

# **Additional Educational Needs (AEN) and Inclusion Policy Tarpoley High School and 6<sup>th</sup> Form College**

## **Excellence through Partnership**

### **1. Mission Statement**

The Additional Educational Needs (AEN) and Inclusion Policy is set out to provide information regarding the school's vision, ethos, provision and practice with regard to Additional Educational Needs and inclusive whole school practice.

The core purpose of the AEN and Inclusion Team is to:

*Ensure that students with Additional Educational Needs make exceptional progress, achieve their personal best and are included at every level of School Life.*

### **2. The AEN and Inclusion Team**

The AEN and Inclusion Team is part of a whole school graduated response to meeting the needs of students. A graduated response ensures a proactive response to the needs of students across the whole school. This starts with students identified for School Action and School Action Plus (where outside agency advice is sought and interventions increased) through to students with Statements or Individual Pupil Funding.

The AEN and Inclusion Team is managed and coordinated by a Learning Development Manager-SENCO. This is in partnership with the Inclusion Manager who has a focus on students with Behavioural, Emotional and Social Difficulties (BESD).

The Team is committed to the personal growth of all their students and a desire to meet the needs of individual students.

To this end the AEN and Inclusion Team will:

- act on behalf of students with AEN in a professional, confidential and sensitive manner

- offer a range of support services to students with AEN

- Provide access to high quality training and information about AEN supporting staff to meet pupils' additional needs

- Provide information to students, parents/carers and staff on AEN and Inclusion issues

- Lead Tarpoley policy and whole school planning on AEN & Inclusion issues

- Undertake the monitoring of its services for quality and effectiveness

### **3. Objectives of the Policy**

The objectives of the AEN and Inclusion Policy are to ensure that:

- Staff are fully supported in the graduated framework for identifying and monitoring pupils with AEN
- Staff are supported by AEN and Inclusion through excellent communication and co-ordination of resources and support for students with AEN. This is in order to provide a broad and balanced curriculum for targeted students and to narrow the gap; this includes setting suitable learning challenges, responding to students' diverse learning needs and overcoming potential barriers to learning and assessments
- The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any student who has Additional Educational Needs. The staff and governors in the school are aware of the importance of the early identification of students with AEN and providing personalised learning pathways to meet individual needs.

### **4. Responsibility and arrangements for co-ordination of AEN and Inclusion provision**

This policy statement has been written with due regard to the Code of Practice on the Identification and Assessment of Special Educational Needs

This policy attempts to set out principles and a framework for AEN and Inclusion at Tarporley.

(a) The Governors, in co-operation with the Senior Leadership Team determine the school's general policy and approaches, establishes appropriate staffing and funding arrangements and maintain general oversight of AEN and Inclusion provision

(b) The Assistant Head has the oversight and the Learning Development Manager-SENCO has the day to day management responsibility for AEN and Inclusion in the school. The AEN and Inclusion Department will keep the Governors informed and work closely with the link SEN Governor

(c) The Learning Development Manager-SENCO has the responsibility for the day-to-day operation of the school's AEN and Inclusion Policies and for co-ordinating AEN provision. This includes maintaining the SEN register, reporting and consulting regularly with the Senior Leadership Team and liaising with appropriate outside agencies. It also includes oversight of the Inclusion Resource Provision -STEPS and the Team which currently employs ten members of staff.

(d) Within the AEN and Inclusion department two Key roles facilitate the work of the department. These include the Learning Development Manager-SENCO and the Inclusion Manager, whose role it is to focus on students with Behavioural, Emotional and Social Difficulties

(e) As part of the whole school graduated response at School Action the Subject Teachers, Form Teachers and YLs are crucial to the early identification of need, to

the contribution to the assessment and provision for specific needs and in collaboration with others and to the creation and implementation of strategies to respond to those needs

(f)The AEN and Inclusion Team are committed to supporting staff in early intervention through support and resources for quality first teaching for a range of AEN needs.

## **5. Admission arrangements**

Vulnerable students are identified prior to admission and a range of interventions are planned for transition. Such interventions help aid the smooth transition from Primary to Secondary School.

## **6. Specialist AEN provision**

The AEN and Inclusion Team works very closely with the Pastoral and Curriculum Teams to ensure that there is joined up work around the whole child which focuses on the Every Child Matters five outcomes: - Be healthy, staying safe, Enjoying and achieving, making a positive contribution, achieving economic well-being (access to in school facilities, opportunities for out of school facilities).

Additionally: -

Teachers are given quality first teaching advice around a range of SEN needs including:

Cognition and Learning  
Speech, Language and Social and \Communication Needs  
Behavioural, Emotional and Social Difficulties  
Dyslexia  
Sensory and physical Impairments

## **7. Facilities and Allocation of Resources for AEN students**

We have good facilities at Tarporley for our pupils with AEN needs. We have a range of specialist teaching resources and programmes to meet a range of needs. Some examples are the ELKLAN Speech and Language Programme, multi- sensory teaching programmes (for dyslexia), Sum Buddies for Numeracy, Literacy Buddies, Compass Group for retracking and mentoring work, Social Skills groups, life skills groups, one to one, paired and group interventions.

