



1 ADDITIONAL EDUCATIONAL NEEDS (AEN) PROVISION

- 1.1 This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which teaching and learning, achievements, attitudes and well-being of all children matter - including those identified as having additional educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Shene School. Children with additional educational needs are not viewed as a separate entity but as part of the whole approach, and different children's needs are recognised and met through varied flexible provision throughout the curriculum.

1.2 Principles

All pupils have a right to a broad balanced curriculum, relevant and differentiated to develop their abilities and maximise their potential, to provide stimulating, satisfying and progressive educational experiences and to equip them for adult life.

The Governing Body and Staff of Shene School welcome pupils of all abilities.

All staff at Shene School are aware of their role and the responsibility they share for identifying and making effective provision for the additional educational needs of all pupils.

Shene School actively encourages an effective partnership in developing and implementing a joint approach with the school in meeting additional educational needs and welcomes the involvement of families in the process of assessing and making effective provision for additional educational needs.

The School recognises that communication is a vital aspect of our response to our pupils' needs. The Staff of Shene School actively engages in communication with Parents and other agencies in meeting the needs of our pupils.

Shene School believes that pupils should be supported for their learning as well as to reinforce their personal confidence and self-esteem.

The Governing Body and staff of Shene School recognise that additional educational needs are not static, that pupils and needs change over time and that all aspects of its policy require review on an annual basis and appropriate adjustments made.

1.3 Objectives of the AEN Policy

- To establish a clear statement of the school's provision for identifying assessing and meeting additional educational needs within the context of the Code of Practice (DfES, 2001).
- To set out a framework within which pupils' additional educational needs will be met.
- To ensure consistency of approach and procedures.
- To establish clear criteria upon which practice in Shene School may be developed and against which it maybe measured.

At Shene School the name of the person responsible for co-ordinating the day to day provision for children with additional educational needs is Robert Piper, Curriculum Leader Additional Learning Needs and Special Education Coordinator (SENCO).

1.4 Arrangements for Co-ordinating Educational Provision for Pupils with Additional Educational Needs

The Curriculum Leader for AEN/SENCO is full-time and leads the Learning Access team which comprises of six full time Teaching Assistants (of which one is a qualified teacher) and one part-time Teaching Assistant.

Pupils with a Statement of Special Educational Needs are given a combination of individual support either in the formal setting of a classroom or withdrawn for more specialised help according to the requirements of the Statement.

For pupils at School Action Plus provision is often made through appropriate external agency involvement.

Pupils with a Statement have Individual Education Plans devised by the Learning Access Team in consultation with teachers, parents, other support staff, pupils and relevant external agencies.

Pupils at School Action Plus also have individual Educational Plans devised in the same manner.

Shene School recognises the teaching Staff also have a responsibility to Pupils at School Action through the monitoring of individual targets. The Learning Access Department will advise on the setting of appropriate targets for these pupils.

The Learning Access Staff have a range of expertise and experience in relation to supporting children with additional educational needs.

1.5 Admission Arrangements (Refer to Borough Policy)

The school's arrangements for admitting pupils apply, except in relation to those pupils with a Statement of Special Educational Needs.

Governors will ensure that pupils with additional educational needs join in the activities of the school with other pupils, so far as is reasonably practical and compatible with pupils receiving the necessary special educational provision, the efficient education of other pupils in the school and the efficient use of resources.

1.5.1 Primary/ Secondary Transfer

Pupils with additional educational needs are identified through liaison with colleagues in our primary feeder schools both in and out borough. Where possible all relevant information pertaining to a student is gathered from the schools, colleagues, parents/ carers and external agencies.

At Secondary transfer and when the pupils arrive at Shene School some additional screening takes place currently in the form of MIDYIS tests in Year 7.

In some instances additional literacy screening is required. The data obtained from additional screening and the KS2 results are collated and disseminated into the SEN Record/ Register either prior to or shortly after admission. This information is then distributed to all staff via the Heads of Faculty, Subject Heads and also to the Senior Leadership Group. Copies are also made available via the School's internet.

1.5.2 Pupils with a Statement

Information concerning these pupils from in and out borough primary schools is made available early in the transfer process, whenever possible the Head of Learning Access will attend a year 6 transitional review.

Admissions for pupils with a Statement of Special Educational Needs conform with statutory procedures.

Special arrangements are made to support the inclusion of pupils with a Statement. These may include either the Head of Learning Access or a delegated member of the team, visiting the student at their school in the term prior to transfer. Alternatively, Shene School will invite the Parents and other representatives to the school to discuss the transition with the Head of Learning Access and the Head Teacher or Member of the Senior Leadership Group.

