

ADDITIONAL EDUCATIONAL NEEDS POLICY

This policy is applicable to Senior School Pupils only.

This Policy is available on the College website, or upon request from the School Administration Office.

In accordance with the SEND Code of Practice (DFE 2014), St Lawrence College is required to ensure that all students who have additional educational needs have them addressed. At St Lawrence College we aim to provide opportunities where students can achieve their full potential.

Aims

- to identify students with AEN and address their needs
- to ensure access to the whole curriculum for all students, especially those who are defined as disabled.
- to be aware of, and address their continuing needs over their whole period of education at SLC
- to co-ordinate support for those students who require this
- to work in partnership with parents
- to adopt a multi-agency approach where appropriate

Co-ordination of AEN

Mr James Rawbone is the Head Of Learning Support. He will work with subject staff and the pastoral teams to ensure appropriate provision and keep an AEN register. He will also liaise with outside agencies such as KCC and Educational Psychologists as well as ensuring contact is maintained with parents.

Definition of Special Educational Needs

Pupils have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Pupils have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than 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 in schools within the area of the local education authority
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home language is different from the language in which they will be taught.

This AEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, Head of Learning Support and learning support team, all other members of staff have important responsibilities.

All teachers are teachers of pupils with special educational needs.

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every 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 pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Primary areas of need

- Communication and Interaction
- Cognition and Learning
- Social, Mental and emotional health
- Sensory and/or physical

Graduated response

The school will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below through *Monitoring* or *Action*. Such interventions are a means of helping schools and parents match special educational provision to individual pupil needs. School will record the steps taken to meet the needs of individual children

If a pupil is known to have special educational needs when they arrive at the school, the head teacher, Head of Learning Support, departmental and pastoral colleagues will:

- use information from the primary school to provide appropriate provision for the pupil and focus attention on action to support the pupil within the class
- ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning

Early Identification

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- evidence from teacher observation and assessment
- their performance as reported in tutor cards and termly reports
- standardised screening.

A number of measures are used to identify students in need of additional support. All parents of new students are asked if their child has received additional support or has been diagnosed with an LD when they join. In the case of students coming up from St Lawrence Junior School, there is liaison with the Junior School Head of Learning Support. The Deputy Head Academic carries out testing at Year 7, 10 and 12 and this testing is used to identify those students who may benefit from additional support. At around Michaelmas half term, JMR will contact staff in order to discuss any concerns that they may have about students. Staff are encouraged to contact JMR throughout the year with concerns, although these obviously tend to transpire before Christmas. Tutors will monitor tutor cards and reports in order to assess pupil's progress.

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

The role of the Head of Learning Support

The Head of Learning Support in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. The key responsibilities of the Head of Learning Support include:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing the SEN team of teachers
- coordinating provision for pupils with special educational needs
- overseeing the records on all pupils with special educational needs

- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.

Monitoring pupil progress

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the Head of Learning Support to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the pupil through *School Action*. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment.

The Register

This will include a students' name, form, the type of problem and the level of need. The nature of special need to be included on the register might include the following;

- learning - e.g. dyslexia or dyspraxia
- physical or medical - e.g. hearing loss or problems with sight
- social - e.g. domestic problems which might mean a student cannot work at home
- emotional - e.g. trauma might mean a student is unable to fulfil a complete programme at school

Students entering the school may already have been identified by their previous school as having an additional need. This information should come to the SENCO who will pass it on to subject and pastoral staff. Students entering further up the school will be interviewed and, if necessary, tested.

ASENS

When a pupil is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

The triggers for intervention through *ASENs* could be concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school. The school Head of Learning Support will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's subject and pastoral teachers will remain responsible for working with the pupil and for planning and delivering an individualised programme.

In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the Head of Learning Support, with the parent's permission, will contact them.

Nature of intervention

Interventions are tailored to the child and the nature of their difficulties. The core intervention used is small group AEN lessons which will typically focus on literacy and numeracy for Years 7-10, exam preparation and revision for Year 11, and 1:1 subject support and study skills for Years 12-13. However, AEN staff will also help students with organisational skills and study skills throughout their time at St Lawrence College. Our dyspraxia specialist, Mrs Flory, also works with students who have been identified as dyspraxic. The Head of Learning Support and the pupil's subject teachers should decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:-

- *To attend AEN sessions*
- *To attend sessions with SEF, dyspraxia specialist*
 - *Staff to provide different learning materials or special equipment, through*
 - *Individual copies of whiteboard presentations as required*

- *Reading Rulers*
- *Use of coloured paper for worksheets*
- *Differentiation in planning e.g. cloze procedures, wordbanks*
- *Use of individual laptops where appropriate*
- *Tinted screens on the whiteboard recommended*
- *Adapted Exam papers ordered as required .*
- To introduce some group or individual support,
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to LEA support services for one-off occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

Where the student attends AEN sessions, formative and summative assessment will be used to inform planning and teaching.

Records of Progress

Strategies employed to enable the pupil to progress should be recorded within a Record of progress sheet which is part of the student's IEP. The RoP should include information about:-

- the short-term targets set for or by the pupil
- how the pupil has achieved
- how the pupil has yet to achieve
- outcomes as decided by staff
- outcomes as decided by pupils
- The IEP will focus on individual targets to match the pupil's needs. The pupil also will be invited to contribute to the review process.

