

# **CATOR PARK SCHOOL**

## **ADDITIONAL EDUCATION NEEDS POLICY**

## AIMS AND OBJECTIVES.

### PREFACE

Since the **Warnock** Report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have special 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.

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in this school.

It should be noted that:

1. as appropriate, the aims and objectives of the AEN Faculty relate directly to those of the School, the Statement of Principles adopted by the **LEA** and are also based on the values derived from and are guided by the requirements of the 1996 Education Act and the AEN code of practice 2001. This includes new rights and duties introduced by the AEN and Disability Act 2001 and Regulations.
2. to be consistent with the AEN code of practice 2001 the following terminology has been used and forms the definition of Special Educational Needs:

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

Children have a **learning difficulty** if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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 educational authority.

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

*Special educational provision* means:

educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

See Section 312, Education Act 1996

3. The definitions in the **Children** Act 1989 and the Disability Discrimination Act 1995 are as follows:

A child is disabled if she is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

## AIMS AND OBJECTIVES.

Section 17(11), Children Act 1989

A person has a disability for the purposes of this Act if she has a physical or mental impairment which has a substantial and long-term adverse effect on her ability to carry out normal day-to-day activities.

Section 1(1), Disability Discrimination Act 1995

### AIMS

1. To ensure full entitlement and access for AEN 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 AEN, wherever possible, alongside their peers within the normal curriculum of mainstream schools 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 AEN pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. 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.
5. To identify and assess pupils with AEN as early and thoroughly as is possible and necessary.
6. To fully involve parents and pupils in the identification, assessment and delivery of AEN and to strive for close co-operation and a multi-disciplinary approach. When considering the ascertainable wishes of the child 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.
7. To meet the needs of all pupils who have AEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

### OBJECTIVES

These objectives relate directly to the seven aims of the AEN Faculty at Cator Park School and are intended to show how the structures and systems that are in place actually put the aims into practice.

- l.a) The Head teacher and AENCO monitor our annual intake to ensure that pupils with Special Educational Needs (with or without statements) have not been refused admission or discriminated against because of their special needs. This applies equally to pupils who live within or outside of the catchment area.

**N.B.** For pupils with statements of Special Educational Needs the LEA determines admission, having regard to parental preference and in consultation with governing bodies.

## AIMS AND OBJECTIVES

**1.b)** The AEN Faculty works with the managers of the School Curriculum and timetable to ensure that:

- \* it 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.

2.a) The AEN Faculty offers advice and INSET (training) opportunities to subject teachers and other departments 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)** The AEN Faculty staff:

- \* provide expertise in the education of pupils with learning difficulties;
- \* provide expertise in the education of pupils with emotional and behavioural difficulties (in liaison with the Pastoral Team);
- \* provide advice in the education of pupils with dyslexia;
- \* provide care and expertise for a number of pupils with physical disabilities<sup>^</sup> conjunction with the Pastoral Team).

2.c) The AEN staff support pupils in mainstream lessons as often as is possible and/or appropriate.

**2.d)** Direct support is not often possible and so we provide advice and potential resources, on request from departments, for the AEN pupils.

2.e) The AEN staff ensure that subject staff are fully informed as to the special educational needs of any pupils in their charge.

**2.f)** The **AENCO** ensures that our pupils' Special Educational Needs are known to other schools or colleges to which they may transfer.

2.g) Educational provision is achieved through full integration into the mainstream school. sensitive 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 sensitive 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. We truly support staff in the widest sense which is of crucial importance if the AEN policy statement is to be realised.

3. AEN staff provide 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.

4.a) AEN staff offer advice and INSET (training) opportunities to subject teachers and other departments on employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. These INSET courses cover issues such as working with 'hearing impaired' children and how to best construct worksheets 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. The AEN staff 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 use a reward system, e.g. direct verbal praise, a Merit or Star/Commendation system and/or a record of achievement. This encourages pupils to work to their full potential and to

experience a sense of achievement. This is in line with the school's assertive discipline policy.

