

## SECTION 1                      PREFACE

Since the Warnock Report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have additional educational needs of some kind during their school lives. It may also be necessary for about two per cent of these children to have statutory statements made of their needs, under the regulations of the 1981 Education Act.

Bebington High Sports College has an exceptional diverse cohort of students that attend the school. Additional Needs provision (AEN) has been adapted to provide wrap around support for all of its students. Every child does matter at Bebington which shows in the provision the school has. There are four designated AEN bases around the school. They are:

- Red, White and Blue – the MLD Base
- The AC – KS4 alternative provision
- The Base – KS3 alternative provision
- SP5 – Learning Support

The range and degree of learning difficulties, behavioural problems, physical or AEN sory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists at Bebington. All of these areas are deemed to be **barriers to learning**. This means that the child is not achieving the same level of progress as their peers, due to one or more difficulties.

It should be noted that:

1. as appropriate, the aims and objectives of the AEN Department relate directly to those of the School, the Statement of Principles adopted by the LA and are also based on the values derived from and are guided by the requirements of the 1981 Education Act and the AEN code of practice 2001, The Disability Act and the recommendations of the government paper, Every Child Matters

### Reminder

If a child has significant problems (physical, emotional, psychological, medical, etc.) that hinder/prevent him/her from accessing education and achieving the level of progress of the majority of his/her peers (who attend main stream secondary schools within the LEA area) then that child has a **barrier to learning**.

N.B. This definition of **barrier to learning** does not apply to pupils 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 child 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 an **'additional educational provision'**.

A child who has a **barrier to learning**, which requires **additional educational provision**, is said to have **additional educational needs (AEN)**. **A child with AEN requires support that is above and beyond normal classroom provision.**

N.B. The term 'parents' is employed throughout this policy and others to refer to any parent or guardian

## SECTION 2                      AIMS

1. To ensure full entitlement and access for all pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
2. To educate pupils with barriers to learning, alongside their peers within the National Curriculum, after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.

4. To enable all pupils to fulfil their individual potential. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence as required under the five outcomes of Every Child Matters.
5. To identify and assess pupils with barriers to learning as early and thoroughly as is possible and necessary.
6. To fully involve parents and pupils in the identification, assessment and delivery of Learning Support and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child his/her age and powers of understanding must be considered. The support of parents and pupils is crucial if an individual education programme (IEP) is to be effectively implemented at SA+ and S.
7. To meet the needs of all pupils who have barriers to learning, by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

### **SECTION 3 OBJECTIVES**

These objectives relate directly to the seven aims of the Additional Needs Department at Bebington High Sports College and are intended to show how the structures and systems that are in place actually put the aims into practice.

- 1.a) The Headteacher, Head of Year 7 and Assistant Head with responsibility for AEN (for the purposes of this document – AEN Co), monitor the annual intake to ensure that pupils with barriers to learning (with or without statements) have not been refused admission or discriminated against because of their additional needs. This applies equally to pupils who live within or outside of the catchment area.  
N.B. For pupils with statements of Additional Educational Needs, the LA determines admission, having regard to parental preference and in consultation with governing bodies.
- 1.b) The Additional Needs Department works closely with staff to ensure that the curriculum is:
  - balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
  - it allows for differentiation according to individual needs;
  - it offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both preAEN t and future and that it is perceived as such by the children themselves and their parents.
- 2.a) The Additional Needs Department offers advice and INSET (training) opportunities to staff on employing differentiated teaching methods and resources. We work with subject teachers, parents and pupils in developing Individual Education Plans (IEP) and approaches to enhancing pupil self esteem.
- 2.b) Department staff:
  - provide support in the education of pupils with learning difficulties;
  - provide support in the education of pupils with emotional and behavioural difficulties;
  - provide support in the education of pupils with medical difficulties;
  - provide support for pupils with physical disabilities.
- 2.c) The TA's support pupils in mainstream lessons.
- 2.d) Close liaison between subject teachers and department staff is necessary if resources are to be made effective. A sound knowledge of the subject scheme of work is also necessary.
- 2.e) The AEN Co ensures that all staff are fully informed as to the additional needs of any pupils in their charge.
- 2.f) The AEN Co ensures that pupils' barriers to learning are known to other schools or colleges, to which they may transfer and provide information to support the smooth transition between establishments.

- 2.g) Educational provision is achieved through full integration at Bebington. AEN sitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are AEN sitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the Curriculum to maximum effect.
3. AEN staff support a variety of experiences/activities during a course of study/session and during a lesson if possible. There are opportunities for individual and/or group activities, if it is appropriate and it has been agreed previously with the TA and AEN Co.
- 4.a) The department can offer advice and INSET (training) opportunities to staff, on employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, additional needs, etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. These INSET sessions, cover issues such as working with hearing impaired children, ASD and differentiated materials.
- 4.b) Lessons are conducted in a secure, supportive and disciplined manner. The pupils and the staff interact in a manner that demonstrates mutual respect. All staff within AEN believe that learning takes place most effectively in the context of a caring relationship and that good teacher/pupil relationships foster trust and promote self reliance and initiative.
- 4.c) Staff encourage pupils to pursue a piece of work over a period of time, e.g. project work, where research is carried out - possibly using the library or SP5.
- 4.d) Staff use a reward system, e.g. direct verbal praise, credits system. This encourages pupils to work to their full potential and to experience a AEN se of achievement.
5. The process of identification and assessment normally starts through liaison with our Primary feeder schools. Donna Jones and the HOY 7, visit our feeder schools to meet prospective pupils and teachers during the year prior to commencement. A meeting is arranged in January and Primary Liaison starts after half-term. This ensures a greater level of support for parents and students during transition.

During the first three weeks of September, all Year 7 pupils sit the Cognitive Abilities Test, and all of KS3 sit the Single Word Spelling Test and the GRT II reading tests. Identification of pupils needing support will be largely based on the results of these tests. Specific requests for support are also considered from various sources including parents, teachers, etc. Some pupils may personally request support and we endeavour to assess, identify and intervene as far as is possible within the limits of the resources.

6. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral, indicate that a child has barriers to learning. The parents are consulted along with the pupil with respect to background history, current and future needs and aspirations. Once identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, health care plan reviews, reports, annual reviews and the formation and implementation of IEP. Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils are always informed of the 'points for action' and any decisions made during the case conference.  
(See the policy on Parental Liaison).
7. To implement a model of additional educational needs based upon that described in the Code Of Practice. (See the policy on Identification/Assessment).

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