ASENS Plus

ASENS Plus is characterized by the involvement of external services such as special needs advisory teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the Head of Learning Support and colleagues, in consultation with parents. At *ASENS Plus* external support services will usually see the child, so that they can advise subject and pastoral staff on new RoPs, with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for *ASENS Plus* could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age

- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting IEP for the pupil will set out new strategies for supporting the pupil's progress with the strategies specified in the IEP, implemented, at least in part, in the classroom setting. Delivery of the IEP will remain the responsibility of subject teachers.

If the Head of Learning Support and the external specialist consider that the information gathered about the pupil is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the pupil's parents will be sought.

School request for statutory assessment

For a few pupils the help given by schools through *ASENS Plus* may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LEA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing :

- the school's action through ASENS and ASENS Plus
- ROPs for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the social services or education welfare service.

When the LEA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

Provision for Pupils with EHCP

Reference:	
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St Lawrence College adheres to the principles below;

- a child with special educational needs should have their needs met
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with special educational needs should be offered full access to a broad, balanced and relevant education.

If a pupil has an EHCP when they arrive at the school, the head teacher, SENCO, departmental and pastoral colleagues should:

- use prior information from the pupil's primary school to provide starting points for the development of an appropriate curriculum for the pupil
- identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class
- ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning
- ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do are maximised through the pastoral programme
- involve the pupil in planning and agreeing targets to meet their needs
- if a day pupil involve parents in developing and implementing a joint learning approach at home and in school.

The provision for a pupil with a EHCP should match the nature of their needs.

There should be regular recording of a pupil's special educational needs and the action taken and an annual review.

The student will be given the opportunity to engage in the enrichment and extra-curricular activities of the school.

The student will have the opportunity to access specialist teachers in SpID, including dyslexia and dyspraxia.

Safety

The nature of our teaching is in small groups and 1:1 sessions which can lead to greater risks posed for staff and students than in more traditional classroom formats. As NG is also a self-contained building, and the dyspraxia centre is an isolated building, it is AEN policy that:

- All internal doors are left open when teaching. It would be expected that staff might be having a 1:1 session in a room with a student, but that the presence of other staff and students in what is a very small set of rooms would ensure safe working practice.
- 1:1 sessions should take place in the 'library' room of NG as this has CCTV.

- A member of staff must not be alone with a student in NG. If there is a situation where there will be no-one else in the department, the session must take place in the library.

Annual review of a EHCP

All statements will be reviewed at least annually with the parents, the pupil, the LEA and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in year 9 will be particularly significant in preparing for the pupil's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young person's statement and draw up and review the Transition Plan.

Access Arrangements

JMR, Head of Learning Support is responsible for the assessing of potential candidates for exam access arrangements and for applying for appropriate arrangements for these candidates within JCQ regulations. In co-operation with other members of staff, he will also identify potential candidates.

The process is in accordance with JCQ regulations which change each year. However, the general process should be:

- a) Members of teaching staff identify which students are in need of extra support in their lessons, and supply that support in order to develop a 'normal practice' scenario.
- b) These members of staff alert JMR to a)
- c) JMR assesses these students using standardised tests.
- d) JMR applies for appropriate access arrangements, when, if necessary, liaising with the exam office.
- e) JMR completes application, including all necessary paperwork, and delivers to exam office.

Evidence will be required for any access arrangements, whether it be for use of a wordprocessor, coloured paper, scribe or extra time. Generally this will require the evidence of an expert, normally a specialist teacher assessment, but which will need to be supplemented by a range of other evidence.

Educational Psychologists

If your child is struggling at school, or has been identified as having any additional educational needs, then you may feel tempted to have them independently assessed by an educational psychologist to gain a further understanding of their needs. Whilst this can be a valuable undertaking, and can sometimes offer both parents and staff insights into the child, I believe it is worth adding the caveat that this is often a test based assessment in a short window of time by a professional who is not familiar with your child.

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Children, and indeed adults, will achieve differently on different days completing different tests (even if those tests purport to measure the same abilities), and so it is necessary to remember that this is a snapshot of your child. It does not replace your understanding of your child, nor should it replace the school's understanding of your child, as their teachers will have spent considerably more time with your child than an educational psychologist could. A good Educational Psychologist's report will add to our understanding, and hopefully provide useful insights.

It is also worth noting that JCQ only accept private EP reports in 'rare and exceptional circumstances.' It is very unlikely that a private EP report could be the basis of an application for extra time, for example.

St Lawrence College has links with three independent educational psychologists who we have found to deliver good quality reports. If you do wish to have your child assessed, then please do let us know and we can pass on their details.

REVISION HISTORY



Version No.	Revision Date	Summary of change	Approved by	Updated by
1.1	07/09/2017	Changes to reflect transition from Statements to EHCPs	JMR	JMR
1.2	13/02/2019	Changes to Educational Psychologists	JMR	JMR
1.3	23/05/2019	Minor Amendments	JMR	JMR
1.4	27/11/2019	Minor Amendments	JMR	JMR
1.5	12/02/2020	Minor Amendments	JMR	JMR

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