to believe in themselves, to monitor regularly the progress of all students, to identify needs as they arise and to provide support as early as possible. We follow a four stage model of identification, planning, doing and reviewing provision.
3. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students who need this.
4. To provide full access to the curriculum through differentiated planning by class teachers, Subject teachers and support staff as appropriate. To give every student the opportunity to experience success in learning and to achieve as high a standard as possible. Teachers will adapt programmes of study to match student's abilities, encouraging flexibility of approach to take into account gaps in students learning (due to various circumstances e.g. absence etc.) Subject teachers will also differentiate materials for students whose attainment falls significantly below the expected levels.
5. To ensure that students with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers. We are aware that students must be given the chance to demonstrate their competence and attainment through appropriate means.
6. To involve parents / carers with students at every stage in plans to meet the student's additional needs.

5. Specialised Provision

We are currently supported by a number of outside agencies, which includes the Local Authority's Behaviour Team (BT), Psychological Services (HPS) and the Linden Centre, Child and adolescent Mental Health Service (CaMHS) in assessing the needs of students. We also use the services of "assessment and testing", and students are referred to these services via queries being raised and shared by staff via the SENCo.

The Behaviour Support Team (BST) offer individual intervention programmes for students with emotional, social and behavioural difficulties. They also support whole classes with the behaviour management of classes of challenging students. The BST also trains members of staff to assess and support the behaviour needs of pupils, in school.

We use an Assessment and Testing service (Sara Watts- ex SENCo) to assess students' literacy needs, identifying those with specific learning difficulties, this supports the school in testing students for eligibility for Access arrangements for SATS and GCSEs, offering strategies to teachers and targets to pupils to help develop the teaching and learning of these pupils.

Herefordshire Psychological Service (HPS) assess students with behaviour and /or learning difficulties. Advice and support is also available from other agencies, such as Speech and Language Therapy Service (SaLT), and CaHMS as needed.

Guidance sheets are written for all staff following an assessment by any outside agency, findings are shared with parents, who are invited in to discuss the reports, and interventions based on specific need are put into place, with clear success criteria. Interventions are reviewed each half term and provision either continued or not based on success.

Parents of pupils on the SEN register are invited to discuss their child's progress three times a year with their form tutor, achievement co-ordinator or SENCo, face to face at parent's evenings or by phone or written report.

6. Identification and Assessment Arrangements, Monitoring and Review Procedures

At Broadlands and Withington: The class teacher will monitor progress carefully, and will liaise with parents; the LSCo and SENCo to ensure that pupil's additional needs are identified and met

A detailed SEN register is drawn up, and progress is tracked at pupil progress meetings.

At Aylestone: Following the allocation of Y6 students to a high school in the spring term, the SENCo and Achievement Coordinator for Y7 plan a series of meetings with the feeder primary schools to meet and discuss the needs of students currently on the primary schools' SEN registers. Students whose needs are deemed to be long-term will be placed on the SEN register when they enter high school. A provisional Year 7 register is produced and distributed to staff when pupils arrive.

Within the first few weeks, all Year 7 pupils will undertake a literacy assessment, consisting of a reading, spelling and free-writing test. This enables accurate tracking of pupils' literacy progress and informs the identification process of those with literacy needs.

Some students may not have been on the SEN register at primary school, but present additional needs at high school. The school's system for regularly observing, assessing and recording the progress of all students is used to identify those students who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

KS2 SATs results

CATs

Reading, spelling and free-writing tests

Half-termly departmental tracking of student progress

Assessments by a specialist service

An existing EHCP

The school's Consequences (C-system) for monitoring behaviour in lessons.

The school's Reward system.

Based on the school's observations and assessment data, and following a discussion between the Achievement Co-ordinator, SENCo and parent/carer, the student may be recorded as needing either:

1. Differentiated curriculum support within the classroom
2. Additional support either within school or with the help of outside agencies

7. Differentiated Curriculum Provision at Aylestone, Broadlands and Withington

In order to progress, a student may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. This is called **Wave 1 Quality First Teaching**, and is the responsibility of the subject teacher. Where a period of differentiated curriculum support has not resulted in the student making adequate progress or where the nature or level of the student's needs are unlikely to be met by such an approach, differentiated provision may be needed which could include:

- Additional support to develop literacy or numeracy skills
- Additional support for emotional, mental health or social development
- Additional support for sensory or physical impairments
- Additional support for communication or interaction needs

These students will be offered **Wave 2** interventions. **Wave 2** interventions will vary with the student's needs but may include: Catch-up groups for numeracy and/or literacy, Adult numeracy /literacy exams at KS4, self-esteem programmes, social and communication programmes, Behaviour programmes or other short term interventions based on need. Support for these students is likely to take place in the classroom focussing by differentiated provision common needs, and will be additional to the students' normal curriculum provision.