5. The process of identification and assessment normally starts through liaison with our Primary feeder schools. The Head of Year 7 visits our feeder schools to meet prospective pupils and teachers during the year prior to commencement. This information is forwarded to the **AENCO** for analysis and action. During the first half term, all Year 7 pupils are given a Reading Test (indicates reading ages), a Spelling Test, a Verbal Reasoning Test, a Quantitative Reasoning Test and a **Non-Verbal** reasoning test. Identification of pupils needing support will be based on the results of these tests in conjunction with Primary School records and **SATs** results. The analysis of such information is used to support each pupil according to her needs. Specific requests for support are also considered from various sources including parents, teachers, etc. Some pupils may personally request support and the School endeavours 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 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 AEN. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations. Once that identification, assessment and intervention have taken place pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, 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.
7. To implement a model of Identification, Assessment & Provision of special educational needs as based upon that described in the Code Of Practice.

## **OUTCOMES**

1. Pupils on the AEN register who make progress; show improvement in their literacy, numeracy and information technology skills; are helped to access the wider curriculum; are motivated to learn and develop self-esteem and confidence in their abilities as learners.
2. Teachers who are familiar with and implement the school's AEN policy and approaches to meeting the needs of pupils with AEN; identify pupils who may require special provision; communicate effectively with the parents, the **AENCO** and all other staff with responsibilities for AEN, including those from external agencies; have high expectations of pupils' progress, set realistic but challenging targets which they monitor and review, and provide appropriate support.
3. Support staff who whether employed by the school or **LEA**, understand their role in the school in relation to pupils with AEN; work **collaboratively** with the **AENCO**, teaching staff and staff from external agencies; through opportunities to develop their skills, become increasingly knowledgeable in ways of supporting pupils and help them to maximise their

levels of achievement and independence.

4. Parents who understand the targets set for their children and the contribution to helping their children achieve them; feel fully involved as partners in the education process.
5. **Headteachers** and senior managers who recognise that the curriculum must be relevant to all pupils by taking AEN into account in the formulation **and** implementation of policies throughout the school; understand how best to support those with responsibility for AEN co-ordination.
6. Governors who understand their role in relation to pupils with AEN (and their parents) through the discharge of their statutory responsibilities; develop mechanisms for liaison with the head teacher and the AENCO to ensure that they receive regular updates on the implementation of the school's AEN policy and the outcomes from the regular reviews, monitoring and evaluation of the provision made for pupils with AEN.
7. **LEAs** and other responsible bodies who receive timely information about the progress made by pupils with AEN, including those with statements; ensuring that time spent by the school by external staff is effectively used in the support of pupils with AEN.

## **IDENTIFICATION, ASSESSMENT, RECORDING AND REPORTING**

### **PRINCIPLES**

Pupils who are thought to have Additional Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources, e.g.

- subject teachers request;
- pupil self request;
- parental request;
- management request;
- **GP** request;
- following information from previous school (e.g. primary school);
- following blanket testing of Year 7 pupils;
- following diagnostic tests;
- following individual interviews;
- following an AEN teacher tracking and observing individual pupils in lessons. Early

identification, assessment and provision for any AEN child is very important for the following reasons:

- **It** can minimise the difficulties that can be encountered when intervention and provision occur;
- It can maximise the likely positive response of the child;
- It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected;
- **If** the child's learning difficulty prove less transient when addressed by the School alone the external agencies can be brought in earlier and very likely with more success. The process starts through liaison with our Primary feeder schools. The Head of Year 7 visits our feeder schools to meet prospective pupils and teachers during the year prior to their transfer to the secondary school. This information is forwarded to the **AENCO** for analysis and action.

During the first half term all Year 7 pupils are given a Reading Test (indicating reading ages), a

Spelling Test, a Verbal Reasoning Test, a Quantitative Reasoning Test and a Non-verbal Reasoning Test. Identification of pupils needing support will be largely based on the results of these tests which are culturally neutral and useful for a range of ethnic groups. Specific requests for support are also considered from various sources including parents, teachers, etc. Some pupils may personally request support and the School endeavours to assess, identify and intervene as far as is possible within the limits of the resources.

