

Currently there are 24 pupils with statements of Additional Educational Need attending the School. A nominated governor for Additional Education Needs will link the department with the Governing body. Effective monitoring/evaluation of the AEN provision is dependent upon the maintenance of accurate and up to date records. The criteria by which the monitoring and evaluation of provision is undertaken are described below:

PARENTS

1. the number of parents of who attend Review meetings;
2. the number of parents of pupils with barriers to learning, who request that their child be educated at this school;
3. the degree to which the pupils and parents have been consulted during annual reviews and transition plans;
4. any pertinent feedback from pupils and parents;
5. regular updating of the information pack for parents in the annual policy review;

PUPILS

6. the number of IEPs in operation for pupils;
7. pupil achievement, e.g. increase in Reading and Spelling ages over time
8. routine examination by the Governors of anonymous individual AEN case studies;

BUDGET

9. the amounts of the budget allocated to pupils a) with, and b) without statements of Additional Educational Needs;
10. any appropriate adjustments in budget allocation to reflect changing needs;
11. the amount of school budget (expressed as £ and %) spent on equipment/building modifications;

PLANNING

12. the inclusion of Additional Education Needs issues in development planning;
13. time allocated to planning for pupils with barriers to learning;

STAFF/INSET

14. involvement by all staff in INSET courses relating to AEN issues;
15. AEN senior management involvement in AEN issues;

The School's annual report contains a report of the effectiveness of provision and any amendments made or proposed over the year to our department policy. Parents are encouraged to offer their views on provision at the annual meeting for parents which is arranged by the Governing body.

The AEN staff work closely with the subject based departments and those who have a role in designing and managing the curriculum in order that all pupils:

- have full entitlement/access to high quality education within a broad, balanced and relevant inclusive curriculum (including access to the National Curriculum). The curriculum should be constructed and delivered on the principles of:
 - i. suitable learning challenges being set for the pupils;
 - ii. the school should be able to respond to pupils' diverse learning needs;
 - iii. striving to overcome potential barriers to learning.
- are educated alongside their peers within the normal curriculum of the school. Whenever possible we seek to support pupils with barriers to learning, in the classroom. This ensures that the pupil has full access to the National Curriculum and that he/she will gain from all the benefits of integration within mainstream education.
- have their curiosity, interest and enjoyment in their own education stimulated and/or maintained so as they can reach their full potential and enhance their self-esteem.
- receive continual and appropriate forms of educational provision by the most efficient use of all available resources, thus allowing them to become familiar with an appropriate body of knowledge, skills, principles and vocabulary, and desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.

CO-ORDINATING IEPs ACROSS THE CURRICULUM

Although the co-ordinating and planning of a pupil's IEP, especially setting appropriate targets, is the responsibility of SENCo, the Code of practice 2001 makes it quite clear that the devising of strategies and the identification of appropriate methods of access to the curriculum should lie within the area of expertise and responsibility of individual subject teachers. All teaching staff should therefore be involved in providing further help to pupils through *School Action*. We therefore use IEP Writer to devise and record individual education plans for students at SA+ and S. This product allows subject co-ordinators and individual teachers to be informed of the SENCo's targets and actions for the term and thereby allows the subject teachers to support that target and action within their own curriculum area and to record and report outcomes to the SENCo. The IEP should include information about:

- the short-term targets set for the pupil;
- the actions (includes teaching strategies and provision) to be employed;
- a date when the plan is to be reviewed;
- the outcomes of the action taken.

The IEP only records that which is additional to or different from mainstream differentiated curriculum provision. The IEP is brief but informative and focuses on three or four individual targets relating a pupil's individual needs.

ADVISING ON THE SCHEME OF WORK

The scheme of work should enable all of a department's staff, both teaching and non-teaching, to translate the Curriculum, into a structured course which will achieve the 'Aims and Objectives' of that Department. If the following criteria are adhered to, then the AEN staff will be able to work more effectively with the subject specialist teacher and the pupil(s) under her/his charge.

Each departments scheme of work should:

- a) guide and support all staff, including trainee and supply teachers.
- b) provide a structure which facilitates the sharing of experiences by teachers.
- c) govern the rate of progress to ensure an adequate pace.
- d) give guidance on styles of teaching and learning.
- e) not be so prescriptive that individual teaching styles and additional areas of study are prevented.
- f) indicate assessment opportunities.
- g) indicate appropriate resources that are available for each part of the course.
- h) plan suitable routes through the course which plan and allow for the best use of resources.
- i) plan for progression and continuity.
- j) provide detailed links with the whole school & the department's 'Aims & Objectives'.
- k) provide outlines showing how the National Curriculum is being covered in terms of the programme of study, the attainment targets and the levels of attainment.
- l) reflect DfES., OHMCI., OFSTED and LEA. policies and developments.
- m) provide the means to inform those with a need to know the details of the courses being run, e.g. the Headteacher, the Head of Department, parents, inspectors and other teachers or simply for those who have a responsibility for, or wish to build up, cross- curricular links.
- n) allow the whole curriculum to be to regularly reviewed by the SMT.