Monitoring the progress of these students using pupil tracking data and subject assessments takes place at data points. Review of progress will be the shared responsibility of class teachers, subject teachers, ACs, LSCo and SENCo and the SLT.

As part of the review process, the SENCo and school colleagues, in consultation with parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the student continues to have significant needs, which are not being met by current interventions, and a referral for external agency support may be sought. Triggers for such support may include students who:

- Continues to make little or no progress in the area of concern.
- Continues working at National Curriculum levels substantially below that expected of students the same age despite additional intervention
- Continues to have difficulty in developing numeracy and literacy skills.
- Has emotional, behavioural or social needs which regularly and significantly interfere with the student's or others' learning.
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service.

- Continues to have communication or interaction needs that interfere with the development of social relationships and act as a barrier to learning.

8. School request for statutory assessment

For a student who is not making adequate progress, despite a period of support and in agreement with parents/carers, the school may request the Local Authority to make a statutory assessment in order to determine whether it is necessary to develop an educational health care plan (EHCP).

EHCPs

A student who has an Educational Health Care Plan will have the additional support that is recommended.

There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the Local Authority whether any changes need to be made, either to the EHCP or to the funding arrangements for the student.

Arrangements for partnership with parents

Staff and parents/carers will work together to support students identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. As a first point of contact, parents of students with additional needs are invited to discuss their child's educational needs with the teacher and AC. The SENCo will attend this meeting if the parents and/or school think this is appropriate.

The SENCo /LSCo and Achievement Coordinator will review pupils who are on the Additional Needs (AEN) register regularly and at least each year. This will take place at the same time as their year group data tracking and reports are published so that up to date, targeted information can be used when identifying areas of strength and those requiring support. Parents / carers will be invited to discuss their child three times a year at parents evenings or by written report or phone , with a formal annual review for those with statements or EHCP's , pupils will be encouraged to fully participate. Strategies and targets will be set to support the learning needs of the pupil. Parents are able to arrange to see the SENCo/ LSCo at other times as well, if needed.

The AEN register for each year group will be updated following this review.

The school will endeavour to support parents by giving them information about independent support services available to them; for example Parent Partnership.

9. Transfer arrangements

When students join us from other schools, the class teacher or Achievement Coordinator of the relevant year group will receive information from the previous school. If there is an SEN issue, the SENCo will telephone to discuss further the student's additional needs.

When students transfer to another school, the receiving school will receive full information about the student's additional needs and the provision that has been offered.

10. Admission arrangements

At all schools, students with additional needs are considered for admission to the school on exactly the same basis as students without additional needs.

Students identified, prior to joining our school, as having additional needs, are matched to forms/classes to ensure a balance of provision and opportunity. The LSCo/SENCO will liaise with class teachers and home to support each child's needs individually.

At Aylestone: Prior to starting at Aylestone, students are identified on the feeder primary schools' SEN registers. The SENCo and AC for incoming year 7 meet with the primary school SENCo to discuss the student's needs in a high school setting.

11. Listening to students with a disability and those identified with additional needs

We encourage the inclusion of all students in all school groups. Students are included in their target setting and are encouraged and supported to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

There is regular communication with parents/carers by letter, telephone call and e-mail, according to the needs of the students/ requests of the parents/carers.

12. Evaluating the success of the school's Additional Needs Policy

We analyse the data we have on the percentage of our students with very low attainment. We also analyse data of behaviour: major behaviour incidents and exclusions. At the same time, we set new targets for the year ahead, aiming for:

- An increase in the percentage of students recorded as having additional needs making expected and better than expected levels of progress
- A reduction in the number of behaviour incidents and exclusions for SEN pupils

We will report progress against these targets to the governing body, who in turn will report to parents/carers through the Governors' Annual Report. In termly governor meetings, the SENCo will provide information to the governing body as to the numbers of students receiving additional needs provision. The Head teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The governing body does its best to secure the necessary provision for any pupil identified as having SEN. The governors' ensure that all teachers are aware of the importance of providing for these children.

The monitoring criteria include:

- The maintenance of accurate, up to date records by the SENCO and other staff
- Evidence of monitoring classroom practice
- Analysis of pupil tracking data (for individuals and groups of pupil's)
- Progress data for pupils on the SEN register
- Evidence from OFSTED inspection reports
- School profile
- School Development plan

The SENCo will meet with the SEN Governor to discuss inclusion and current additional needs concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to Additional Needs provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Dealing with complaints

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school's office.

