



CARLETON COMMUNITY HIGH SCHOOL

A Specialist Science with Mathematics School

ADDITIONAL EDUCATIONAL NEEDS POLICY

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Reviewed by: K Morris

Reviewing Committee: Standards

Definition of Special Needs at Carleton Community High School

Whilst recognising that all students have individual special needs, we define a student as having Special Educational Need if he or she has a learning difficulty which calls for special educational provision to be made. If a young person has significant problems [physical, emotional, psychological, medical, etc.] that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers [who attend main stream secondary schools within the Local Authority (LA) area] then that young person has a **learning difficulty**.

NB This definition of **learning difficulty** does not apply to students who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

If the young person needs different or additional educational provision to that generally provided for his/her peers [who attend a main stream secondary school] then that educational provision is deemed '**special educational provision**'.

A student has a learning difficulty if he/she has:

- a) a significantly greater difficulty in learning than the majority of students of the same age.
- b) a physical disability which either hinders or prevents the student from gaining full access to the school's curriculum.
- c) a social or emotional need which either hinders or prevents the student from gaining full access to the school's curriculum.

A student has an exceptional learning ability if he/she has:

- (a) a significantly greater ability in learning than the majority of students of the same age.

Fundamental Principles

At Carleton Community High School we believe that:

- That all teachers in the school are teachers of special educational needs and have a responsibility to meet those needs with the advice and support of the Educational Support Team;
- All students should have access to the full curriculum provision of the school;
- We are committed to working with parents;
- For real learning to take place, every student should be given experiences that are varied in nature, in context and resources, but which are at the same time holistic and allow for continuity, differentiation and progression;
- Every individual will experience some difficulty in learning in specific contexts or at specific points in his/her life;

- For some individuals, personal development and integration into the community will be difficult and problematic;
- Those students with special educational needs will be fully integrated into the life of the school enabling them to maximise their potential as students, and experience and contribute to the social and cultural activities of the school;
- Those external professional agencies are consulted and encouraged to contribute to the education of specific students.

Roles and Responsibilities

Governing bodies must meet the following main statutory duties in relation to making SEN arrangements and provision:

- Ensure that teachers in school are aware of the importance of identifying and providing for, those students who have SEN.
- Must admit a student whose statement/ Education, Health and Care Plan names their school (the LA will have consulted the school before naming it).
- Inform the child's parent that special educational provision is being made for the child because it is considered he/she has SEN – this also applies in cases where the child does not have a statement/ Education, Health and Care Plan; where a child has a statement/ Education, Health and Care Plan Part III of the statement/ Educational Health and Care Plan sets out the provision that the school is required to make.
- Ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LA or the link primary school SENCO that a student has SEN, those needs are made known to all who are likely to teach him/her.
- Do their best to secure that the necessary provision and necessary special arrangements are made for any student who has SEN.
- Ensure that a student with SEN joins in the activities of the school together with students who do not have SEN. As far as is reasonably practical and compatible with the child receiving the special educational provision that their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Decide (with the head teacher) the school's general policy and approach to meeting SEN of students (whether with or without a statement/ Education, Health and Care Plan).
- Must publish information about SEN policies – to be freely available to all parents.
- Set up appropriate staffing and funding arrangements and oversee the school's work.
- Consult the LA and governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area.
- Include in their report to parents for the annual meeting a section describing the special educational provision and access arrangements made by the school; in a resourced school this would include a review of the use of any additional resources allocated by the LA.

- Take account of the SEN Code of Practice when carrying out duties towards all students with SEN.
- Meet requirements in relation to disability.

AENCO

Responsibilities include:

- Working closely with the Head teacher, Senior Management and fellow teachers to ensure implementation of the SEN policy.
- Working closely with the Head teacher, Senior Management and fellow teachers in the strategic developments of SEN policy and provision.
- The day to day operation of the school SEN policy for co-ordinating provision for students with SEN, particularly through SEN Support.
- Managing the SEN team of teachers and educational support assistants.
- Overseeing the record on all students with special educational needs.
- Managing the dissemination of all information on students with SEN.
- Liaising with parents of students with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA, support and educational psychology services, the Connexions PA, Health and Social Services and voluntary bodies.

