



Additional Educational Needs Policy

Date	Review Date	Additional Needs Co Ordinator	Senior Leadership Team
19/6/19	19/12/19	Jojo Rassekh	Corinne Smith

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Data Protection Act 2018
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Education Act 2002
- Mental Capacity Act 2005
- Education and Inspections Act 2006
- The Tribunals, Courts and Enforcement Act 2007
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Tribunal Procedure (First-tier Tribunal) (Health, Education and Social Care Chamber) Rules 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Learners Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Learners at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Working Together to Safeguard Children (2013) (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Reasonable Adjustments for Disabled Learners (2012) (Equality and Human Rights Commission)
- Supporting Learners at School with Medical Conditions (2014) (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many existing data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, the Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special

Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

We have a duty to provide appropriate AEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if AEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We believe it is our responsibility to publish all details of the AEN provision that we have available in the Information Report and to work with the local authority in compiling and reviewing the Local Offer.

We believe that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- 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
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

When organising additional support, it is very important that we provide learners with special/additional educational needs and disabilities a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that young people with AEN should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of young people. We have high ambitions, set challenging targets, and track the progress of all learners.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by learners with AEN by providing structured training on a variety of AEN issues. We believe teachers are responsible for young people's learning and that teaching assistants will be used effectively to provide the necessary support for learners with AEN within the classroom.

We are aware that depending upon their age and understanding we must discuss with learners with AEN any decision that might affect them.

It is our intent to provide every learner with the best education possible. Our objective in setting out the school's AEN policy is to make everyone aware that we want all learners to benefit as fully as possible from the education provided within the school.

We cater for learners who experience difficulties in: -

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of learners who have AEN will be considered and treated fairly and in line with current guidance.

We are aware that current statistics clearly show that young people with AEN or with a disability have a significantly high risk of being verbally abused or physically assaulted on either a daily or weekly basis by their peers as they appear to be an easy target.

We work hard to create and maintain a school environment of positivity where all learners are taught to embrace and value difference.

We recognise school personnel need to be made aware of what constitutes bullying, how to detect bullying behaviour and to have a greater knowledge of learners with AEN.

We have a duty to safeguard young people and families from violent extremism. We are aware that there are extremists' groups within our country who wish to radicalise vulnerable young people and to involve them in terrorism or in activity in support of terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in learner's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote learners' welfare. Within this environment we work hard to build learners' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want learners to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the Youth Participation Group and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims and Objectives

We aim:

- To identify learners with special/additional educational needs and disabilities as early as possible and ensure that their needs are met.
- To have in place systems whereby teachers are aware of such learners.
- To provide all our learners with a curriculum that is differentiated to their individual needs and abilities;
- To have high ambitions and expectations for learners with special/additional educational needs and disabilities.
- To be sympathetic to each learners' needs by providing a strong partnership between learners, parents, Directors, local authority and outside agencies.
- To ensure all learners make effective progress and realise their full potential.
- To ensure all learners take a full and active part in school life.
- To create and maintain a school environment of positivity where all children are taught to embrace and value difference.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Directors

The Directors have:

- appointed a member of staff to be the Additional Educational Needs Co-ordinator;
- responsibility for ensuring the Additional Educational Needs Co-ordinator is allocated time to undertake the demanding role of AENCO;
- delegated powers and responsibilities to the Senior Leadership Team to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of additional educational needs is of a high standard;
- responsibility for ensuring learners with AEN have access to all activities;
- responsibility for ensuring learners with AEN have access to all school facilities;
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose statement names the school (if their needs can be met);
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the school facilities so that disabled learners can access the curriculum;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated equalities person to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- the responsibility of involving the Youth Participation Group in:
 - determining this policy with the Directors;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all learners;
 - reviewing the effectiveness of this policy with the Directors.
 - work closely with the Senior Leadership Team and the AENCO;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.
- be responsible for supervising the statutory assessment, statementing and annual review process for learners with AEN;
- ensure all learner records are sent to and received by schools that learners with AEN transfer to;
- inform parents when AEN provision has been made for their child;

Role of the Senior Leadership Team:

The Senior Leadership Team will:

- ensure all school personnel, learners and parents are aware of and comply with this policy;
- ensure that the daily management of AEN provision is effective;
- work closely with the AENCO, the Directors and the teaching and support staff;
- keep the Directors informed of all matters relating to its responsibilities for the provision of AEN;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for learners with AEN;
- monitor the quality of teaching for learners with AEN;
- monitor the progress made by learners with AEN;
- agree with the Local Authority the school's arrangements for assessing and identifying learners as having AEN as part of the Local Offer;
- publish AEN information report on the school's website updating stakeholders of how the school's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;

- monitor the effectiveness of this policy by checking to see if:
 - learners with AEN are making sufficient progress appropriate to their ability
 - school personnel have high expectations of learners with AEN
 - appropriate provision is in place
 - differentiation is put into practice
 - the learner tracking system is effective
- annually report to the Directors on the success and development of this policy.