1.5.3 Casual Admissions

Where pupils with additional educational needs enter during the course of the school year, enquiries are made prior to entry, from the parents and the previous school. The Head of Learning Access is invited to attend the interview.

The Learning Access Staff have a range of expertise and experience in relation to support children with additional educational needs.

1.6 Social Inclusion Room

At Shene School we provide a support base for our more vulnerable and sometimes challenging pupils. The resource operates on a slightly higher staff to pupil ratio as the school recognises that these pupils may have special needs and are often emotionally vulnerable.

The Social Inclusion Coordinator liaises closely with the Curriculum Leader AEN as well as the Pastoral team. The team comprises of the Social Inclusion Coordinator, two learning mentors/LSAs and a number of volunteers.

The Social Inclusion Room also liaises with key external agencies such as the Pupil Referral Unit, Connexions and other key providers. The pupils are also offered specialised input in the form of alternative provision where they are unable to take full benefit of the normal school curriculum.

1.7 Looked After Children

A designated Teacher, Ms G Staples (Assistant Head Teacher) has responsibility of overseeing the needs of this particular group of potentially vulnerable pupils. Where concerns arise, all staff are aware that the named Teacher is the person to whom any concerns must initially be referred.

1.8 Specialist Facilities

The school has a Learning Access Base which is equipped with the following:

Nine fully networked computers running on a Windows XP Platform,
Interactive White Board,

The School has recently invested in the latest upgrade version of Success Maker interactive learning programme,

Microphones are available for interactive exercises,

One Networked Monochrome printer,

One Colour printer,

Three tape recorders with CD playing capability,

Books,

Learning Packs,

Some multi-sensory Learning Materials.

2. INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH AEN.

2.1 Pupils with Special Educational Needs

To quote the Revised Code of Practice:-

“Children have special educational needs if they have a learning difficulty which calls for special education provision to be made for them.

Children have a learning difficulty if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.

Special Educational provision means : for children of two or over , educational provision which is additional to , or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.”

From the Special Educational Needs Code of Practice, DFE 2001

For the majority of pupils at Shene School these needs will be met within the classroom. Other pupils may benefit from additional specialised support and a small minority will require very specialised and extra provision.

2.2 Identification and Assessment Arrangements: Review Procedures

Parents are offered an interview on admission in which they are invited to inform the school of any special needs the student might have.

All tutors and co-tutors are aware of their responsibility to act upon any concern they, other teachers or parents may express.

Identification of pupils with additional educational needs conforms to the graduated approach, set out in the Revised Code of Practice 2001.

2.3 School Action:

Assessment is the responsibility of the Head of Learning Access who will keep records and arrange reviews.

2.4 School Action Plus

Assessment is made in consultation with an external agency, such as Educational Psychologist, Advisory Teacher, who will be involved in reviewing progress.

The IEP will be reviewed twice yearly. These stages are not static and where pupils make progress against specific targets and certain interventions are no longer necessary the student can be moved back to the previous stage, after consent of the parents and appropriate agencies.

2.5 Formal Assessment:

The student is referred to the appropriate Special Educational Needs Panel of an LEA, with a request for a formal statutory assessment. Parents may also make a request directly to the respective LEA to request an assessment.

2.6 Statement:

Statements of special educational needs are reviewed on an annual basis, however in extraordinary circumstances an interim review may be arranged if there are significant concerns about a student's progress.

Progress reports are collated and the school is responsible for managing the review process under the terms of the Code of Practice. The individual education plans of pupils with Statements are reviewed termly.

The pupils at Shene School are screened in Years 7 and 9 as follows:

Year 7 (Term One) Reading, Spelling and MIDYIS

Year 9 (Term Three) End of Key Stage 3 tests.

The pupils with additional educational needs in years 7 and 8 are retested at the end of the year as a measure of progress.

Pupils with Statements of Special Educational Needs are allocated additional resources to meet their needs, as specified on their Statement. The level of resourcing is identified in the Statement and generally takes the form of a funding band. The school in consultation with parents and other professionals deliver a range of strategies to meet the student's needs. This may take the form of a

combination of either teaching or non-teaching support, specialist equipment or direct input from external agencies.

Provision for the Gifted and talented is currently being co-ordinated by Ms S. Fraser and Ms B. Porter who supports the Heads of Faculty/ Heads of Department in identifying and supporting pupils who demonstrate exceptional ability in subject areas and beyond.

The Heads of Faculty and members who have key responsibility for Gifted and Talented pupils in their given area provide a range of activities through each academic year.

The Learning Access and Social Inclusion Departments provide break and lunchtime drop in sessions for selective vulnerable pupils, who sometimes need a temporary, quiet therapeutic environment for reflection.