School

The Head teacher has responsibility for the day to day management of all aspects of the school work, including provision for children with SEN. The Head Teacher works closely with the schools AEN Co-ordinator and keeps their Governing Body fully informed.

Provision for students with special educational needs is a matter for the school. All teaching staff and non-teaching staff are involved in the development of the school, SEN policy and be fully aware of the school procedure for identifying, accessing and making provision for students with SEN.

A Graduated Approach

Key: Code of practice stages of identification of SEN

K	SEN. Support
S	Statement
E	Education, Health and Care Plan

SEN. Support-[K]

a) Identification of student requiring additional or different intervention to the usual differentiated curriculum.

- b) Designated intervention provided using literacy/ behaviour intervention pyramid.
- c) AEN Coordinator to carry out further assessment and helps in planning future support.
- d) Some students may have an individual Student Passport or specific literacy targets.
- e) Despite support provision, student fails to make expected progress.
- f) More specialist assessment involving professionals from LA external agencies to inform planning and measurement of student's progress.
- g) Specific provision revised in line with recommendations of consulted professionals.
- H) Completion of a My Support Plan.

Referral for an Education, Health and Care Plan — [K]

- a) My Support Plan review suggests an Education, Health and Care Plan referral is needed.
- b) Information collated by AEN Coordinator from student/parents/staff/other professionals on past and present support.

Education, Health and Care Plan- [E]

- a) Proposed Education, Health and Care Plan drawn up
- b) Education, Health and Care Plan completed
- c) Student is allocated a Key Worker
- d) Individual monitoring and targets set up
- e) Student Passport issued to staff for review for Annual Review
- f) Yearly Annual Review of the Education, Health and Care Plan
- g) Emergency Annual Review of the Education, Health and Care Plan for students when allocated provision is failing to meet educational needs

Statement [S]

- a) Student is allocated a Key Worker
- b) Individual monitoring and targets set up
- c) Student Passport issued to staff for review for Annual Review
- d) Yearly Annual Review of Statement
- e) Emergency Annual Review of Statement for students when allocated statemented provision is failing to meet educational needs

Legal Framework for SEN

- Equality Act 2010
- SEN Code of Practice 2014
- Children's and Families Act 2014
- Inclusive Schooling: Children with SEN 2001
- Disability Rights Commission Code of Practice 2002
- The Disability Equality Duty from the Disability Discrimination Act 2005

Relevant School Policies:

- Behaviour policy including exclusion and truancy procedures
- Inclusion Policy
- Positive Handling Policy
- Anti-bullying policy
- Child Protection Policy

- Admissions policy
- Attendance policy
- Equal Opportunities Policy
- Exam access arrangements and charging and remissions policy
- Gifted and talented policy
- School Access plan
- Learning and Teaching policy
- Health and Safety
- PSHCE and Sex Education Policy
- Wakefield Local Authority Inclusion Policy.
- Accessibility Policy
- Administering of Medicines in school Policy

Co-ordination and Managing Provision

The AENCO has a key role in determining the strategic developments of the SEN policy and provision in the school in order to raise the achievements of children with SEN.

An Outline of Provision for Students with Special Educational Needs

Carleton Community High School has established the following:

- Links to 'Pastoral'/Curriculum Systems;
- A Educational Support Team comprising of the AEN co-ordinator, two Literacy Support Assistants and twelve Educational Support Assistants.
- Early identification of individual needs via links with primary schools;
- Identification of strengths and needs via cognitive ability assessments in Years 7
- Mixed ability form tutor groups;
- Sets in some subjects enabling support to be targeted for specific groups;
- Literacy Intervention groups
- Social Skills groups
- A high profile for SEN within every curriculum department;
- Detailed information regarding individual needs distributed to all staff;
- Liaison with form tutors and Progress Leaders;
- Liaison with parents including involvement in Student Passport planning;
- Liaison with outside agencies