13. Arrangements for co-ordinating SEN provision at Aylestone

1. Early in the autumn term, the SENCo distributes the Additional Needs (AN) register to all staff and discusses provision for individual students with the Achievement Coordinator for each year group. Student services team workers are deployed to support students on the AEN register in departmental lessons and in intervention groups based on student need. Students are tested on starting at ABEC to get a baseline – all students take CATS and Reading tests. Other tests are used as indicated by the students profile from primary/ previous school. The SSTWs develop knowledgeable and well-informed relationships with pupils and are able to offer pastoral care of students on the SEN register. As students enter KS4, SSTWs work with students on the SEN register as well as other students who have been identified as underachieving in a number of different subject areas to allow students to progress to their potential.
2. The SENCo meets with the AC for each year group regularly to discuss additional needs concerns that affect their year group.
3. Students with **EHCPs** will help to identify their targets at the annual review. These will be monitored by the SENCo and SSTW responsible for the student and reviewed annually.
4. The SENCo's and LSCo offers training to all staff on whole-class approaches to inclusion. There is training for all SSTW , and regular Bitesize sessions for teaching staff both to gain new knowledge and to share existing good practice
5. The SENCos and LSCo, together with the Heads of Faculties/ AC's and SLT, monitor the quality and effectiveness of provision for students with SEN through classroom observation.
6. Subject teachers primarily deliver SEN support through differentiated teaching methods. Additional support is provided by trained SSTWs who provide support and intervention groups covering a range of needs including for example: literacy, language and communication, behaviour, typing, numeracy. This is funded from the school's annual SEN budget. The support timetable is reviewed half-termly following progress checks by the SENCo, LSCo, and AC's.
7. SENCo, support staff and outside agencies regularly liaise and share developments in order to support the teaching and learning of pupils, to inform reviews and forward planning.

14. Protocols at Broadlands and Withington:

The SENCo and LSCO:

- Manages the day-to-day operation of the SEN policy.
- Coordinates the provision for children with SEN.
- Liaises with and advises colleagues.
- Oversees the records of all children with SEN.
- Liaises with parents of children with SEN.
- Contributes to the in-service training of staff.
- Manages the school based assessment and completing the documentation required by outside agencies and the LEA.
- Manages a range of resources, human and material, to enable appropriate provision for children with SEN.

- Liaises with secondary schools to ensure effective transfer of pupils.
- Supports teachers when writing any support plans
- Liaises with support staff who deliver the intervention programs.
- Applies for top up funding as appropriate

15. Identification of SEN at Broadlands and Withington

Initial identification is in most cases either due to class teacher or parental concern about a relative lack of progress on the child's part. Evidence is gathered through classroom observation, the child's work, and assessment data, any other information on health or social problems, discussion with parents and the child him/herself and from previous teachers.

Pupils are assessed in school both summative and formatively and when deemed necessary, by outside agencies. The results of the assessments are used to help individually tailor the support programme needed for the child. Work is differentiated accordingly and support arranged in the classroom. If the child's need specific support from outside experts e.g. speech therapy, this is arranged by the SENCO in close liaison with the School Support Team. The School Support Team meets with the SENCO and other members of the school teaching staff on a termly basis.

School Awareness

SENCO and teaching staff will be aware of these pupils and plan effectively for them within the class. They will observe the progress these pupils make closely in order to put in place interventions if needed.

Early Years

If a child continues to make inadequate progress despite strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the LSCo look at the evidence of inadequate progress and decide on strategies, which are additional to, or different from those already being provided in the classroom to help the child to make progress.

At Withington all SEN pupil have play plans written focusing on three specific and achievable targets. These play plans will be reviewed at the end of each half term and new targets set if needed.

At Broadlands, all SEN pupils have Pupil Passports that they put together with their class teacher and/or LSSA. They also each have provision maps with three learning targets. If they are SM and EHD, they also have an Individual Behaviour Plan.

SEN register

The trigger for adding pupils to the SEN register is concern, underpinned by evidence that a child despite differentiation and other arrangements makes little progress due to underachievement, mental health issues, emotional issues, and/or sensory/physical or communication/interaction difficulties.

- Interventions may include different materials or groupings, adults developing interventions – it may not mean extra time.
- If an plan is needed it should be crisp with 3 to 4 targets, discussed with parents, record targets, teaching strategies, provision, review date, and outcomes, and should be reviewed termly, in a process that should not be unduly formal. Monitoring will be undertaken continuously.
- If following intervention in school progress is not being improved then advice from specialist agencies may be sought.
- Triggers could include - little progress over time, NC levels below age expected level or serious behavioral/physical/sensory/communication/ interaction difficulties
- SENCo/LSCo/teacher/external agency representatives will consider range of approaches/materials including ICT
- Progress is reviewed by SENCo/LSCo/Class teacher and advice given as how to deal with the pupils difficulties.