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have AEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

Role of the Special Needs Co-ordinator

The AENCO will:

- ensure the detailed implementation of support for children with AEN;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to learners with AEN;
- work with the Directors and Senior Leadership Team to oversee the day to day provision for learners with AEN within the school including those with education, health and care (EHC) plans;
- ask the Local Authority, if necessary, to conduct an education, health and care needs assessment for a learner with the parents' permission;
- identify the barriers to learning and what additional educational needs provision that a learner requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's additional educational needs;
- organise in-house and external support for a learner with AEN;
- monitor this support;
- keep parents up to date with the AEN provision for their child;
- ensure learners with AEN have full access to the curriculum;
- ensure learners with AEN are included in all school activities and events;
- ensure learners with AEN take part in extra-curricular activities;
- arrange for key workers to be allocated to learners with AEN so that learners can talk about any difficulties or concerns that they may have;
- lead the development of AEN throughout the school;
- arrange in-service training for school personnel and Directors;
- help select, train, organise and manage a team of teaching assistants (TAs);
- prepare and keep up to date Individual Learning Plans (ILPs);
- undertake classroom observations;
- ensure differentiated teaching methods are being used;
- track the progress of learners with AEN;
- maintain records of all learners with AEN;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of learners and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools before a learner moves into another setting to plan and prepare for transition;
- provide information for the AEN Information Report;
- review and monitor;
- annually report to the Directors on the success and development of AEN.

Role of Class Teachers

Class teachers must:

- be responsible and accountable for the progress and development of the learners they teach;
- have high expectations of learners with AEN;
- be aware of the school's policy for the identification and assessment of learners with AEN and the provision it makes for them;
- work closely with the AENCO;
- be well informed of the special needs, medical conditions and the Education, Health and Care needs of the learners that they teach;
- implement any advice and teaching strategies given by the AENCO;
- provide high quality teaching for all learners;
- deliver the individual programme for each AEN learner;
- include learners with AEN in all class activities;
- ensure their planning includes differentiation;
- set challenging targets;
- track and monitor the progress of all learners;
- inform the AENCO of any identified barriers to learning and lack of progress of learners;
- liaise with parents of learners with AEN to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction;
- identify any additional training needs they require;

Role of Teaching Assistants

Teaching Assistants will:

- work closely with the AENCO and class teachers;
- provide support for individual or groups of learners with AEN;
- provide in- class and out of class catch up literacy and numeracy support for learners;
- assist in the preparation of lessons;
- monitor learners progress;
- provide feedback to teachers and the AENCO;
- attend appropriate training;
- suggest training needs.

Role of External Support Agencies

External support agencies may provide support teachers who will:

- be line managed by the AENCO;
- work closely with the AENCO, class teachers and TAs;
- work with statemented learners to meet the objectives of their statements;
- develop planning for teachers and TAs;
- undertake continuous learner assessment;
- keep up to date learner records;
- develop support materials;
- provide in-house training on specific topics;
- meet regularly with the AENCO, teaching staff and parents.

Role of External Specialists

We may seek the advice and support from the following external specialists:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- hearing impairment
- vision impairment
- multi-sensory impairment
- speech and language therapists
- occupational therapists
- physiotherapists

Role and Rights of Parents

We encourage parents to:

- work closely with the school in order to develop a partnership that will support AEN learners.
- be aware of their child's targets and their progress towards them;
- take part in the review of IEPs;
- attend and take part in annual reviews;
- consider requesting an Education, Health and Care needs assessment;
- be aware of the Local Authority's Information, Advice and Support Service.

Role and Rights of Learners

We encourage learners with AEN to understand their rights and to take part in:

- assessing their needs;
- setting learning targets;
- the annual review

Graduated approach

We feel it is vital that learners with AEN are identified at an early stage. Every teacher in this school is responsible for identifying learners with AEN.

We will inform parents at the earliest opportunity of the school's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the AENCO and using the following four stages of action: **Assess, Plan, Do and Review.**

Parents will be kept well informed of and involved in all four stages.

Assess

- Working with the AENCO and the learners' parents an analysis of the learner's needs will be undertaken when trying to identify what AEN support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the learner's progress.
- This will be organised by the AENCO with the agreement of the parents.