Educational Support Assistant

Main Duties

i) With the student

- To develop an understanding of the specific needs of the students concerned.
- Taking into account the special needs involved, to help the students learn as effectively as possible in both group and one-to-one situations by, for example:
 - Clarifying instructions.
 - Ensuring the students are able to use equipment and materials provided.
 - Motivating and encouraging the students as required.
 - Assisting in weak areas eg. Language, behaviour, reading, spelling, handwriting, presentation etc.
 - Helping students to concentrate on and finish work set.
 - Meeting physical needs as required whilst encouraging independence.
 - Liaising with the teacher to devise complementary learning activities.
- To establish a supportive relationship with the students concerned.
- To encourage independence and integration of the students with special needs.
- To develop methods of promoting and reinforcing students' self-esteem.
- After suitable training to deliver interventions to the students.

ii) With the teacher

- To assist, with the teacher and other professionals, in the development of a suitable programme of support for students with special needs.
- Along with the teacher and other professionals, to develop a system of recording the students' progress
- To contribute to the maintenance of students' progress records.
- To take part in the evaluation of the support programme.
- To provide feedback about the students to the teacher.

iii) Within the school

- To liaise, advise and consult with other members of the team supporting the students when asked to do so.
- To contribute to reviews of the students' progress, including statutory Annual Reviews of statements/ Education, Health and Care Plans.
- To contribute to the setting, monitoring and evaluating of targets for Student Passports.
- To attend relevant in-service training.

- To be aware of school policies and procedures.
- To carry out any reasonable tasks as directed by the Head teacher.

Provision

Year 7

Students are placed in mixed ability tutor groups and in some lessons are taught in these groups. However, in other lessons they are taught in ability sets. The sets are either put together based on the information gained from the Primary schools or by teacher assessment during the first term.

Students who appear to be working under NC3 may follow an alternative curriculum and be placed in the Pathways cohort.

Years 8 – 11

From Year 8 onwards most students are taught in ability sets however some subjects may still be taught in form groups.

The Pathways provision is available from years 8 -11 for all students who are still performing under the expected level for their age. (More detail can be found in the Pathways Handbook.)

Examinations

The school can obtain permission from special arrangements to be made in public examinations if the student's needs fulfil the necessary requirements of the examination boards.

Parents and/or teachers are invited to consult with AEN Co-ordinator if they have any concerns regarding examination arrangements.

Annual Reviews of Statements/ Education, Health and Care Plans

All Statements of special educational needs/ Education, Health and Care Plans must be reviewed at least annually.

Letters inviting all relevant people to the Annual Review are sent out six weeks before the date of the Review. The following people are always invited:

- Pupil and parents/guardians
- Wakefield LEA SEN Officer
- The Education Psychologist
- Educational Support Assistant(s)

Everyone invited to the meeting may also submit a report to the meeting, either in writing or verbally.

All the teachers of the student are requested to report on the progress towards reaching the objectives set out on the Statement / Education, Health and Care Plan

Wakefield LEA allocated resources to meet the requirements of a statement/ Education, Health and Care Plan according to individual needs. The tariff to support gives a base line monetary figure for children who fall into different categories of need.

If the school, via the Annual Review, do not think the tariff is adequate for the particular student, they have to take the case of Moderation. This is a panel of people set up by the LEA to look at individual cases and moderate between the school and the LEA, it includes an education officer, psychologist, head teachers and SENSS representative.

A detailed submission has to be made by the AEN Co-ordinator to the Moderation Panel who consider the school's case for additional support and exactly why it is requesting extra provision, and how it will utilise the provision.

The Moderation Panel's decision decides the level of provision for two years or for the time they stipulate on their report. If the school does not think the amount of support offered is adequate, they must, after a trial period, go through the whole process again of holding an Annual Review and resubmitting the case to the Moderation Panel.

Transition Reviews

Transition Reviews are held when a pupil with a Statement of Special Educational Needs / Education, Health and Care Plan is in a Transition Year from one Key Stage to another.

The primary schools organise the next Phase Transition Review from Key Stage 2 to Key Stage 3 as part of the Annual Review process for students. Students moving from Key Stage 3 to Key Stage 4 and from Key Stage 4 to 5 are held by School. These reviews consider the future needs of the pupil, and therefore also include the following outside agencies:

- Connexions (Careers Guidance)
- Post 16 SEN Careers Adviser
- Wakefield/ New College SEN Co-ordinator
- Social Services (if appropriate)

The Transition Plan is formulated with the advice of everyone who attends/reports to the meeting. This report is updated annually.

