



AEN

Learning

Support

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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 Educational Provision

1. The Learning Support Team

- a. AENCO who is also a member of Leadership Team (AH)
- b. Learning Support Co-ordinator who is also a member of the school's Learning and Skills Team.
- c. Teaching Assistants who support in-class, teach pupils in withdrawal groups, support pupils in Internal Exclusion, help pupils with ESBD and carry out administrative work
- d. Outside agencies working within the school work through the LST and Key Stage Managers

The Learning Support Team has been trained for

- Behaviour
- ASD
- Restorative Justice
- Bereavement Counselling
- Solution Focused Therapy
- SpLD Teaching

In addition, three additional teams provide support within the school:

- BEST
- Internal Referral Centre
- Inclusion Coordinator – More Appropriate Curriculum

Facilities

The LS team is based in the Jubilee building. It has two large teaching rooms for withdrawal support work, a base for the BEST Team, a conference room, an office, storage facilities and an Internal Exclusion room. The IRC and MAC are based in two further rooms in the Jubilee Building.

Learning Development Centre

The LDC has a separate management structure including its own AENCO. It is a resource available to pupils throughout Newport and places are allocated on need by the LA. (*See LDC Policy*)

2. Objectives

- a. To ensure the AEN and Disability Act and relevant Codes of Practice and Guidance are implemented effectively across the school.

- b. To ensure equality of opportunity and the elimination of prejudice and discrimination against children with AEN.
- c. To monitor the progress of all AEN pupils, identifying needs as they arise and providing support as early as possible.
- d. To provide full access to the curriculum through differentiation by teachers, AENCO and support staff.
- e. To provide specific input, matched to individual needs, for those pupils at School Action or School Action Plus.
- f. To ensure that pupils with AEN are perceived positively by all members of the school community and that AEN and inclusive provision are positively valued.
- g. To ensure that we are able to meet the needs of pupils and students at St Julian's School.
- h. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence.
- i. To involve parents/carers in plans to meet their child's additional needs.
- j. To involve pupils in the planning and decision making that affects them.

3. Admission Arrangements

- a. The AENCO and Learning Support Co-ordinator attend Annual Statement Reviews of pupils from the catchment area from Year 6
- b. The Learning Support Co-ordinator hosts termly cluster AENCO meetings at which the needs of AEN pupils and AEN matters are discussed
- c. Pupils are admitted to the school according to the LA Admissions Policy; pupils with AEN are admitted to the school in exactly the same way as all other pupils.
- d. The Learning Support Co-ordinator, along with the Transition Coordinator, visit partner primaries and all other schools sending pupils to St Julian's in the year prior to transition. Information on pupil needs is communicated to all departments via AEN Profiles on the staff shared area on the intranet.
- e. Pupil records and files are passed on by September each year
- f. Pre-visits are arranged to the school and the Learning Support Department, as required, for individual and small groups of pupils.

4. Arrangements for co-ordinating educational provision for pupils with SEN

Procedures

- a. The AENCO and LS Coordinator meet with parents, professionals and Heads of House in Annual Statement Review meetings to discuss additional needs, concerns and to review IEPs.
- b. The AENCO and LS Coordinator are informed of concerns through the school's referral processes, identification processes including transition and through parents/carers.

- c. The AENCO and LS Coordinator discuss issues from these referrals with the referrer.
- d. Reviews may be held more frequently than twice a year for some children.
- e. Subject teachers are made aware of issues arising from IEPs and behaviour targets through literacy data, AEN Profiles, staff bulletin, emails and SIMS.
- f. The AENCO and LS Coordinator monitor planning for AEN and assists subject teams with their planning.
- g. The AENCO and LS Coordinator provide feedback from lesson observations.
- h. The AENCO and LS Coordinator ensure that good practice is shared throughout the school.

Organisation of teaching groups

Each year group is divided into two bands (largely via forms) which are then divided into teaching groups. Heads of Departments can choose how do form these groups: some opt for mixed ability, others for setting. Smaller departments can be clustered together: here the Heads of Achievement and Support place students into classes.

