



Newport's  
Learning  
Development  
Centre

AEN Policy

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## INTRODUCTION

St. Julian's is committed to providing an appropriate and high quality education to all the children in our school. 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.

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.

St. Julian's 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 previously experienced difficulties.

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 and learning styles.

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 (EAL)
- LGBT learners
- learners with special educational needs
- learners with disabilities and medical difficulties
- those who are able and talented
- those who are looked after by the local authority
- 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
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need 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.

## **Section 1 – Special Education Provision**

### **1. The LDC Team**

- a. Head of LCD/ AENCo
- b. Deputy Head of LDC
- c. LDC teachers
- d. Teaching Assistants who support in-class, teach pupils in withdrawal groups, assist pupils with ESBD and carry out administrative work.
- e. Outside agencies working within the LDC

### **AEN Specialism**

- a. The Head of LDC has appropriate qualifications for teaching Specific Learning Difficulties.
- b. The LDC Team has been trained for:
  - Behaviour
  - Positive Handling
  - ASD
  - Restorative Justice
  - Bereavement Counselling
  - Solution Focused Therapy
  - Team Teach
  - SpLD Teaching
  - Anger Management
  - Circle Time

### **Facilities**

The LDC is based in the main building. It has five teaching rooms and an area for withdrawal support work which is also used as an office.

### **Learning Support**

The Unit works closely with Learning Support but retains its own management structure.

### **2. Objectives**

- a. To ensure the AEN and Disability Act and relevant Codes of Practice and Guidance are implemented effectively across the LDC.
- b. To ensure equality of opportunity and the elimination of prejudice and discrimination against pupils with AEN

- c. To monitor the progress of all students with AEN, identifying needs as they arise and providing support as early as possible.
- d. To provide full access to the curriculum through differentiation by teachers, the AENCo and support staff.
- e. To ensure that students with AEN are perceived positively by all members of the school community and that AEN and inclusive provision are positively valued
- f. To ensure that we are able to meet the needs of students in the LDC
- g. To enable students to move on from us well equipped in the basic skills of literacy, numeracy and social independence.
- h. To involve parents/carers in plans to meet their child's additional needs
- i. To involve pupils in the planning and decision making that affects them

### **3. Admission Arrangements**

- a. The Head of the LDC attends Annual Statement Reviews of pupils from the catchment area in Year Six.
- b. The Head of LDC attends termly cluster AENCo meetings at which the needs of students with AEN and AEN matters are discussed.
- c. Students are admitted to the LDC according to the LEA Admissions Policy
- d. The Head of the LDC along with the Teaching Assistant responsible visits all feeder primary schools in the year prior to admission. Information on students' needs and provision is communicated to all relevant staff.
- e. Students' records and files are received by September each year.
- f. Pre-visits are arranged to the LDC for all new pupils.
- g. A new parents' meeting is held in the summer term before admission

### **4. Arrangements for co-ordinating educational provision for students in the LDC.**

#### **Procedures**

- a. The Head of the LDC meets with Parents and Outside Agencies at Annual Statement Review meetings to discuss student concerns and additional needs and to review and set IEP targets as appropriate.
- b. The Head of LDC ensures that all concerns expressed are followed up.
- c. Reviews may be held more frequently than once each year for some students.

- d. Subject teachers are made aware of issues arising from Individual Education Plans and behaviour targets through literacy data, staff shared area and SIMS.
- e. The Head of LDC ensures that good practice is shared throughout the LDC.

## **Organisation of teaching groups**

### **KS3**

Students in KS3 are taught in year groups for all subjects except Literacy and Activities. During literacy sessions, students are organised into groups according to their ability and focus on the word sound identified by assessment using Alpha to Omega.

Withdrawal groups are widely used and focus on Phonics, SpLD, Numeracy, Speech and Language, Seal and Let's Think.

### **KS4**

Courses are available at Entry Level in a wide range of subjects along with OCR Religious Studies and OCN Vocational Skills and Level 1 BTEC courses. In addition pupils access Asdan Transition Award and participate in The Duke of Edinburgh Bronze Award. Some students will also access mainstream classes and complete GCSEs in English, Maths and Science.

## **Statemented Pupils**

All students in the LDC have a Statement of Educational Need. The Head of LDC is responsible for ensuring that the special provision laid out in the statement is met.

## **Literacy/Numeracy**

Withdrawal support for students with literacy/numeracy difficulties is available within the LDC and more able students access additional help in Learning Support. Individual Education Plans are set up according to the Code of Practice and are reviewed two / three times each year.

## **Emotional, Social and Behavioural Difficulties**

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

- a. Regular meetings with Advisory Teachers for Behaviour
- b. Withdrawal groups such as COMIT, Seal and Let's Think

- c. Through other strategies e.g. Restorative Justice, Solution Based Focused Therapy and various forms of counselling.

