



ADDITIONAL EDUCATIONAL NEEDS POLICY

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1. Opening Statement

1.1 Bassaleg School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having additional educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

1.2 We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

1.3 Bassaleg School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

1.4 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

1.5 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- girls and boys, men and women.
- minority ethnic and faith groups, Travellers, asylum seekers and refugees.
- learners who need support to learn English as an additional language (see Equality and Diversity policy).
- learners with additional educational needs.
- learners who are disabled (See Inclusion Policy).
- those who are more able and talented (See More Able and Talented Policy).
- those who are looked after by the local authority (See Inclusion and Equality and Diversity Policy).
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers (See Inclusion Policy).
- any learners who are at risk of disaffection and exclusion (See Inclusion Policy).

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

2. Responsibilities

- Headteacher – Dr I Garrero.
- Additional Educational Needs Coordinator – Miss D Wedgbury - overall

management of AEN provision.

- Teacher with AEN responsibilities – Mr B Williams – Humanities teacher and some AEN responsibilities related to Assessment.
- Higher Level Teaching Assistant – Mrs T Booth - day to day management of learning support assistants.
- Learning Support Assistants.
- Senior Leadership Team member with responsibility for AEN - Miss V Lambe (Assistant Headteacher).
- Senior Leadership Team member with responsibility for Inclusion -Mr M Batten (Assistant Headteacher).
- AEN Governor – Mrs P Halsall.
- Curriculum Leaders-responsible for monitoring AEN provision in their curriculum area.
- Subject Leaders - responsible for AEN provision within their subject areas. Subject leaders and individual teachers provide appropriate resources and ensure that teaching strategies match pupil need.
- Heads of Year - provide support and guidance, work closely with AENCO to meet needs of AEN pupils, attend meetings and reviews when appropriate.

3. Additional Education Provision

3.1 The Additional Educational Needs (AEN) Team

- Additional Educational Needs Coordinator (AENCO) – Miss D Wedgbury
- Humanities and AEN specialist teacher – Mr B Williams
- Higher Level Teaching Assistant and LSA manager – Mrs T Booth
- Learning Support Assistants who support pupils in class and through withdrawal work.
- Outside agencies working within the school work through the AEN team and/or Heads of Years.

3.2 AEN Specialism

- The AENCO has a Masters degree in Inclusive Education in Schools, specialising in Literacy, Behaviour and the role of the AENCO. This allows her to complete specialist teacher applications for Examination concessions at KS4 and KS5.
- Mrs Booth has achieved qualified HLTA status and this qualification has aided her in her role as LSA and support manager.
- The AEN team have been trained to meet the needs of pupils with difficulties in the areas of ASD, Behaviour, Literacy/SPLD, Numeracy and Epilepsy.

3.3 Facilities

The AEN team is currently based in the Griffin building. Facilities include two support rooms and an office/base for the team.

3.4 Objectives

3.4.1 To utilise all available resources in order to support pupils with AEN effectively.

- 3.4.2 To ensure support staff and teaching staff are informed and trained sufficiently in meeting the needs of pupils with AEN.
- 3.4.3 To review our policy and practices in line with school, LEA and national guidelines and to continuously strive to improve the way that we work, manage and deliver AEN provision.
- 3.4.4 To ensure the Disability and Discrimination Act and SEN Code of Practice and Guidance are implemented effectively across the school.
- 3.4.5 To ensure equality of opportunity and the elimination of prejudice and discrimination against children with AEN.
- 3.4.6 To monitor the progress of all AEN pupils, identifying needs as they arise and providing support as early as possible.
- 3.4.7 To provide full access to the curriculum through differentiation by teachers, AENCO and support staff.
- 3.4.8 To ensure that pupils with AEN are perceived positively by all members of the school community and that AEN and inclusive provision are positively valued.
- 3.4.9 To ensure that we are able to meet the needs of pupils and students at Bassaleg School.
- 3.4.10 To involve parents/carers in plans to meet their child's additional needs.
- 3.4.11 To involve pupils in the planning and decision making that affects them.

