



Poole High School

VALUED • INSPIRED • EMPOWERED

ADDITIONAL EDUCATIONAL NEEDS POLICY

Staff Link:	Ms. K. Dewsnap	Date:	Jan. 2021
Governor Link:	Mr S. Bullen	First review:	Jan. 2022
		Subsequent Review	Annually

Poole High School is an inclusive school and we believe that all students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

We believe that the educational needs of most students can be met by what is provided with direct teacher differentiation. However, students with additional educational needs (AEN) may require further specific educational provision if they are to be able to meet their full potential.

This additional provision may be required for a student if they have:

- a) A significantly greater difficulty in learning than the majority of students of the same age or
- b) A disability that prevents or hinders them from making use of educational facilities of the kind provided for students of the same age in schools within the area of the LEA.

There are a number of areas that may identify a student as having an additional or special educational need. These include:

Communication and interaction
Cognition and learning
Social, mental and emotional health
Sensory and/or physical

Pupils who have English as an additional language or Gifted and Talented pupils may also be considered as having additional educational needs. The provision we put in place for these students are detailed in our separate policies for these areas.

AIMS

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupils needs, through all staff sharing responsibility for AEN.
- To identify, at the earliest opportunity, all pupils who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that these pupils are fully included in all activities within the school in order to promote the highest levels of achievement.
- To enable pupils to participate in the decision-making process regarding their learning and to know their views are valued.
- To ensure that all targeted support is effective and pupil progress of AEN students is monitored effectively.
- To inform and involve parents and pupils in developing a partnership of support which will aid planning for AEN, enabling them to have full confidence in the strategies adopted by the school.
- To involve outside agencies where appropriate, e.g. LEA., Educational Psychologist, Speech and Language, Specialist Teaching Service.

ROLES AND RESPONSIBILITIES

SENIOR SENCO Mrs K Dewsnap

Assistant SENCO Mrs D Hitchens

- The day-to-day operation of school's AEN Policy.
- Advising class teachers and AEN support staff.
- Taking the lead in managing provision for pupils at school support and those in receipt of an Education Health Care Plan.
- Overseeing the records of all pupils with AEN including provision maps, AEN register.
- Contributing to the in-service training of staff.
- Liaising with parents of children with AEN.
- Liaising with External Agencies
- Managing School Based Reviews
- Managing role of the Teaching Assistants.

Class Teachers

All class teachers are teachers of pupils with AEN.

Class Teachers have specific responsibilities to:

- Identify, assess and make provision for children within their class who have AEN, with the support of SENCO and Outside Agencies.
- Plan and provide differentiated work where appropriate.
- Keep informed of recent AEN developments and liaise with the SENCO.
- Monitor pupil progress as part of the school's rigorous assessment regime. Report any concerns to the SENCO.
- Initiate and maintain close liaison with parents.
- Take joint responsibility with the SENCO in keeping class provision maps up to date.

IDENTIFICATION/ASSESSMENT/PROVISION

Identification

At Poole High School, we recognise the importance of identifying children with AEN/SEN at an early stage.

Identification will be taken by the class teacher in consultation with the SENCO because of any of the following triggers:

- Expression of concern from parent, child or involved professional e.g. Speech and Language Therapist
- Teacher based classroom observation and assessment indicating a need for differentiation or support beyond that expected of the peer group.
- Evidence from assessment procedures that indicate that the child is not achieving at an appropriate level for his/her chronological age or in comparison with his/her peer group.
- Observed and consistent patterns of inappropriate or challenging behaviour or emotional difficulties, including social skills.
- Indication of physical difficulties that require extra support or special equipment/provision e.g. hearing or visual impairment, poor motor skills.

SEN categories

New SEN code of practice 2014

As of September 2014 AEN, coding has changed from either School Action or School Action Plus to School Support. With the improved code of practice, there is a greater emphasis on teacher led intervention working with guidance from the AEN team. We are aware that certain students may need direct intervention from additional adults via class or small specialist groups but are conscious that the needs of most of our students can be met in the classroom using differentiated teaching.