Some pupils will receive support in the classroom and a small number will be withdrawn for more individual help in the AEN area.

We ensure that our pupils' Special Educational Needs are known to other schools and colleges to which they may transfer.

### **THE AEN PROCESS: Nature of Intervention**

A five stage process for identification, assessment and provision in accordance with the Code of Practice is established. This approach recognises that there is a continuum of Special Educational Needs and that the needs of the majority of AEN pupils lie at "School Based Action", i.e. their needs are met by the School with the help of outside agencies and/or specialists.

### **School Action:**

The subject specialist or AEN teacher identifies a pupil with Special Educational Needs. After consultation with the Additional Educational Needs Co-ordinator (AENCO), information is collected and initial action is taken to address the identified special educational needs. Parents are informed at this stage. The AENCO takes responsibility for monitoring and managing the pupil's AEN provision. The AENCO liaises closely with the pupil's teachers and parents/guardians.

### **School Action Plus:**

The AENCO obtains support from outside agencies and specialists in monitoring and delivering the AEN provision. Subject specialist teachers and parents/guardians should be made well aware (by the AENCO) of the agencies and outside specialists who are involved.

### **School Request for a Statutory Assessment:**

After referral the Local Education Authority (LEA) considers the need for a statutory assessment and may make an interdisciplinary assessment if this is deemed appropriate.

### **Statement of Special Educational Needs:**

The LEA considers the need for a statutory statement of Special Educational Needs and, if appropriate, makes a statement and arranges, monitors and reviews the provision. **N.B.** This provision is only applicable for around two per cent of children.

In most cases any movement through the intervention procedure occurs in a smooth linear fashion. However in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher intervention is necessary immediately. Notes:

1. A mapping system is used by the school to monitor interventions and this is reviewed regularly. Parents', pupils' and subject teacher's views are invited and highly valued as a contribution to the review process. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.
2. For children of an ethnic minority groups, (including those whose first language is not English), lack of competence in English does not conform to the definition of AEN. The

child's home, language, culture and community, should all be considered to ascertain if interpreters or bilingual support staff, etc. are required. The AEN Faculty always endeavours to make good use of any source of relevant and accurate ethnic advice.

3. Intervention at School Action is based in the School, which will, as necessary, call upon the help of external specialists. Throughout Statutory assessment and Statement intervention the LEA share responsibility with Schools.

### **INVOLVING THE CHILD AND PARENTS**

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and her parents. Both the parents and the child have important and relevant information to offer and if the pupil is consulted then her self esteem and confidence often benefit. 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 AEN. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations. The dialogue with the parents and pupil should:

- contain an explanation of the purpose of any assessment arrangements;
- contain a reference to the possibility of regular pupil reports;
- occur within a system that:

### **IDENTIFICATION, ASSESSMENT, RECORDING AND REPORTING.**

- i. has a structure that encourages and records the child's comments;
- ii. has a structure that facilitates systematic feedback to the child.

Once that identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews and target setting days.

### **TESTING**

All pupils will have completed **NFER** group tests on reading, verbal reasoning, quantitative reasoning and also a non-verbal reasoning test. Very low scores in each of these areas will indicate where extra help is needed or at least that further investigation is required. Discrepancies between non-verbal, verbal and quantitative scores also highlight specific areas for focus. Pupils with more severe difficulties will be referred to the Educational Psychologist for diagnostic testing to indicate more specific areas of difficulty and guide the **AENCO** in planning and implementing an appropriate programme.

### **ASSESSMENT, RECORDING AND REPORTING**

The AEN Faculty strongly supports the philosophy and principles in the whole School Assessment, Recording and Reporting Policies.