3.5 Admission Arrangements

- 3.5.1 The Additional Educational Needs Coordinator attends year 6 Annual Statement Reviews of pupils from the catchment area and meetings regarding other year 6 pupils with complex AEN.
- 3.5.2 The Additional Educational Needs Coordinator hosts termly cluster AENCO meetings at which the needs of AEN pupils and AEN matters are discussed. This ensures we are prepared to meet pupil needs.
- 3.5.3 Pupils are admitted to the school according to the LEA Admissions Policy.
- 3.5.4 The Additional Educational Needs Coordinator along with the Head of Year 7 and Assistant Head of Year 7, visit partner primaries in the summer term prior to transition to collect pupil information and to talk to pupils about Bassaleg School.
- 3.5.5 Information on pupil needs is communicated to all departments via AEN departmental files and the staff shared area. This information is used to inform tutorial and teaching groups to ensure transition is as smooth as possible.
- 3.5.6 Pupil records and files are passed on by September each year.
- 3.5.7 Pre-visits are arranged to the school and the AEN team, as required, for individual pupils/groups of pupils who may need additional preparation for

transition. This could include visual booklets, tours around school, looking at timetables or risk assessments for identified pupils.

3.5.8 The AENCO attends year 6 parents' evenings to answer any parental transition queries.

3.5.9 The cluster runs a 'Transition Project' for vulnerable pupils. Pupils are identified by primary schools and a key LSA from Bassaleg will visit and work with these pupils. There is an additional transition visit organised for the 'Transition Group' pupils. The LSA involved in this project will monitor and support the progress of these pupils throughout the autumn term. This project is reviewed and evaluated by pupils and staff.

3.6 **Arrangements for Coordinating Educational Provision for Pupils with AEN**

3.6.1 Pupil needs are identified at transition, through baseline testing, LISOL assessment data or referrals from subject teachers/HOYs/parents.

3.6.2 Pupils receiving extra or additional support will be placed on the *SEN* register and an IEP will be produced. Pupils who staff need to be aware of/differentiate for will be placed on the *AEN* register.

3.6.3 Subject teachers review IEP targets termly. The AENCO monitors all pupils on the *SEN* register.

3.6.4 Subject teachers are made aware of issues arising from IEPs/AEN/SEN register or through staff bulletin/green sheet/memos.

3.6.5 The AENCO works with departments to assist in planning for AEN pupils. The AENCO communicates with subject leaders at the school Development Forum and attends department meetings where possible/on request.

3.6.6 Mr Williams provides guidance and support for AEN pupils during transition between key stages.

3.6.7 The AENCO ensures that good practice is shared throughout the school and provides whole school INSET where a shared need arises.

3.7 **Organisation of Teaching Groups**

3.7.1 **KS3**

In KS3 pupils are taught in mostly mixed ability teaching groups. There are some smaller groups to meet the needs of pupils with AEN in years 8 and 9. In year 7 we have a discrete AEN group with a maximum of 15 pupils.

Learning Support Assistants are deployed according to need. The AENCO liaises closely with Heads of Year and subject leaders to ensure the maximum number of pupils have access to LSA support.

3.7.2 **KS4**

Courses are available at Entry Level, Level 1 and Level 2 in some subjects. The school offers a 'GCSE support' option for pupils who may need additional support to complete coursework and meet the demands of GCSEs. More appropriate learning pathways are identified for a very small number of pupils as

part of the learning pathways initiative.

3.7.3 **KS5**

Students' needs are individually addressed.

3.8 **Statemented Pupils**

The Additional Educational Needs Coordinator is responsible for ensuring that the special provision laid out in the statements of pupils is met.

3.9 **Literacy/Numeracy**

Special provision for withdrawal support of pupils with literacy/numeracy difficulties, whether statemented or not, is available in the form of Literacy/Numeracy Acceleration programmes, school literacy withdrawal, morning reading club and reading buddies scheme. IEPs are set up according to the Code of Practice. Where needs are similar, Group Education Plans may be used with individual targets set.

3.10 **Emotional, Social and Behavioural Difficulties**

Pupils with difficulties of these kinds are supported in a number of ways:

- Monitoring/mentoring by Head of Year/AENCO.
- Social skills group/Assertiveness/Anger Management sessions.
- Discussion with parents/one to one sessions with pupil.
- Individual/group sessions with school youth worker.
- Time with school Inclusion teacher.

3.11 **Teaching Strategies/Differentiation**

The AEN Team advise on teaching strategies and differentiation. There is also information and advice through pupil IEPs, SEN departmental directories and information sheets on the AEN shared area through the intranet.

