



TUNBRIDGE WELLS
GRAMMAR SCHOOL for BOYS

Additional Educational Needs Policy

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Contents

1. Statement of Entitlement	2
2. Definition	2
3. Aims	2
4. Recognition and Identification	2
5. Provision	3
6. School Request for Statutory Assessment	4
7. Statement of Special Educational Needs	4
8. Annual Review of Statements	5
9. Interim Review of Statements	5
10. Transition Plans for students with Statements	5
11. Student Review	5
12. The Role of the LSA	5
13. Staff Development	6
14. Examination Concessions	6
15. Partnership with Parents	6
16. Monitoring, Evaluation and Review	6
17. Staffing	6

1. Statement of Entitlement

At Tunbridge Wells Grammar School for Boys we aim to enable all students, including those with Additional Educational Needs (AEN), to reach their full potential and to be fully included in the life of the school community. We acknowledge that all teachers are teachers of students with additional educational needs and that teaching such pupils is a whole school responsibility.

2. Definition

Following LA guidelines and the DfES Code of Practice (2001), children have SEN 'if they have a learning difficulty which calls for special educational provision to be made for them'. Children have a learning difficulty if they 'have a significantly greater difficulty in learning than the majority of children of the same age' or they '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'. We recognise that students must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

3. Aims

We will:

- support all students to ensure that their needs are met
- identify at the earliest opportunity those students who have AEN
- take into account the wishes of the student concerned
- work in partnership with parents and take into account their views
- regularly review the interventions in place for a student in order to assess their impact, the student's progress, the view of the student, parents and teachers
- ensure that there is close co-operation between all the agencies concerned
- ensure that where the LA determines a student's special educational needs, Statements are clear and detailed, made within the prescribed time limits, specify monitoring arrangements and are reviewed annually.

4. Recognition and Identification

Although some students may arrive at TWGSB having been identified as having an additional educational need, we realise that some students may have unidentified additional educational needs and that an additional need may arise at any time, therefore we acknowledge that this process is an on-going one.

Students may be identified in any of the following ways:

Primary School

Students may have been identified as having an additional educational need by their primary school, in which case information collated by the primary school SENCO and copies of IEPs should be transferred to TWGSB. In addition, we have access to all pupils' current levels of attainment on entry to TWGSB. We also acquire information during Term 6 when possible through visits that are made to the feeder primary schools, primarily by the Head of Year 7.

Parents

We will listen and respond to any concern raised by a parent and will take into account any information which they can provide.

Staff

Subject staff may measure a student's progress with reference to their own observations and assessment; the student's progress against the NC level descriptions; base line data, such as the CATs tests taken early in Year 7.

Self Referral

Students may raise concerns about their own progress and we will take these concerns seriously.

5. Provision

School Action

School Action will be initiated when a student who, despite receiving differentiated learning opportunities:

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

The SENCO should facilitate the further assessment of the student's particular strengths and weaknesses, planning future support for the student in discussion with colleagues and monitoring and subsequently reviewing the action taken. The student's subject teachers and form tutor remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme.

An Individual Education Plan (IEP) will often be used to record those strategies employed in order for the student to make progress. It will include:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when plans will be reviewed
- success and/or exit criteria
- outcomes

The IEP (if used) should only record that which is additional and different from the differentiated curriculum. Where a student with AEN is at serious risk of disaffection or exclusion, the IEP should reflect appropriate strategies to meet their needs. The IEP should be reviewed twice a year. Parents and students should be involved with both target setting and the review of IEPs.

School Action Plus

School Action Plus will be initiated when a student, despite receiving an individualised programme and/or concentrated support:

- i. continues to make little or no progress in specific areas over a long period
- ii. continues working at national Curriculum levels substantially below that expected of students of a similar age
- iii. continues to have difficulty in developing literacy and mathematics skills

- iv. 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
- v. 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
- vi. has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External support services, both those provided by the LA and by outside agencies, will usually see the student, in school if that is appropriate and practicable, so that they can advise subject and pastoral staff on new IEPs, with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The resulting IEP will set out the new strategies for supporting the student's progress. These strategies will usually be implemented in the normal classroom setting. Hence, the delivery of the IEP will be the responsibility of subject teachers.

The use of an IEP is no longer a statutory requirement with SA and SA+ students. We consider them to be a useful tool for supporting students and will use them when it is considered appropriate by the SENCO.