Statemented Pupils

The AENCO and Learning Support Co-ordinator are responsible for ensuring that the special provision laid out in the statements of pupils is met.

Literacy/Numeracy

Special provisions for withdrawal support for pupils with literacy/numeracy difficulties, whether statemented or not, are available throughout the school. IEPs are set up according to the Code of Practice. This support can be in pairs with a TA or part of the Literacy and Numeracy programmes (small groups.)

Emotional, Social and Behavioural Difficulties

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

- a. Regular meetings (timetabled) with BEST Team.
- b. Drop in sessions for pupils
- c. Through other strategies – circle of friends, restorative justice, solution focused therapy and various forms of counselling.
- d. House Teams (HoH and FTs) also provide support.
- e. Referral to IRC and MAC

Teaching Strategies/Differentiation

The Learning Support Team is available to advise on teaching strategies and differentiation.

Subject Teams

- a. HoDs are the nominated Curriculum Representatives via Line Management Clusters
- b. Subject teams and individual teachers provide appropriate resources and ensure that teaching strategies match pupil need.

House Teams

- a. Provide support and guidance
- b. Assist in the completion of up to date pupil profiles for internal/external use
- c. Heads of Achievement attend Annual Statement Reviews.

SECTION 2 - Identification, Assessment and Provision for AEN Pupils

1. Identification, Assessment, Monitoring and Review Procedures

Identification of AEN Pupils

- 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 AEN Pupils

- a. Assessment of referrals by LS Team and initiation of appropriate investigation
- b. Information from an existing Statement
- c. Administration of diagnostic and other tests
- d. Information seeking from subject teachers (where it is considered necessary) either directly or via Achievement Team
- e. Liaison with form tutor and Head of House
- f. Liaison with parents
- g. Liaison with outside agencies, as appropriate
- h. Information gathering from pupil records including Fischer Family Trust Data

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 (they take place twice a year, one being an Annual Statement Review for statemented pupils)
- d. Reading Tests are administered at the end of Years 7, 8, 9, 10 to monitor literacy progress, evaluate the work of the department and identify pupils making insufficient progress
- e. Departments, House Teams and Assistant Headteachers monitor the organisation of teaching groups. These will act on any concerns which are raised in consultation with the Learning Support Co-ordinator.

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 child 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 child'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 child's behaviour.

Documentation

All documentation including setting up Individual Education 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 pupils with AEN

- a. All pupils follow the National Curriculum, suitably differentiated
- b. There are AEN groups, with smaller numbers of pupils, in Years 7 - 12
- c. Some departments (or clustered departments) may also create additional lower ability groups
- d. Identified students receive withdrawal support linked to their learning needs
- e. In-class support
- f. Use of external agencies to provide advice/strategies to increase pupil access
- g. In exceptional circumstances a disapplication from a curriculum area can be arranged via the LEA
- h. Support in examinations in Years 7 - 9 as identified by the school
- i. Support in Years 10 - 13 according to the criteria set down by the examination boards
- j. Communication of pupil needs, levels and general information to inform teaching via AEN Profiles, staff bulletin, SIMS and staff shared areas on the intranet
- k. Supported re-integration to school for pupils with SEB problems via the LS team and IRC
- l. Removal of a pupil from a curriculum area for a period of up to four weeks according to the school's Social Inclusion Policy
- m. Children with sensory or mobility impairment or a specific learning difficulty may access the curriculum through specialist resources
- n. Extra curricular activities are open to all pupils
- o. Access to information
 - All children requiring information in formats other than print have this provided
 - Printed materials are adapted
 - Alternatives to paper and pencil recording may be provided

3. Integration

All mainstream children are fully integrated into the school.

4. Incorporating disability issues into the curriculum

- a. PSE addresses issues of disability, difference and valuing diversity
- b. Students with disabilities and medical difficulties 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 to and amongst pupils with AEN

- a. Students identified as having AEN are provided with appropriate support:
 - withdrawal support
 - in-class support,
 - monitoring by LS, House and Subject Teams,
 - support from external agencies,
 - guidance and support from the BEST Team
- b. The Governors and Headteacher allocate resources to ensure that the LS Team is able to meet the needs of pupils in its care
- c. At the start of each school year, the AENCO, LS Coordinator and the LS Team allocate support to pupils in line with their need and the Code of Practice. The AENCO is responsible for the day to day monitoring of this support.