Plan

- When it has been decided to provide AEN support all parties will decide:
 - the expected outcomes
 - what interventions and support is required
 - the expected impact on progress, development or behaviour
 - on a review date
- Plans will take into account the views of the learner.
- Parents will reinforce the provision by contributing to progress at home.

Do

- The AENCO will oversee the implementation of the interventions as part of the agreed AEN support.
- The class teacher supported by the AENCO assesses the child's response to the action taken.
- The AENCO offers continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the learner's progress is discussed at the review meeting which is attended by the AENCO and the child's parents
- The views of the learner are also taken into consideration at this meeting.
- Considering the learner's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a learner continues to make less than expected progress.
- An Education, Health and Care assessment may be requested if a learner continues not to make the expected progress despite the amount of support and intervention that has been given.
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually.
- Detail records will be maintained by the AENCO which will be available to the learner's parents.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support learners with medical conditions. We are aware that individual education healthcare plans (EHC) will state the type and level of support required to meet their medical needs.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of learner progress
- evidence of outcomes and planned next steps
- details of additional support or different provision made under AEN support
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any AEN support provided

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or TAs;
- withdrawal support either individually or in small groups with specialist teachers or TAs

Equality and Inclusion

We have the responsibility to:

- prevent discrimination;
- promote to equality of opportunity;
- promote disability equality;
- foster good relations;
- regularly review and evaluate the breadth and impact of the support that we offer or have access to;
- cooperate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer;
- work with other local authorities to investigate how different needs can be met more effectively;
- include learners with AEN into all school activities;
- monitor the number of extra-curricular activities that they take part in.

Partnerships

We believe that a close partnership with parents will enable learners to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the young person.

Learners with AEN will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for AEN in this school will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the learners.

Admissions

We will:

- treat all applications equally and we will not discriminate against learners with AEN;
- admit those young people with AEN but who do not have an EHCP;
- consider all applications that do not have an EHC plan;
- not refuse to admit a young person who has AEN but does not have an EHC plan because we feel that we will be unable to provide the necessary support;
- not refuse to admit a young person on the grounds that they do not have an EHC plan.

Curriculum

The school aims to provide for learners:

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs

Celebration of Achievements

We will regularly celebrate the achievements of all learners not just in literacy and numeracy but in all curriculum areas and in all aspects of school life.

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of support that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

AEN Information Report

Annually we will publish information about the implementation of the policy for learners with AEN which will be set out in clear and straightforward language and easily accessible to parents and young people. The information must include:

- the kinds of AEN that are provided for
- policies for identifying young people with AEN and assessing their needs, including the name and contact details of the AENCO
- arrangements for consulting parents of young people with AEN and involving them in their child's education
- arrangements for consulting young people with AEN and involving them in their education
- arrangements for assessing and reviewing young people's progress towards outcomes including the opportunities available to work with parents and young people as part of the assessment and review
- arrangements for supporting young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which should include higher education, employment, independent living and participation in society
- the approach to teaching young people with AEN
- how adaptations are made to the curriculum and the learning environment of young people with AEN
- the expertise and training of staff to support young people with AEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for young people with AEN
- how young people with AEN are enabled to engage in activities available with young people in the school who do not have AEN

- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of young people with AEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting young people's AEN and supporting their families
- arrangements for handling complaints from parents of young people with AEN about the provision made at the school
- arrangements for supporting young people who are looked after by the Local Authority and have AEN
- details of the school's contribution to the Local Offer including information on where the Local Authority 's Local Offer is published
- details of the broad and balanced curriculum provided in each year
- admission arrangements for disabled learners
- accessibility plans

(Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations
- school events
- meetings with school personnel
- communications with home

Training

All school personnel and Directors:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - the AEN Code of Practice
 - the Graduated Approach
 - Inclusion
 - Differentiation
 - Learner tracking
 - Working with learners with AEN
 - Safeguarding and Child Protection
 - Intervention programmes
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Awareness training will be provided by the AENCO and by support teachers on specific topics and concerns.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any learner and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Directors.

Linked Policies

- Admissions
- Assessment
- Complaints Procedure
- Curriculum
- Differentiation
- Disability Equality Scheme and Disability Accessibility Plan for Learners
- Inclusion
- Looked After Children
- Learner Behaviour
- Safeguarding and Child Protection
- Teaching and Learning

AENCO:	<i>J. Rassekh</i>	Date:	19/6/19
SLT:	<i>C. Smith</i>	Date:	19/6/19