4. **Identification, Assessment and Provision for AEN Pupils**

4.1 **Identification of AEN Pupils**

- Liaison with partner primary (and other) schools.
- Information from KS2 results and baseline assessment tests.
- Referral by parents.
- Referral by staff.

4.2 **Assessment of AEN Pupils**

- Assessment of referrals by AENCO and initiation of appropriate investigation.
- Information from an existing Statement.
- Administration of diagnostic and other tests.
- Information seeking from subject teachers (where it is considered necessary).
- Liaison with form tutor and Head of Year.
- Liaison with parents.
- Liaison with outside agencies, as appropriate.
- Information gathering from pupil records including Fischer Family Trust Data and LISOL assessment data.

- If appropriate, pupil will be added to SEN/AEN register and an IEP will be produced.

4.3 **Monitoring and Review Procedures**

- Pupil progress is monitored by class teachers and/or LSA and may include observations of behavioural, emotional and social development.
- Pupil progress is monitored through withdrawal teaching.
- Pupil IEPs will be reviewed termly by subject teachers.
- Reading and spelling tests are administered to all pupils receiving additional support during the summer term to monitor literacy progress, evaluate the work of the department and identify pupils making insufficient progress.
- Subject Leaders and Heads of Year monitor the organisation of teaching groups. Any concerns raised are acted upon in liaison with the AENCO.

4.4 **Progress**

The school uses the definition of adequate progress as suggested in the Code of Practice, that is, progress which:

- Closes the attainment gap between the child and his/her peers.
- Prevents the attainment gap from growing wider.
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures full access to the curriculum.
- Demonstrates an improvement in self help or social or personal skills.
- Demonstrates an improvement in the child's behavior.

When adequate progress has not occurred, the school, through discussions with parents, may consider a referral for outside agency support.

4.5 **Documentation**

All documentation, including review procedures and requesting statutory assessment, follow the guidelines provided by Newport City Council. The paperwork can be found in the LEA AEN Handbook file – Criteria for Assessment.

4.6 **Arrangements for providing access to the curriculum for pupils with AEN**

4.6.1 All pupils follow the National Curriculum, suitably differentiated.

4.6.2 There are groups with smaller numbers of pupils, in Years 7-9.

4.6.3 Mr Williams supports AEN pupils at transition periods to ensure appropriate learning pathways are followed.

4.6.4 There are some Entry Level options with smaller numbers of pupils in each of Years 10 and 11.

4.6.5 There is a 'GCSE Support' Option at KS4.

4.6.6 Identified pupils receive withdrawal support linked to their learning needs.

- 4.6.7 In-class support.
- 4.6.8 Use of external agencies to provide advice/strategies to increase pupil access.
- 4.6.9 In exceptional circumstances a disapplication from a curriculum area can be arranged via the LEA.
- 4.6.10 Examination Support in Years 10 - 13 according to the criteria set down by the examination boards.
- 4.6.11 Communication of pupil needs and general information to inform teaching via department AEN files, staff bulletin, Green Sheet, SIMS and staff shared areas.
- 4.6.12 Children with sensory or mobility impairment or a specific learning difficulty may access the curriculum through specialist resources.
- 4.6.13 Extra curricular activities are open to all pupils.
- 4.6.14 Access to information
- All children requiring information in formats other than print have this provided.
 - Alternatives to paper and pencil recording may be provided such as laptops and alpha smarts.
 - Printed materials are adapted.

4.7 Integration

All pupils are fully integrated into the school.

4.8 Incorporating Disability Issues into the Curriculum

- 4.8.1 PSCE addresses issues of disability, difference and valuing diversity.
- 4.8.2 Disabled people are encouraged to participate in the wider life of the school community.
- 4.8.3 School resources reflect the diversity of the wider community.
- 4.8.4 All pupils are able to access visits, trips and after school activities.

4.9 The Allocation of Resources to and Amongst Pupils with AEN

- 4.9.1 Pupils identified as having AEN are provided with appropriate support:
- Withdrawal support.
 - In-class support.
 - Monitoring by AEN team, Heads of Year, Subject teachers.
 - Support from external agencies.
 - Guidance and support from the Inclusion teacher/youth worker.
 - The Governors and Head teacher allocate resources to ensure that the AEN Team is able to meet the needs of pupils in its care.
 - At the start of each school year, the AENCO and the AEN Team allocate support to pupils in line with their needs and the Code of Practice. The

AENCO is responsible for monitoring of this support. The HLTA organises the day to day management of the LSAs.