### **Teaching Strategies/Differentiation**

The LDC Team is available to advise on teaching strategies and differentiation to the mainstream staff who teach pupils from the LDC.

## **Section 2 – Identification, Assessment and Provision for SEN Pupils.**

### **1. Identification, Assessment, Monitoring and Review Procedures.**

#### **Identification of Pupils with Special Educational Needs.**

- a. Liaison with partner primary, and other schools
- b. Information from KS2 results and internal screening tests
- c. Referral by parents
- d. Referral by staff

#### **Assessment of Pupils with Special Educational Needs.**

- a. Information from an existing statement
- b. Administration of diagnostic and other tests
- c. Information seeking from subject teachers
- d. Liaison with parents
- e. Liaison with outside agencies, as appropriate
- f. Information gathering from pupil records

#### **Monitoring and Review Procedures**

- a. Pupil progress is monitored through in class support and may include observations of behavioural, emotional and social development
- b. Pupil progress is monitored through withdrawal teaching
- c. Reviews follow procedures set out in the Code of Practice
- d. Reading tests are administered at the end of each term to monitor literacy and numeracy progress, evaluate the work of the Unit and identify pupils making insufficient progress.

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

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



## **Documentation**

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

### **2. Arrangements for providing access to the curriculum for students with Additional Educational Needs.**

- a. All students largely follow the National Curriculum, suitably differentiated
- b. LDC students are disapplied from some subject areas, eg. MFL
- c. Identified students receive withdrawal support linked to their learning needs
- d. In-class support
- e. Use of external agencies to provide advice/strategies to increase pupil access
- f. In exceptional circumstances a disapplication from a curriculum area can be arranged via the LEA.
- g. Communication of student needs, levels and general information to inform teachers via SIMS and the staff shared area on the intranet.
- h. Children with sensory or mobility impairment or a specific learning difficulty may access the curriculum through specialist resources
- i. Extra curricular activities are open to all pupils
- j. Access to information:
  - All children requiring information in formats other than prints can have this provided
  - Printed materials are adapted
  - Alternatives to paper and pencil recording may be provided

### **3. Integration.**

Opportunities for integration are taken whenever possible. LDC pupils access Learning Support and mainstream lessons if their ability allows.

### **4. Incorporating disability issues into the curriculum.**

- a. PSE addresses issues of disability, difference and valuing diversity
- b. Any students with a disability are encouraged to participate in the wider life of the school community.
- c. School resources reflect the diversity of the wider community
- d. All students are able to access visits, trips and after school activities.

**5. The allocation of resources amongst students with Additional Educational Needs.**

a. Students in the LDC are provided with appropriate support:

- Withdrawal support
- In-class support
- Monitoring by Head of Unit
- Support from external agencies
- Guidance and support from Advisory Teachers

a. The Governors and Headteacher allocate resources to ensure that the Unit Team is able to meet the needs of the students in their care.

**6. Arrangements for considering complaints about Additional Educational Needs provision within the school**

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

**7. Evaluation of Additional Educational Needs Policy**

- a. Individual student review
- b. Improvement in reading/spelling ages
- c. Improvement in behaviour
- d. Students' increased ability to access the curriculum in subject areas
- e. Annual department review
- f. Student/parent satisfaction

**8. Review of Additional Educational Needs Policy**

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

## **Section 3 – Information about the school’s staffing policies and partnership with bodies beyond the school.**

### **1. CPD for Additional Educational Needs Staff**

- a. Training needs are identified in the School Improvement Plan and through Performance Management (Teachers) and Personal Development Plans (Support Staff).
- b. INSET is arranged to match individual staff targets and the emerging needs of pupils

### **2. Use made of teachers/facilities from outside the school including support services**

- a. The AENCO cluster group meet at St Julian’s once each term
- b. Cluster/phase Additional Educational Needs days are arranged by the LA
- c. A whole range of support services is available:
  - Educational Psychology Service
  - Behaviour Support Team
  - Education Welfare Services
  - School Nurse
  - Social Services
  - Child and Adolescent Mental Health Services
  - SpLD Service
  - Careers Wales
  - Home Tuition
  - Hearing Impaired Service
  - Visually Impaired Service
  - Speech and Language
  - SEN Adviser and advisory teachers
  - SEN section of Newport City Council
  - Gwent Ethnic Minority Support Services

### **3. Links with other mainstream/special schools**

- a. The LDC serves the city of Newport. Students from the LDC can transfer partially or completely into mainstream, as their progress allows. Under special circumstances, students can transfer from mainstream to LDC placement, with the agreement of the LA and the Headteacher.
- b. Good networking exists with cluster secondary schools.

- c. Students from the LDC have accessed support in Cylchdroi and Llanwerne Behaviour Unit. Close contact exists to attempt reintegration, whenever possible.
- d. If necessary a more appropriate curriculum can be designed for disaffected students by the Head of LDC in close consultation with parent/carer and pupil.