The Faculty's overall focus will be to assess the skills determined by the National Curriculum. In the case of classroom support this will be the attainment targets in the specific subject area being supported. The **centrality** of Literacy in all curriculum areas requires that the attainment targets speaking and listening, reading, writing, spelling, handwriting and presentation are likely to be the focus of assessment in withdrawal lessons and the importance of numeracy is also recognised.

The use of group tests and individual diagnostic tests will enable specific learning difficulties to be identified, tackled and progress made on the National Curriculum targets. Both in terms of classroom support and withdrawal, the Faculty stresses the importance of a small step approach to learning and achievement. This increases motivation and confidence to progress further.

### **MONITORING & EVALUATING THE SUCCESS OF THE AEN POLICY STATEMENT**

A nominated governor for Special Education Needs links the AEN Faculty 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 the AEN provision **will** be undertaken are described below:

#### **PARENTS**

1. the number of parents of pupils at 'School Action' and above who respond to review documentation (expressed as %);
2. the number of parents of AEN pupils 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 AEN policy review;

#### **PUPILS**

6. the number of pupils on the AEN Focus List;
7. pupil achievement, e.g. increase in Reading and Spelling ages over time or awards/recognition for community based projects/sporting achievements, etc;
8. numbers of AEN pupils who pursue education after the age of 16;

#### **BUDGET**

10. the amounts of the budget allocated to pupils a) with, and b) without statements of Special Educational Needs;
11. any appropriate adjustments in budget allocation to reflect changing needs;

#### **PLANNING**

13. the inclusion of Special Education Needs issues in development planning;
14. time allocated to planning for pupils with Special Educational Needs;

#### **STAFF/INSET**

15. involvement by all staff in INSET courses relating to AEN issues;
16. Senior management involvement in AEN issues;

#### **INDEPENDENT REPORTS**

17. analysis and publication of **OFSTED/HMI/LEA** reports.  
The School's annual report contains a report of the effectiveness of provision and any amendments made or proposed over the year to our Special Educational Needs policy. Parents are encouraged to offer their views on Special Educational Needs provision at the annual meeting for parents which is arranged by the Governing body.

## CATOR PARK SCHOOL - S.E.N. FACULTY RESPONSIBILITIES FOR AEN.

### THE RESPONSIBLE PERSON (HEAD TEACHER/APPROPRIATE GOVERNOR)

The 'responsible person' (RP) for AEN within a school means the Head teacher or the designated governor.

The governing body **will**:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, where the 'responsible person' has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs
- Consult the LEA and the governing bodies of other schools, when it seems necessary **or** desirable in the interests of co-ordinated special educational provision in the area as a **whole**
- Ensure that a pupil with special educational needs joins 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 their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with special educational needs.

**THE GOVERNING BODY** plays a major part in school self-review and have established mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to AEN, the governing body makes sure that:

- They are fully involved in developing and monitoring the school's AEN policy
- All governors, especially the AEN governor, are up-to-date and knowledgeable about the school's AEN provision, including how funding, equipment and personnel resources are deployed.
- Sufficient staffing and funding is made available to meet the aims of the Policy Statement.
- AEN provision is an integral part of the school development plan
- The quality of AEN provision is continually monitored
- The Governing Body should periodically review the AENCO's workload in the light of requirements of the Code of Practice and make appropriate adjustments to his/her timetable.

### THE HEAD TEACHER

Generally the Head teacher has a responsibility for:

- the day-to-day management of AEN provision and the confidentiality of AEN provision and systems, e.g. the recording and storing of medical information.
- to keep the Governing body fully informed of all relevant AEN issues.
- the Head teacher will work closely with the School's AENCO to assimilate information from and liaise with outside agencies and support services, e.g.
  - i. Educational Psychology Service;
  - ii. Child Guidance Services.
  - iii. Student Support Service;
  - iv. Literacy Support Service;
  - v. Advice and Inspection Unit;
  - vi. Special Educational Needs Assessment Service;