Concerns will be raised if any of the following have been noted:

- 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 children of a similar age.
- Has emotional or behavioural difficulties that substantially and regularly interfere with the student's 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 by a Specialist Service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

As part of the review process, a child may be removed from the register or if the need is perceived to be greater, they could be moved forward to a request for statutory assessment. As of September 2014, statements are now called Educational Health Care Plans and will remain with the student up until the age of 25.

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If agreed that the issuing of an Educational Health Care Plan is necessary, then the pupil's AEN and provision will be summarised in the Statement document. This will need to be reviewed annually.

Provision

Poole High School firmly believes that each student should be given equal opportunity to achieve their full potential by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of their ability, is entitled to a broad and balanced curriculum that is relevant to their educational needs. Our curriculum gives all students a sense of achievement and thereby helps them develop their confidence and self-esteem and as a result reach their academic potential.

Within the grounds of the school, Poole High School offers a support unit that specialises in enabling students to engage with the full curriculum in a highly specialised manner. The Hub offers curriculum support whilst also engaging with:

- Additional one to one support session in core subjects
- Emotional literacy
- Additional organisational support sessions
- Mental Health First Aid sessions
- Guided socialisation
- Animal therapy sessions
- Art Therapy
- Extracurricular self-esteem support through gardening and cooking sessions
- Homework support
- Bespoke support packages for all years

Poole High School has a variety of specialist support assistants that support students both within the classroom and externally. They are externally trained through our outreach providers such as Longspee and Monacutec with additional training through the Educational Psychologist provision offered by the borough.

The learning support team prides itself on actively promoting and developing the learning of all our students on the Additional Educational Needs register through a varied and flexible targeted intervention which is reviewed continuously.

In addition to the above support students have access to

- Creation of Pupil Passports to inform teachers of need(After Wave 1 support)
- Teachers creation of class overviews
- Registration literacy intervention groups
- Differentiated curriculum
- 121 literacy intervention group
- Handwriting clinics
- Guided socialisation (HUB based)
- Emotional Literacy
- 121 lessons (where need is great)

- Shared LSA support
- Use of specialist handwriting equipment
- Use of lifts / specialist wheel chair equipment
- Laptops
- Kindles
- Ipads
- Wellbeing through art sessions
- Dyslexia screener
- Dyspraxia screener

Remote Learning

We recognise that some students, for example, some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families and we will work with parents and carers to support in the follow way:

1. Highly differentiated work for those in Aspirational groups.
2. Personalised google classrooms which is monitored by a dedicated member of the SEND team.
3. Biweekly communication from a dedicated member of the SEND team for those in receipt of an EHCP.
4. Weekly communication from a dedicated member of the SEND team for those in receipt of school support.
5. A dedicated email address for parents with children who have SEND to use as a direct from of communication throughout remote learning.
6. Active online support during live lessons for our most Vulnerable SEND students.
7. Dedicated return to school meetings for parents with SEND children upon parental request.

External Support Services

If, despite prolonged high quality differentiated teaching and targeted intervention, a particular student is still not progressing in their area of need then the school may request the support of specialist outside agencies.

The school works closely with a number of outside agencies who may offer additional advice and support for children with AEN. These agencies include:

- Speech & Language Therapist
- Social Services
- CAMHs
- Occupational and physiotherapy services
- Hearing impaired service
- Visually impaired service

- School counselling service
- Specialist teaching service

AEN EVALUATION

The success of the school's AEN Policy and provision is evaluated through:

- School self-evaluation, using a variety of approaches
- Monitoring of classroom practice by both SENCO's, subject co-ordinators and dedicated Progression Leads.
- Analysis of pupil tracking data and test results via the tracking and monitoring points set throughout the year.

STAFF DEVELOPMENT

Staff members have an entitlement to attend AEN courses that are of interest and have a particular bearing on the students they are supporting. Each member of staff is welcome to book a training session with a member of the AEN team.

COMPLAINTS PROCEDURES

For any complaints regarding the AEN Policy or the provision made for children with Special Educational Needs a meeting should be arranged with the Senior SENCO or the Head Teacher. If, however, parents/carers are still concerned they may contact the governor responsible for AEN and the complaint will be investigated.