2.7 Arrangements for considering complaints about additional educational provision within school

Parents are encouraged to discuss their concerns about provision directly with Form Tutors in the first instance.

Parents can also raise issues at Parental Consultation Evenings.

Tutors, Heads of Faculty and Heads of Year and our Social Inclusion Manager refer concerns to the Head of Learning Access who will liaise with parents where required.

If parents are not truly satisfied with the outcome, the matter can be referred to the Assistant Head teacher/ Line manager, who in turn will liaise with the Head Teacher.

Beyond this parents may approach the Governor with responsibility for special educational needs, Councillor N Urquhart.

Should the concerns require further action, parents may contact Richmond-upon-Thames Education Department on 020 8891 7533, or the Special Educational Needs Panel.

3. INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

3.1 The School's arrangement for AEN in-service training

Arrangements for in-service training in AEN are consistent with school INSET policy. Whole staff training is dependent upon identified needs. Individual needs may be discussed with the school's INSET Co-ordinator, Ms S. Edwards and appropriate training arranged.

Course details sent to the AEN Curriculum Leader are drawn to the attention of colleagues for whom the course may be appropriate.

In-service training is a routine agenda item at all Learning Access team meetings. All staff have access to funds within the school intended for training.

Members of the Learning Access Team can offer training to individual colleagues according to their specialism and the needs of the staff.

3.2 The use made of teachers and facilities from outside the School, including support services

Multi-Agency meetings are arranged each term, throughout the year by the Head of Learning who invites the attached Educational Psychologist for the school, the SEN Advisory Teacher, Social Inclusion Manager, Educational Welfare Officer, Connexions, School Nurse and Head of Year, as appropriate.

The purpose of the meeting is to agree a particular co-ordinated course of action and response to the concerns of our pupils. The meeting also agrees possible actions and outcomes which often include further parental consultation and discussion.

Shene School has strong links with the Pupil Referral Unit in the Borough. Certain staff from the unit work with either individual pupils or in small groups, to provide support for those with social and emotional difficulties.

The Educational Psychologist linked to the school offers a range of services to pupils, parents and staff. These range from consultation, meetings with key staff and parents, training, providing specific advice on classroom strategies, attending reviews.

3.3 The Role played by Parents

Parents are encouraged to communicate information about possible additional educational needs on admission.

If concerns arise after admission these should be brought to the attention initially to the student's form tutor, then Head of the appropriate Year, who may refer the concerns to the Head of Learning Access who will then discuss these concerns with parents.

When a student is assessed and at the School Action Stage and placed on the AEN Record/ Register the Year Tutor will inform parents.

Parents should be kept fully informed through regular contact so that they are fully aware of the student's needs and the provision which the school is making.

Shene School encourages parents of pupils at KS2 with additional educational needs, intending to transfer, to make contact either with the Head of Learning Access or Head of Year at the earliest possible convenience. This is also to ensure continuity of provision.

3.4 Links with other mainstream schools and special schools, including arrangements when pupils change school or leave school

Shene School has established links with other local Richmond Secondary Schools, with our main feeder primary schools. Our intake at Shene comes from many feeder primary schools outside the borough.

Where possible the Curriculum Leader or a member of the Team visits primary schools in the summer to meet pupils with additional educational needs transferring to Shene, talk to their teachers and gather information.

In order to relieve some of the anxieties for Key Stage 2 pupils transferring to a mainstream secondary school like Shene, an induction day is arranged during the summer term. This is to enable the pupils to become familiar with their surroundings.

In certain individual cases a separate induction programme is arranged either before or in addition to the induction day.

The Head of Learning Access / Curriculum Leader attends Year transitional reviews, by invitation.

When pupils transfer to Post 16 Colleges details of their additional educational needs are passed to the receiving SEN Co-ordinator. Where possible arranged visit for some pupils with key support staff to familiarise themselves with the colleges and their course tutors.

At Shene School, we aim to foster greater links with other Specialist provision in the Borough.

3.5 Links with health and social services, educational welfare services and any other voluntary associations

The Learning Access team liaises regularly with the School Nurse and Educational Welfare Officers and Connexions.

At Shene other agencies are accessed via the Social Inclusion Department.

4. ARRANGEMENTS FOR MONITORING THE EFFECTIVENESS OF THE AEN POLICY

The effectiveness of the SEN Policy is monitored by:

- The Annual Report to the Governing Body
- KS3 Standard Assessment Test results
- GCSE results
- Routine screening tests
- Parents' Consultation meetings
- Annual Reviews
- IEP Reviews
- Interim School Reports
- School rewards / incentives including Credit, Merit Certificates, Tutor Awards, HOY Awards
- School sanctions including referral slips, exclusions
- Informal feedback

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