- vii. Specialist Careers Officers;
- viii. Speech Therapy;
- ix. Physiotherapy;
- x. Occupational therapy;
- xi. Advisers with an expertise in using I.T. to enhance the provision for AEN. xii. Special Needs Teaching Team - staff specialising in supporting pupils with:
  - hearing impairment;
  - visual impairment;
  - autism;
  - learning difficulties;
  - specific learning difficulties

### **THE AEN FACULTY**

The AENCo, working closely with the head teacher, senior management and fellow teachers, should be closely involved in the strategic development of the AEN policy and provision. The AENCO has responsibility for:

- the day-to-day operation of the School's AEN policy and the for co-ordinating the provision for pupils with AEN, particularly through School Action and School Action Plus.
- Advising class and subject teachers and organising liaison with subject departments.
- maintaining the School's AEN records.
- liaising with parents of AEN children.
- contributing to staff INSET.
- the AENCO will work closely with the School's Head teacher to assimilate information from and liaise with outside agencies and support services. **The AEN Coordinator responsible for the day-to-day operation of the AEN policy at Cator Park School is Mrs Diane Holmes, Head of Faculty for Special Educational Needs.**

### **ALL TEACHING AND NON-TEACHING STAFF**

All staff should be involved in the development of the School's AEN policy and by so doing (supported by INSET) they should be fully aware of the School's procedures for identification, assessment and provision for AEN.

### **CATOR PARK SCHOOL - S.E.N. FACULTY RESPONSIBILITIES FOR AEN**

#### **SPECIAL NEEDS WORKING PARTY**

This is made up of a representative of each faculty area and will meet at least once every half-term. The function of this group is to liaise between the AENCO and each faculty area to ensure that all procedures are being carried out in line with the school policies for AEN, and to provide a vehicle for discussion of relevant issues. This group will also be seen as a method of delivering in-service training for all staff and a forum for discussing areas of concern. It is the responsibility of each faculty member to ensure that:

- \* individual faculty policies are up to date with current legislation
- \* the AENCO is informed of any new pupils for referral

\* the AENCO is regularly given copies of review material for all AEN pupils

\* information contained in the AEN newsletter (to be produced by the 2i/c) is disseminated to all faculty members

Any information gathered, which is seen as relevant to the teaching staff, will be posted on the AEN **noticeboard**. Representatives will receive reminders of review dates due and will be responsible for ensuring all forms are completed on time. All changes or additions to the AEN Register will be given to faculty representatives and also be posted on the AEN noticeboard.

It is the responsibility of all staff to familiarise themselves with the information on the AEN notice board.

## **S.E.N.FACULTY PARENTAL LIAISON AND INVOLVEMENT**

### **PRINCIPLE**

The Faculty's policy for parental liaison and involvement reiterates that of the School. At its most effective, the education of young people is a collaborative enterprise involving teachers, parents and the pupils **themselves**. This principle forms the foundation of the Department's policy on liaison with parents.

**N.B.** The term 'parents' is employed throughout this policy to refer to parents, guardians, or others in loco **parentis**.

For their part in this liaison, during a normal academic year, teachers in the Faculty communicate with parents, directly or indirectly, by means of:

- the Faculty's own 'Handbook', which includes details of its aims and objectives, course provision, assessment procedures, policies, staffing, and accommodation. An AEN Information booklet is presented to the parents of all (prospective) pupils.
- a range of 'standard' letters either:
  - a. to parents regarding review meetings, parents' evenings
  - b. to parents of individual pupils, concerning, for instance, achievement and progress, attendance, punctuality, or some commendatory or disciplinary matter;
- 'personal' letters that address some matter(s) or referring to a particular pupil concerned - this may refer to matters concerning a statement or other issues related to the Code of Practice;
- articles in the School's **termly** 'Newsletter' to parents **et al**, in which the work and activities of the Faculty are regularly and substantially represented;
- Formal reports that summarise pupils' achievements and progress over a specific period.