## **8. Identification and review of student needs, school-based interventions, statutory assessments and Statements of SEN**

The SEN Code of Practice, to which schools must by law have regard, promotes a common approach to identifying, assessing and providing for all children's special educational needs. To reflect that, the Code advocates a continuum of provision – a graduated approach. Schools meet most children's learning needs through

“differentiation” of the curriculum, which means teachers tailoring their approaches to suit individual learning needs and styles.

Where students do not respond to differentiation and do not make adequate progress, there is a need for Tarporley to do something additional or different. This school based SEN provision is described in the Code as *School Action* and *School Action Plus*.

**School Action** could be further assessment, additional or different teaching materials or a different way of teaching and it might sometimes, but not always, be additional adult support. Teachers use Individual Education Plans (IEPs) to follow the different or additional provision to be made for the child, teaching strategies, short-term targets for the student, success criteria, and what they have achieved.

School Action Plus is the next stage after School Action. Students are moved up the SEN Register from School Action to School Action Plus if the child has not made adequate progress. The Learning Development Manager-SENCO will then ask for outside advice from the LA’s support services, or from health, speech and language or social work professionals. This could be for an Occupational Therapist’s suggestions or an Education Psychologist report giving recommendations as to how to work differently with the child in class.

The key test for taking *School Action*, moving to *School Action Plus*, or considering whether an application for Individual Pupil Funding (IPF) is necessary is whether the child is making adequate progress. The Code defines ‘adequate progress’ and lists different kinds of progress, depending on the starting point and expectations for a particular child. Essentially, what is considered to be adequate progress for a particular child is decided by the Learning Development Manager-SENCO in collaboration with other agencies, parents and carers.

Most students will have their special educational needs met by Tarporley through School Action and School Action Plus. But that will not be possible all the time. If a student’s needs cannot be met through School Action Plus, Tarporley may consider the need for an application for Individual Pupil Funding (IPF) following a multi-disciplinary assessment. Following that, the LA may decide to put in some additional funding –IPF and or make and implement a Statement of SEN. This will detail the student’s needs and the special educational provision to be made for them. The Statement/and or IPF must be reviewed at least annually. When the review of these takes place both parental contributions and the student’s own opinions are sought.

#### **Individual Education Plans**

The IEP will record strategies employed to enable the student to progress and include:

- the short-term targets set for or by the child
- the teaching strategies and provision to be used and put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the IEP is reviewed)

### **9. Inclusion of vulnerable pupils, those with AEN or who are disabled**

A clear system for identifying, monitoring and reviewing the progress of vulnerable, AEN and students with disabilities is in place at Tarporley through the whole school Graduated Response Referral System. This is part of the whole school approach of Excellence through Partnership

Every Child Matters Forums are held once weekly with joined up multi agency working between school and the external agencies, plus whole school joined up working re AEN, Pastoral Staff and Curriculum Staff. External agencies attend such meetings so Action Plans may be implemented, monitored and reviewed. The Every Child Matters Forum looks at the student holistically and looks at their progress against the 5 outcomes with the Every Child Matters agenda uppermost.

The agencies that attend the Every Child Matters Forums include representatives from the Area Education Office, Education Welfare Service, Connexions, DISC, Youth Service, Police Community Liaison and School Health. Social Services may attend, as do other agencies such as CAMHS and the Psychology Service.

## **10. Links to Support Services**

The AEN and Inclusion Department has links with the LA-Assessments and Monitoring Team, The Education Welfare Service and the Educational Psychology Service, plus CASADT. We also work closely with external agencies such as, Connexions, Youth Service, Police Community Liaison, Parent Partnership, School Health, and Social Services, CAMHS (Child and Adolescent Mental Health Service).

## **11. Working in partnership with parents**

Tarporley recognizes the unique contribution that parents can make to student's educational progress and undertakes to promote **a close partnership and effective working relationship with the parents of students identified as having Additional Educational Needs.** This means that parental views will be sought and taken into account and that effective two-way communication is fostered and maintained.

## **12. Links with other schools**

The Departments networks with other schools via the SENCO Network Forum and the Inclusion Network Forum. The aim of these forums is to share best practice and also facilitate joined up working across a range of needs and training.

## **13. Monitoring the effectiveness of the Policy**

The effectiveness of the AEN and Inclusion Policy and its implementation is regularly under review. The success of the AEN and Inclusion strategy is assessed both qualitatively and quantitatively. Quantitatively success is judged in terms of how far the student has progressed from base line assessment. For Cognition and Learning, for example this is in the form of diagnostic testing (using standardised assessment materials) which monitors the progress of students. For Speech and Language needs assessment would be in the form of diagnostic testing around language and comprehension for example.

Qualitatively, student progress is assessed through teaching and learning reviews. It can also be measured by audits such as Strength and Difficulties Profiles.