6. School Request for Statutory Assessment

When such a request is made to the LA it will be because the student has demonstrated significant cause for concern. The school should be in a position to provide the following written evidence:

- the school's action through *School Action* and *School Action Plus*
- IEPs for the student
- records of regular reviews and their outcomes
- the student's health
- National Curriculum Levels
- attainments in literacy and mathematics
- educational and other assessments
- views of the parents and the student
- involvement of other professionals
- any involvement by the social services or education welfare service

Although the school will normally request an assessment, the student's parents or other outside agencies may also make such a request. Whenever an LA is considering a request it must inform parents and follow the guidance set down in the Code of Practice. Within **6** weeks of parents or school requesting an assessment, the LA **must** tell the parents and the school whether they will be making a statutory assessment. In addition, there is a further 10 week time limit within which LAs must make a decision whether to issue a statement or not.

7. Statement of Special Educational Needs

Where, in the light of assessment, it is necessary for the LA to determine the special education provision which the student's learning difficulty calls for, the LA shall make and maintain a statement of his (or her) special educational needs.

The statements will be held by the SENCO who must ensure that the student's special educational needs are made known to subject teachers. This will be in the form of an IEP reflecting the needs identified in the Statement.

8. Annual Review of Statements

All Statements will be reviewed annually. The review will assess the effectiveness of current provision and recommend any changes that need to occur. Before producing the review report the Headteacher (responsibility for this task is delegated to one of the school's deputies) **must** convene a meeting and invite the following people:

- the child's parents
- a relevant teacher
- a representative of the LA
- any person the LA considers appropriate
- any other person who the Headteacher considers appropriate

Parents will be encouraged to contribute their views to the annual review process, to attend the review meeting and to contribute to discussions about any proposals for new targets for the student's progress.

Students will also be encouraged to be actively involved in the review process, attending all or part of the review meeting.

Following the annual review meeting the Headteacher will ensure a report is prepared by the SENCO and submit it to the LA no later than 10 school days after the meeting or at the end of the school term whichever is earlier. The report will summarise the outcome of the review meeting and will be forwarded to all concerned, including parents and relevant professionals.

9. Interim Review of Statements

Where a student with a statement of special educational needs is identified as being at serious risk of disaffection or exclusion, an interim or early review will be called. It will then be possible to consider the student's changing needs and recommend amendments to the statement as an alternative to exclusion.

10. Transition Plans for students with Statements

The annual review in Year 9 and any subsequent annual reviews until the student leaves school **must** include the drawing up and subsequent review of the Transition Plan. The plan will bring together parents and professional to consider the student's needs from the age of 14-19. A meeting will be arranged in school to which parents and a representative of the careers service will be invited to attend. The SENCO will be present at this meeting together with any other parties whose presence is deemed necessary.

11. Student Review

The SENCO will hold a review at least twice a year at which the strategic and resource requirements of students will be discussed. The educational psychologist, an educational welfare officer and any other outside agency deemed appropriate will be invited to attend by the SENCO. Heads of Year will attend as appropriate and other staff as required.

12. The Role of the LSA

The LSA should work closely under the supervision of the subject teacher and be involved with the pre-preparation of a lesson, namely have an indication of the lesson's content,

objective and their role in advance. The LSA should assist in the delivery of the differentiated curriculum and provide feedback to the subject teacher on the effectiveness of the lesson. The LSA should liaise with the SENCO and maintain records on the students who they support. LSAs are line managed by the SENCO.

13. Staff Development

The SENCO, teachers and the LSA will attend courses which are of interest and have a particular bearing on children they are supporting. In addition, staff are given regular opportunities for INSET to develop their confidence and skills in working with AEN children. Governors are always welcome to attend school based training. Staff will be involved in developing practices which promote Whole School approaches to AEN. NQTs and GTPs will access specific training and induction programmes.

14. Examination Concessions

For SATs, GCSE and GCE examinations the SENCO will ensure that students entitled to concessions are considered by the examination boards if appropriate. However, the final decision rests with the examination board.

15. Partnership with Parents

At TWGSB we recognise that meeting the needs of those students with additional educational needs is primarily a partnership between the school and parents, with outside agencies sometimes becoming involved. Any complaint regarding the AEN Policy or the provision made for students with additional educational needs should initially be made to the SENCO. If the matter is not resolved, then it will be referred to the Deputy Headteacher and if needed, the Headteacher.

16. Monitoring, Evaluation and Review

The Governing Body is responsible for producing an Annual Report on the effectiveness of the AEN Policy and ensuring that sufficient resources are available to meet the demands of the policy document, the Governing Body appoints a linked Governor to aid in this part of their role. In addition, the effectiveness of this Policy will be reviewed regularly within the normal school procedures. These procedures will include

- Monitoring of classroom practice by the SENCO and subject leaders.
- Analysis of pupil tracking data including test results
- School self-evaluation.

17. Staffing

SENCO	Glen Stevens	BSc (Hons) Psychology, B.Ed (Hons), RSA Diploma SpLD
Link Governor	Mrs P Sluka	
LSA	Allison Green	