ADVISING ON TEACHING STYLES

- staff should provide a variety of differentiated experiences/activities during a course of study/session and during a lesson if possible.
- there should be opportunities for individual and/or group activities during a course of study/session and during a lesson if possible.
- educational visits should be encouraged and pupils should express their thoughts and ideas through drawing, displays, photographs and tape recordings, etc.
- staff should provide a glossary of words with each topic in order to aid correct spelling, understanding of the meanings of and the use of words.
- staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
- staff should allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.
- staff should encourage pupils to follow both verbal and written instructions accurately.

- staff should encourage pupils to share their experiences and culture with others in order to enhance the quality of learning.

LIAISING WITH THE ADDITIONAL NEEDS DEPARTMENT

The development of Learning Support is extremely important. Each department needs to prioritise its needs for training and support, not just for student but also staff development. To do this, we must try to:

- subjects that receive support from the Learning Support Department, nominate a member to liaise closely with the department and report back on issues in their department meetings.
- all staff are made aware of their responsibilities towards pupils with Additional Educational Needs and clear communication lines between them and specialist staff are established and maintained.

The decisions of to whom, when and where to offer support are influenced by a number of factors including:-

1. The extent and number of pupils with AEN in a group. (N.B. Pupils with statements have a legal entitlement to support).
2. A specific request for classroom support from a Head of Department, teacher or senior management, would receive consideration as would requests from parents or an individual pupil. Issues which might be factors in such a request might include:
 - a Head of Department might be concerned that pupils of all abilities have access to the curriculum, and would wish to work with a member of the Additional Needs Department on a range of issues concerning differentiation.
 - a member of staff might teach a class with a high number of pupils exhibiting barriers to learning. Here a shared approach to developing classroom management skills can maximise learning and also further the professional development of the staff.
3. Following the introduction of the National Curriculum and the priority given to the core subjects, the department has ensured that this is reflected in the allocation of support to English, Maths and Science.
4. The school currently has no English as a Foreign Language teachers (EFL) but can access support from the MEAS team. Pupils for whom English is a Second Language may also experience additional educational needs and a flexible support programme ensures the most effective provision.

The support timetable for a particular academic year is changed when required.

All subject teachers should keep a file for each teaching group. The files are to be used for set work and are kept in the departmental resources area and contain the following:

- a class list;
- details of pupils with 'Additional Educational Needs' as in the AEN Handbook
- details of any support staff available;
- standard form detailing the following:
 - i. date, day of the week and lesson;
 - ii. recent relevant work covered;
 - iii. today's set work (with due consideration to pupils and differentiation);
 - iv. any equipment, texts, worksheets, etc. to be used;
 - v. title and number of texts/worksheets, etc. ;
 - vi. any equipment, texts/worksheets to be collected in;
 - vii. details of any homework to be set;
 - viii. a space for comments by the cover teacher, e.g. work progress, specific/individual, behavioural problems, etc.

The regular teacher and HOD are able to follow up any comments made - thus effecting a monitoring of the work and behaviour of the class that is covered. Any persistent problems should be referred to the HOD.

ADVISING ON EQUAL OPPORTUNITIES

There are three separate policy documents that fall within the auspices of a Department's 'Equal Opportunities Policy', i.e. policies on Differentiation, Gender and Multicultural Education. In addition to these three policies, there are several other educational areas that need to be specifically mentioned in a department's comprehensive policy on Equal Opportunities:

1. Setting/mixed ability;
2. Teaching styles;
3. Entitlement of access to the whole course of study;
4. Progression within the course of study.

A collaborative approach between specialist subject teacher and support teacher is essential if 'Equal Opportunities' and differentiation are to be implemented effectively. Sometimes necessary changes engendered by a pupil's specific statement of AEN, will need to be made to a teacher's normal tasks, resources, responses, support or group structure.

ADVISING ON SAFETY AND RISK ASSESSMENT

Risk assessments should identify the need for any additional teaching or ancillary support and any provision of such support must be allocated in order to minimise the risks. For some AEN pupils individual risk assessments may be required for each identified activity.

Notices and warning systems appropriate to a wide range of additional needs should be provided. Care should be taken to ensure the readability and clarity of signs and notices. All signs used in the Department conform to the 1996 Safety Signs and Signals Regulations, BS5378, BS5423 and BS5499.

If possible, the working environment should be altered to allow full access for pupils with physical disabilities – see below for further advice. After a risk assessment, departments can still deny access for a pupil to a particular task or machine if it is considered that the pupil's health, behaviour or disability places that pupil or others at risk.

Compiled by: Donna Jones	Revision Number	1
Approved by:	Revision date	25.09.08

