

ADDITIONAL NEEDS POLICY

2016 – 2017

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ADDITIONAL NEEDS CO-ORDINATOR

St Edmund Arrowsmith Catholic Centre for Learning

Additional Needs Policy

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Review: Annually

This policy is designed to set out St Edmund Arrowsmith Catholic Centre for Learning's (SEA) aims and objectives.

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

* Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.
§ See 'definition of disability' at end of this policy.

1.2 Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- 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.

Special Educational needs provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support: (Chapter 6 in the Code of Practice 2014 provides a detailed explanation of this)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.

- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.3 Additional Needs Support [Provision] is achieved through the process of ASSESS, PLAN, DO, REVIEW. This process involves:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account
 - National Curriculum and examination specifications
 - Continuity and progression
 - Departmental improvement plans.
4. Delivering an appropriate curriculum, taking into account
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through
 - Curriculum development
 - Support teaching
 - Bespoke training
 - CPD.
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
11. Learning Support Assistants and teachers collaborating effectively.
12. Working within the guidance provided in the SEND Code of Practice 2014.

PART 2: Structural Arrangements

2.1 The Additional Needs Co-ordinator: Mrs Jane Woodward B.Ed (Hons) PGCE MA (Ed)
Assistant Additional Needs Co-ordinator: Mrs Carol Finn B.Des (Hons) PGCE

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- In partnership with the Principal, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the school improvement plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Principal:

- Setting objectives and priorities in the school improvement plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

The Additional Needs Co-ordinator:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Principle for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Learning Support Assistants, through training and performance management cycle.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Pupil Passports for those with SEND and others, as required.
- Monitoring departmental delivery of the Additional Needs (AEN) Policy.
- Recruiting and deploying the School's AEN Team.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Principal responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other AENCos, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the AEN department report, which the Principal forwards to the Governors.

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery is clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased.
- Raising awareness, of departmental responsibilities towards SEND issues through a representative, Learning Support Assistant or Departmental Learning Support Assistant.

Other Staff (including Senior Leadership Team (SLT) and Subject Leaders):

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Additional Needs Department.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Pupil Profiles are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEND.

Learning Support Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Pupil Profiles and through completion of the LSA planners.
- Assist with drawing up individual plans for students and supporting profile development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus.

2.4 Special Facilities

The school is fully accessible to students with physical disabilities and those with learning and behavioural needs. The school currently caters for students with emotional difficulties and those with sensory impairment.

2.5 Inclusion

At SEA all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school’s organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers education. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school uses the graduated response as outlined in “The Code of Practice (2014)”. To help with this process a variety of screening procedures are used. Subject Leaders have access to copies of assessment scores, which are then disseminated to teaching staff.

New Intake Students in Year 7.

a) Primary Liaison

Feeder primary schools are visited / contacted from Year 4 onwards. Any student identified as having a “learning difficulty” and who is on SEN support is referred to the Additional Needs Co-ordinator who then makes contact with the primary school so that transfer of appropriate information can take place.

The LA notifies school about students who are transferring with Statements or Education, Health and Care plans in the spring of their Year 6. Where practicable, the Additional Needs Co-ordinator attends their Annual Review to ensure a smooth transition is made.

Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Cognitive Ability Tests
- Tests undertaken by the Additional Needs Department deemed appropriate

Screening in Other Year Groups

Other screening tests are administered when required.

Individual Diagnostic Assessments

- Individual diagnostic assessments are used for students who are placed on the Summary Sheet List. A battery of tests is available, including the Neale Analysis of Reading Ability, York Assessment of Reading Comprehension and the Wide Range Attainment Tests in reading, spelling and mathematics (WRAT).

This resulting information is made available to members of staff, as required.

Staff Observation

- Members of staff consult with the Additional Needs Co-ordinator if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The Additional Needs Co-ordinator may then ask for additional diagnostic assessment to be undertaken by other professionals.

Referrals by Parents or Carers

- A student’s parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.
- This would be in conjunction with Progress Leaders.

3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at SEA learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the Additional Needs Co-ordinator but will be planned and delivered by teaching and support staff.

Graduated Response

In line with the recommendations in the SEND Code of Practice (2014) SEA works within the framework of Assess, Plan, Do, Review.

a) Quality First Teaching (QFT)

All teachers at SEA provide differentiated materials and methods to support all pupils. Staff have regular training on SEN and the AEN Co-ordinator supports them in producing differentiated materials and planning on request.

b) School Review

Pupils are in this category if they have previously been on the SEN register in primary school or while at SEA but are making appropriate progress through QFT.

c) School Review Plus

This is initiated where students have failed to make adequate progress as identified by the Additional Needs Co-ordinator through the assessment arrangements as in 3.1. Criteria for School Action include:

- Low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as Literacy and Numeracy 'catch-up' groups.
- Smaller group sessions.
- Attendance at out of lesson-time clubs.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- Additional staff training.

d) SEN Support

Where students fail to make adequate progress, despite additional provision at School Action, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Pupil Profile is revised and new strategies are put in place following the involvement of student and parents.