In addition to these written communications, the Faculty's teachers have or create opportunities to talk with parents, and to show and explain to them examples of the pupils' work and activities:

- during the Schools 'parents evenings' and 'open days';
- during discussions with an individual pupil's parents, initiated at the request of either the parents or the teacher;
- during events, in which the Faculty is significantly represented;

Parents are informed sufficiently in order that they can fully understand the measures the school is taking - this is particularly important during assessment and subsequent reviews. Parents' and pupils' views are invited and highly valued as a contribution to the review process. Parents are always asked to give their consent to consultation with relevant health professionals and other agencies.

Parents are encouraged to discuss any problems or concerns with school. Problems or concerns raised by parents should initially be raised with the pupil's Form Tutor. Most problems can be resolved in the way. But if this does not happen, parents may raise concerns with the **AENCO** or Head teacher. After following this line of referral parents can, if still dissatisfied, complain to the governors and later, if they are still dissatisfied, may take their complaint to the **LEA**.

Parents are encouraged to offer their views on Special Educational Needs provision at the annual meeting for parents which is arranged by the Governing body.

## **LIAISON AND INVOLVEMENT WITH OUTSIDE AGENCIES**

The Faculty supports a multi-disciplinary approach to maximise the educational provision for AEN pupils. Many agencies and support services are able to help identify, assess and provide support for AEN pupils. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The AEN Department works with the following services which are provided by the LEA and the **DHA**:

- i Educational Psychology Service;
- ii. Child Guidance Services;
- iii. Student Support Service;
- iv. Literacy and Numeracy Support Services;
- v. Advice and Inspection Unit;
- vi. Special Educational Needs Assessment Service;
- vii. Specialist Careers Officers;
- viii. Speech Therapy;
- ix. Physiotherapy;
- x. Occupational therapy;
- xi. Advisers with an expertise in using **I.T.** to enhance the provision for AEN;
- xii. Special Needs Teaching Team - staff specialising in supporting pupils with:
  - hearing impairment;
  - visual impairment;
  - autism;
  - general learning difficulties;
  - specific learning difficulties;

The School may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources. However, the School always consults appropriate specialists when a child is assessed as being at School Action Plus intervention.

Co-operation between the School, the LEA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with AEN.

## **POLICY FOR IN-SERVICE TRAINING (INSET)**

The AEN Faculty's policy for INSET respectively incorporates policies concerned with INSET for Special Educational Needs specialists, AEN support tutors, subject/class teachers, governors and the induction of newly-qualified teachers, and in all cases, wherever appropriate, follows the overall policy of the School. All teachers will at some point be directly involved in working with pupils

with special educational needs. The AEN staff accept that this is not an easy step for some teachers. Carefully structured and timed INSET can help to remove any anxieties that staff may have and will hopefully give them the skills and understanding that they need and encourage them to full involvement.

Typically classified as 'essential' INSET provision is the attendance at courses, conferences and meetings concerned with:

- The AEN Code of Practice or other initiatives;

INSET provision typically classified as 'discretionary', includes:

- Attendance at **LEA**, regional or national conferences and meetings that are of interest and relevance but not to the point where they are deemed to be 'essential';
- Working with subject specialist on the introduction of new courses into the School's Curriculum;
- **AEN-mentor** training - which, at times of particular need may be considered essential.
- Participation in courses leading to the award of a higher degree or some other qualification that is of relevance.

As a general rule, following their attendance at any INSET activity, the Faculty's teachers are required to disseminate any relevant information to their colleagues at a subsequent staff-meeting, or by some other means. In addition to the range of INSET provision that is 'external' to the School, the Faculty provides its own in School INSET.

#### **INSET FOR SUPPORT STAFF**

All staff working within the AEN Faculty are encouraged to attend any relevant INSET sessions as and when they become available. An open invitation is extended to all staff to attend meetings and training on AEN issues organised by the Faculty. The Support Staff will attend a faculty meeting if there is a relevant item on the agenda.

**Revised Date: July 2008**