

The Additional Educational Needs department (SEND) at Carleton Community High school is made up of Education Support Assistants (ESAs), an Autism Support worker, Assistant AENCO and is headed up by the Additional Educational Needs Co-ordinator (AENCo) Mrs. K Morris

The AEN department is committed to supporting all individuals in ways which are appropriate to their own needs and all students have access to the full curriculum provision of the school. This provision is regularly monitored with the students, parents/carers and outside agencies. This is all delivered in line with the Carleton Community High School Additional Educational Needs Policy.

Support for Students at Carleton:-

- Supporting individuals through from primary to secondary education
- Additional support for literacy and numeracy
- One to one classroom support
- One to one ELSA and Drawing and Talking support
- One to one and group life skills and/or social group sessions
- Supporting students during work placements
- Supporting individuals' access arrangements for examinations
- The AEN department also works in a wider context, supporting staff working with challenging groups, and to advise on the differentiation of work for AEN students
- Supporting individuals with their transition from secondary to College
- Lunch clubs available for all students
- Homework club available

The Aims of this department are:

- To support students with Additional Educational Needs to access mainstream education in an inclusive environment
- To advise and support staff in working with student with Additional Educational Needs including differentiation of work
- To work strategically with individuals to achieve their full academic potential
- To work in partnership with families, agencies and organisation to ensure the best support for individual students

Overview of Intervention

Area of Need	Wave 1	Wave 2	Wave 3
Transition	Visits to primary schools re:- guidance and welfare <ul style="list-style-type: none"> • AENCO/ Assistant AENCO visits primary schools and attends review meetings • Transition Admin Team gathers specific information in primary schools • Individual parental visits with potential students • New intake evening • Student induction day in the Y6 summer term • AENCO and Progress Leader meet to discuss issues and placements • Open Evening • Data exchange • Taster lessons 		
<i>Cognition and Learning (KS3 – KS4)</i>	Differentiated curriculum planning, activities, delivery and outcome In-class TA support In-class targeted teacher support Increased visual aids / modelling etc. Visual timetables Illustrated/ ACE dictionaries Use of writing frames Access to ICT Team teach / modelling Access to whole school homework clubs Modified curriculum Pathways Revision classes Regular monitoring	Catch up programmes – Literacy and numeracy e.g. Fresh Start, Kaos and Numicom Curriculum coursework teaching group In class support from TA Reduced/ increasingly individualised timetable at KS4 Learning mentors Access to Learning Support Service via a referral with parental consent	Small group or 1:1 literacy/ numeracy support e.g. Numicom, Dyslexia intervention Cogmed intervention for working memory Exam concessions Advice from Education Psychologist / Specialist teacher Work with EP and Learning Support Service AEN Dept. homework club

<p>Communication and Interaction (KS3 – KS4)</p>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words Increased visual aids / modelling etc. Visual timetables Use of symbols Structured school and class routines Environment High quality teaching Regular monitoring</p>	<p>In class support from TA to work towards specific targets Pre-teaching vocabulary eg topic, maths Use of visual aids Access to Communication Interaction Team via a referral with parental consent Social Groups</p>	<p>Small group or 1:1 Life Skills Visual organiser Advice from Education Psychologist / Specialist teacher Work with Education Psychologist /Communication Interaction Group Time Out pass</p>
<p>Social, Mental and Emotional Health (KS3 – KS4)</p>	<p>Behaviour policy that is transparent to students and parents Whole school rules Whole school reward and sanctions systems Peer mediation Social and Emotional Aspects of Learning (SEAL) All staff are positive and nurturing Classroom rules are clearly displayed</p>	<p>In class support for supporting behaviour targets, access, safety Social Skills groups Individual and group work with the Behaviour Team Support groups delivered by a Health professional</p>	<p>Small group or 1:1 support for social skills Individual counselling Individual support or mentoring Individual reward system Social skills training Anger management Drawing and Talking intervention ELSA Intervention Advice from EP / Specialist teacher Individual sessions with EP/Outside Agencies Pastoral support plan Time-out</p>
<p>Sensory and Physical (KS3 – KS4)</p>	<p>Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil grips Brain gym Regular monitoring</p>	<p>Additional keyboard skills training Additional fine motor skills practice In class support for supporting access, safety Handwriting programmes</p>	<p>Individual support in class during appropriate subjects e.g. Science, PE and lunch time Use of appropriate resources e.g. radio aids Advice from EP / Specialist teacher</p>

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AEN Support – Specific Areas

Social, Mental and Emotional Health

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Mental Health issues

Students identified as having Social, Mental and Emotional Health would normally be supported from the Notional AEN budget and access support in the classroom, differentiated work or general classroom support from an ESA. Staff will be able to access strategies for individual student from a Student Passport. In exceptional circumstances, a student may be issued with a Statement/Education Health Care Plan to provide individual support within the classroom.

Cognition and Learning

- Dyslexia
- Dyspraxia
- Dyscalculia
- Downs Syndrome
- Development Co-ordination Disorder (DCD)
- Severe Learning difficulties

Students with Cognition and Learning Difficulties, who do not have a statement/education health care plan, are usually placed on the SEN Support Register and are supported with resources, differentiated materials, student passports, and sometimes withdrawn for extra literacy or maths lessons.

Communication and Interaction

- Autistic Spectrum Disorder
- Aspergers Syndrome
- Tourette's Syndrome

- Speech, Language and Communication needs

Student Passports identify the impact of each student's individual difficulty, pointing out specific triggers and methods of learning. School continue to work with the Communication, Interaction and Access team (CIAT) to deliver bespoke training to the AEN team, work with individuals and observe lessons.

Physical/Medical Difficulties

- Hearing Impairment
- Visual Impairment
- Medical

The school works with outside agencies to support each student with their resources. Some students require ongoing support from the Occupational Therapy Service and Physiotherapy Team and risk assessments and care plans are drawn up. As a result some students will require additional support. Additional resources are provided in school as required and are highlighted in the Student Passport.