6. Arrangements for considering complaints about AEN provision within the school

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

7. Evaluation of AEN Policy

- a. Individual student review
- b. Improvement in reading/spelling ages
- c. Improvement in behaviour
- d. Student's increased ability to access the curriculum in subject areas
- e. Annual department review
- f. Student/parent satisfaction
- g. Decrease in students requiring support (especially withdrawal support) through the Key Stages
- h. Decrease in size of SEN register especially in KS4

8. Review of AEN 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 AEN 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.
- c. The AENCO and LS Coordinator ensure that appropriate training is made available for ITT students, NQTs and the staff as a whole

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

- a. AENCOs from the cluster group of schools meet at St Julian's once a term
- b. Cluster/phase AEN days are arranged by the LEA
- c. A whole range of support services is available:

- Educational Psychology Service
- Behaviour Support Team
- Education Welfare Services
- Social Services
- Child and Adolescent Mental Health Services
- School Nurse
- Dyslexia Service
- Careers Wales
- Home Tuition
- H I Service
- V I Service
- Speech and Language
- Counsellor for the Deaf
- SEN Adviser and advisory teachers
- SEN Section of Newport City Council
- Gwent Ethnic Minority Support Service

3. Links with other mainstream/special schools

- a. St Julian's has a Special Needs Unit which serves the city of Newport - the Learning Development Centre. Students from the LDC can transfer partially or completely into Mainstream, as progress allows. Under special circumstances, students can transfer from mainstream to LDC placement, with the agreement of the LEA and the Headteacher
- b. Good networking exists with cluster/secondary AENCOs. Students from St Julian's are in Cylthdroi and Llanwerne Behaviour Unit. Close contact exists to attempt re-integration, whenever possible

- c. A more appropriate curriculum for disaffected pupils is designed by the Assistant Headteachers for Achievement and Support in close consultation with parent/carer and pupil.
- d. AEN information is also shared with collaborating schools at Post 16 when relevant or appropriate.

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

- a. A school nurse can be contacted regarding health and wellbeing issues
- b. Other health organisations such as Speech and Language and Community Psychiatric Nurses are available
- c. Social Services is 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 with the Achievement Teams, LST and Key Stage Managers to promote good attendance
- e. The LST will work with the cluster Preventative Services Group as this Service becomes available
- f. The LST is fully aware of the school's Child Protection Procedures.

As stated in the Code of Practice, the school aims to work with all external agencies for the benefit of the child. We aim to promote multi-agency working, whenever possible.

5. Arrangements for partnership with parents

The school operates an open door policy for parents. Parents may telephone or write to discuss concerns; meetings are arranged at mutually convenient times. The AENCO and LS Coordinator ensure that parents/carers are involved at all stages of the education planning process. When a student 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. Year 7 Form Tutor Evening
- d. Academic Review Day

Parents are contacted:

- a. When a student requires withdrawal support (mainly by phone; by letter if a personal contact cannot be made)
- b. When IEPs are sent out to be signed
- c. When review comments are sent out; 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

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 child's need. Whilst we are required by the Code of Practice to conduct formal Annual Reviews with paperwork from the LEA, we aim to be friendly and approachable so that parents can feel relaxed and at ease.

In review meetings the LST tries to ensure that a child's strengths as well as weaknesses are discussed. IEPs 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; comments are also sent home after reviews of non-statemented pupils.

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	Head of Department
HoH	Head of House
IEPs	Individual Educational Plan
INSET	In Service Training
ITT	Initial Teacher Training Students
KS	Key Stage
LEA	Local Education Authority
LS	Learning Support
NQT	Newly Qualified Teacher
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 and Learning Difficulties (Dyslexia)

TA
VI

Teaching Assistant
Visually Impaired