5. Arrangements for Considering Complaints About AEN Provision Within the School

- Staff via review process.
- Staff via informal comments.
- Parents – direct contact with school.
- Pupils – comments at review time.
- The school's Complaints Procedure details the steps that parent/carers and pupils may take if a concern is unresolved.

6. Information about the School's Staffing Policies and Partnership with Bodies beyond the School

6.1 CPD for AEN Staff

- Training needs are identified in the School and Departmental Improvement Plan, the School Learning Plan and through Performance Management.
- INSET is arranged to match individual staff targets and the emerging needs of pupils.
- The AENCO ensures that appropriate training is made available for ITT students, NQTs and the staff as a whole.

6.2 Use Made of Teachers/Facilities from Outside the School Including Support Services

6.2.1 AENCOs from the cluster group of schools meet at Bassaleg once a term.

6.2.2 Cluster/phase AEN meetings are arranged by the LEA.

6.2.3 A whole range of support services is available:

- Educational Psychology Service.
- Occupational Therapy.
- Physiotherapy.
- Outreach Services.
- Education Welfare Services.
- Social Services.
- Child and Adolescent Mental Health Services.
- Specific Learning Difficulties Service.
- Careers Wales.
- Home Tuition.
- H I Service.
- V I Service.
- Speech and Language.
- Counsellor for the Deaf/Visual Impaired.
- AEN Adviser and advisory teachers.
- AEN Section of Newport City Council.
- Gwent Ethnic Minority Support Service.

6.3 Links with Other Mainstream/Special Schools

- Good networking exists with cluster/secondary AENCOs.
- Pupils from Bassaleg are in Queen's Hill Pupil Referral Unit. Close contact exists to attempt re-integration, whenever possible.
- AENCO contacts special schools and specialist provision regarding training and support where appropriate.

6.4 Links with Health & Social Services, Education Welfare Service and any Voluntary Organisations

- A school nurse can be contacted regarding health issues.
- Other health organisations such as Speech and Language and Community Psychiatric Nurses are available.
- Social Services are usually contacted through a named social worker for a particular child. A duty social worker is also available for advice/referral.
- The school has an Education Welfare Officer on site who works with the Heads of Years to promote good attendance.
- The AEN team is fully aware of the school's Child Protection Procedures.
- Members of the AEN team regularly attend the ASD forum and liaise with other staff/parents dealing with ASD issues.

As stated in the Code of Practice, the school aims to work with all external agencies for the benefit of the child. We aim to promote multi-agency working, whenever possible.

6.5 Arrangements for Partnership with Parents

6.5.1 The school's policy is to establish good links with parents and carers.

6.5.2 The school operates an open door policy for parents/carers. Parents/carers may telephone or write to discuss concerns; meetings are arranged at mutually convenient times. The AENCO ensures that parents/carers are involved at all stages of the education planning process. When a pupil starts at the school we ask parents/carers about their access needs.

6.5.3 Some examples of opportunities for staff and parents to work together are:

- Year 6 Statement Reviews prior to entry.
- Statement Reviews throughout the year groups.
- Year 6 primary transition parents' evenings.
- Year 6 parent open day.
- Parents' Evening.

6.5.4 Parents are contacted:

- When a pupil requires withdrawal support by letter. Any queries can be discussed in person.
- When IEPs are sent out to be signed.
- When review comments are sent out.

- When Annual Reviews are imminent, parents are invited to attend.
- At all other times as necessary.

In review meetings the AENCO ensures that a child's strengths, as well as weaknesses, are discussed. IEPs may include targets to work towards at home and parents/carers are always invited to contribute their views to the review process.

7. Evaluation of AEN Policy

In order to evaluate the AEN policy, the following criteria are reviewed:

- Individual pupil progress.
- Progress in reading/spelling ages.
- Behaviour.
- Ability to access the curriculum in subject areas.
- Departmental review.
- Pupil/parent satisfaction.
- Impact of SEN intervention through the key stages.
- Decrease in size of SEN register throughout the key stages.

8. Review of AEN Policy

This will take place every two years and following a school inspection.