All schools in Wakefield receive funding for students with SEN in three main ways:

- The base budget covers teaching and curriculum expenses as well as the cost of the AENCO.
- The delegated SEN budget covers the additional support required.
- Specific funds are allocated to students with Statements/ Education, Health and Care Plans. Carleton Community High School follows LEA guidance, given in the SEN handbook to ensure that all students' needs are appropriately met.

Links with other agencies, organisations and other support services.

Carleton Community High School work closely with many agencies and support services

Many of the decision for further action we make through the joint consultation meeting, held on a half termly basis, regular advice is sought from the following agencies/support services

- Education Psychologist
- Education welfare services
- School medical service
- Special educational needs support services (visual impairment, hearing impairment, physical disability, specific learning difficulty)
- Social services
- Post 16 SEN careers advisor
- Wakefield College
- New College

Partnership with parents

Carleton Community High School we promote a culture of co-operation between parents, school and the LEA. This is important in enabling children and young people with SEN to achieve their potential.

The contribution of parents is accepted and valued in all aspects of the child's education process.

Parents are informed immediately when it is identified that a child has SEN and from there on are fully involved in the school based response for their child so that they understand the purpose of any intervention or programme of action. When developing a programme the parental knowledge and expertise in relation to their child is drawn on together with the knowledge gained by teachers in school. Parents are invited to Student Passport reviews in order to help develop the programmes as well as to build on a child's existing strengths.

In addition parents take a full and active part in the annual statements review process, transition reviews, pastoral support programme meetings, as well as being invited in to school to discuss progress or otherwise at parents evenings, open evenings, etc.

Parents are actively encouraged to keep in touch with the AENCo and other support staff at all other times to discuss concerns.

The Voice of the Child

"All children should be involved on making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter.... Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective to students to participate in

their learning by trying to include opportunities or choice and decision making during the school day. Students' views are sought and recorded as part of the statutory annual review process where possible as well as within the Student Passport and any other assessment review.

Students with SEN are present along with other invited people such as parents, ESA's or other knowledgeable adults, in order to set and evaluate targets within the Student Passport process, it is a time when achievements can be noted and celebrated as well as any difficulties clarified and addressed.

External agencies too such as educational psychologists support and advisory teachers, therapists and health professionals, listen to and record the child's views within their reports.

Students are given the opportunity as necessary to talk about a special health need on the management of personal care in private in order to alleviate anxieties and concerns.

Transfer Arrangements

At Carleton Community High School AENCo or a representative attends the final annual review in primary school of students with statement/ Education, Health and Care Plan who intend to transfer to the school.

For students in Year 9 and beyond, the aim of the review is to:

- a) Review the young person's statement
- b) Draw up and subsequently review the transition plan

The annual review of the statements held in Year 9 will involve agencies that may play a major role in the young person's life during the post school years including careers and now the connections service.

Complaint Procedures

At Carleton Community High School we attempt to deal with any problems / complaints immediately. Teachers and other staff all have an important role in developing positive and constructive relationships with parents. Parents are encouraged to contact staff so concern can be dealt with.

In addition Wakefield LEA supports a parent partnership service. The intention of this service is to work with parents, LEA and schools in order to help alleviate any disruption.

The PPS aims to:

- provide a flexible service for parents, including access to other agencies and organisations

- provide accurate neutral information on parents' rights, roles and responsibilities within the SEN process, and on the wide range of options available, to enable them to make informal decisions.
- Ensure that parents' views inform and influence the development of local SEN policy and practice.

Staffing structure – 2015/16

AENCO – Mrs K Morris

Autism Support Worker-

Mr A Smith

Literacy Support Assistants –

Mrs L Moxon, Mrs M Parkes

Educational Support Assistants –

Mrs J Addy, Mrs L Archer, Mrs A Aveyard, Mrs J Caddick, Mrs T Clarke, Mrs S Gordhandas, Mr J Grandfield, Miss C Horner, Mrs M Jenkins, Miss T McGowan, Mrs R Smith, Mrs C Worsman.