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA and other stakeholders.

e) Statutory Assessment / Statements/Education, Health and Care plans

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with a Statement of Special Educational Needs, or a Note in Lieu or an Education, Health and Care Plan.

The Additional Needs Co-ordinator is responsible, on a daily basis, for providing support and mentoring, allocates students with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at School Action and Learning Support Assistants are fully involved.

3.3 Pupil Profiles and Reviews

The strategies that will be employed at School Action Plus (SEN Support) and for students with Statements/EHC are recorded in the Pupil Profile reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEND have a Profile but their progress is closely monitored.

Contents of the Profile include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

The Profile is communicated to all staff who teach and support the student's learning, and to the parents or carers and the student.

Profiles are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed Annual Review Round Robin to the Additional Needs co-ordinator:

- Outlining the steps they have taken to help students achieve their targets
- Current assessment information
- Current observations of pupil progress and engagement
- How well the targets have been achieved
- Future concerns / targets

Interviews are arranged with individual students to discuss staff comments, any concerns raised, find their opinions of their progress and to set new targets. A revised Profile is then drawn up and parents / carers are sent a copy with an invitation to meet with the Additional Needs Co-ordinator if required. On an annual basis there is a formal review in which all concerned are invited to participate.

The Additional Needs department will hold two 'Pupil Profile' days each term to meet with parents and appropriate agencies to review the progress of those pupils at School Action Plus (SEN Support) and those with statements/EHC plans.

3.4 Continuous monitoring of individual progress.

Monitoring of individual progress is completed rigorously by departments and through individual reviews, screening tests and procedures described in the School's Assessment Policy.

3.5 Provision of an appropriate curriculum:

Through their departmental improvement plans, the SEF and in conjunction with SEN statements/EHC plans, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual departments to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the AEN department.

3.6 Provision of Additional Needs

The AEN department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The Additional Needs Co-ordinator can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or taught within small intervention groups or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with SEA's inclusive ethos.

d) In-service Training

- The Additional Needs co-ordinator provides CPD for Newly Qualified Teachers and other new staff at the school on Code of Practice procedures at SEA.
- Individual departments can ask for CPD as required, for specific purposes or generic training.
- Whole-school CPD, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

PART 4: Partnership

4.1 In school

- The Additional Needs co-ordinator liaises closely with individual all staff including subject leaders, SLT and Learning Support Assistants. Information and concerns are always discussed with the appropriate colleague.
- SEA systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

SEA actively seeks to work with parents / carers and values the contributions they make.

- Parents are invited to take part in and their views are considered on 'pupil profile' days when the progress of pupils at SEN Support and those with statements/EHC plans are discussed.
- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend the Open Evening in the winter term prior to transfer or at any other time by prior arrangement.

4.3 Students

SEA acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by SEA include (*this is not an exhaustive list*):

- The Educational Psychologist
- A Kooth Counsellor
- Knowlsey Inclusion Service
- School improvement advisor for SEND
- A careers advisor
- The School Nurse
- The School Attendance Service
- Merseyside Police
- Sensory Support Service
- Occupational Therapy
- Physiotherapy
- The Parent Partnership
- School Chaplaincy

4.5 Between Schools

The Additional Needs Co-ordinator liaises with school counterparts:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'Inclusion cluster' meetings.
- On the transfer of a student with SEND.

4.6 Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between schools.
- The Additional Needs co-ordinator deals with specific enquiries.
- A representative from the AEN department attends all Year 6 transfer reviews for students at with a Statement of Special Educational Needs, when invited.
- Additional induction days are arranged as required for all students with SEND / vulnerability
- The records of students who leave at the end of Year 11 are kept and stored in school unless requested by the pupil's further education provider.
- Documentation relevant to the last review is forwarded to Post 16 placements.

Definition of Disability

Discrete SEN	Both SEN & Disability	Disability
Mild dyslexia Emotional Behavioural Difficulties (EBD – social factors) Mild Dyspraxia Minor speech impairment Mild learning difficulties	Long-term motor impairment Learning difficulties Hearing impairment / deaf Visual impairment / blind Incontinence Significant dyslexia Epilepsy Non-verbal ADHD Autism EBD (other factors – medical / mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature

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