**4. Links with Health and Social Services, Education Welfare Service and any voluntary organisations.**

- a. A school nurse can be contacted regarding health issues.
- b. Other health organisations such as Speech and Language and Community Psychiatric Nurses are available
- c. Social Services are usually contacted through a named social worker for a particular child. A duty social worker is also available for advice/referral
- d. The school has an Education Welfare Officer who works closely with the Head of Unit to promote good attendance
- e. The LDC staff are fully aware of the school's Child Protection Procedures

**5. Arrangements for partnership with parents**

The school operates an open door policy for parents. Parents may telephone, e-mail or write to discuss any concerns; meetings are arranged at mutually convenient times. The Head of LDC 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.

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

- a. Year 5-6 Statement Reviews prior to entry
- b. Year 6-7 transition process
- c. Parents' evening
- d. Academic Review Day

Parents are contacted:

- a. When a student requires withdrawal support : mainly by telephone or by letter if a personal contact cannot be made
- b. When Individual Education Plans are reviewed or set
- c. When Annual Review paperwork is compiled parents are asked to complete a comments sheet
- d. When Annual Reviews are imminent parents are invited to attend and reminded prior to the meeting
- e. LDC Parents' Evening are held five times each year

The departmental policy is to establish good links with parents/carers. We aim to adopt a friendly, professional manner in all forms of communication. Strong links are forged with parents; the frequency of communication is usually related to the student's need. Whilst we are required by the Code of Practice to conduct formal Annual reviews with paperwork from the LA, we aim to be friendly and approachable so that parents can feel relaxed and at ease.

In review meetings the Head of LDC tries to ensure that a pupil's strengths as well as weaknesses are discussed. Individual Education Plans may include targets to work towards at home and parents/carers are always invited to contribute their views to the review process. Annual Statement Reviews are copied to parents/carers.



## St Julian's School - LDC

To \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Form \_\_\_\_\_

\_\_\_\_\_ will be withdrawn from your lesson as follows:

Week \_\_\_\_\_ Day \_\_\_\_\_ Period/Time \_\_\_\_\_

Teaching Assistant \_\_\_\_\_

Please sign and return to the Head of the LDC

Class Teacher \_\_\_\_\_ Date \_\_\_\_\_

Dear Parent/Guardian

Please find enclosed a copy of your child's IEP for this term.

I am sorry that I was unable to discuss these targets with you at our recent parents' evening. However, I would be grateful if you could sign and return the enclosed document to me.

If you would like to discuss your child's progress and/or future targets please telephone me to make an appointment.

Thank you for your help in this matter.

Yours sincerely,

Head of the LDC.



Dear

I am writing to you because \_\_\_\_\_ is not completing home reading.

It is important that he/she practises reading with an adult for ten minutes every evening. \_\_\_\_\_ has a reading record book in which to record the pages read and any words he/she finds difficult.

I hope you will be able to support \_\_\_\_\_ with the home reading programme.

Please contact me at school if you wish to discuss this matter.

Yours sincerely,

Head of the LDC

# Monitoring Sheets

## For In Class Support

**TA Name:**

**Class:**

**Subject:**

**Date**

**Lesson**    1    2    3    4    5    6

Key learning points for the session:

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Activity Undertaken by the TA:

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Resources used:

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Literacy/Numeracy Focus:

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Monitoring Outcomes

Name

Achieved Objectives

Further support/comments

1   2   3  
1   2   3  
1   2   3  
1   2   3

## Planning and Monitoring for Extraction Group Work

Group \_\_\_\_\_ TA \_\_\_\_\_ Date \_\_\_\_\_

Student's objectives

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Date	Content	Comments	Actions

Individual pupil comments/self assessment

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# TA Report For Individual Child For Annual Review

<b>Name:</b>	<b>D.O.B:</b>	<b>Class/Yr:</b>
<b>Input</b>		
<b>TA: Name</b>		
<b>Comment</b>		
<b>Current IEP targets supported:</b>		
<ul style="list-style-type: none"><li>➤</li><li>➤</li><li>➤</li></ul>		

## **Glossary**

AEN	Additional Educational Needs
ASD	Autistic Spectrum Disorder
BEST	Behaviour and Emotional Support Team
CPD	Continuing Professional Development
EAL	English as an Additional Language
ESBD	Emotional, Social and Behavioural Difficulties
HI	Hearing Impaired
HOD's	Heads of Department
IEP's	Individual Education Programme
INSET	In Service Training
ITT	Initial Teacher Training Students
KS	Key Stage
LA	Local Authority
LDC	Learning Development Centre
PSE	Personal and Social Education
SEB	Social and Emotional Behaviour
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SERCO	School's Computer System
SpLD	Specific Learning Difficulties
TA	Teaching Assistant
VI	Visually Impaired