

Queen Elizabeth II High School Support for Learning & Additional Educational Needs (AEN) Policy



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1. Aims and objectives

Our Support for Learning and Additional Educational Needs policy aims to ensure that our school fully implements the DESC Special Educational Needs Policy (November 2019)

The policy sets out how our school will:

- Support and make provision for students with AEN;
- Provide students with AEN access to all aspects of school life so they can engage in the activities of the school alongside students who do not have AEN;
- Help students with AEN fulfil their aspirations, achieve their best and become confident individuals living fulfilling lives;
- Help students with AEN make a successful transition into adulthood;
- Communicate with students with AEN and their parents or carers and involve them in discussions and decisions about support and provision for the student;
- Explain the roles and responsibilities of everyone involved in providing for students with AEN and ensure that it is implemented consistently by all staff.

2. Vision and values

The schools vision sets out that:

- *We will strive for excellence, be a forward thinking, inclusive and nurturing school which enables our students to achieve well, enriching their lives.*
- *We believe that high quality teaching, learning and leadership are fundamental to our success. We will create a culture of learning, collaboration, evidence informed practice and innovation.*
- *We will embed ambition in our students to enable them to lead a balanced life as adults, capable of contributing to society.*

The school promotes the CARE values of courage, aspiration, respect and endeavour.

3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with AEN are included in all aspects of school life.

4. Definitions

4.1 Additional Educational Needs (AEN)

A student has AEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Additional educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of students with AEN are grouped into 4 broad areas:

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health;
- Sensory and/Physical.

Students can have needs that represent more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for a student's particular area(s) of need, at the relevant time and will be in line with the QEII Continuum of Learning and Inclusion (COLI).

5. Roles and responsibilities

5.1 The Head of Support for Learning, Support for Learning Manager and Specialist Provision Centre (SPC) Manager.

The Head of Support for Learning at our school is: **Anne Meyler**

The Support for Learning Manager at our school is: **Leanne Edge**

The Specialist Provision Centre Manager at our school is: **Rachel Thompson**

They will:

- Inform any parents that their child may have AEN and then liaise with them about the student's needs and any provision made;
- Have day-to-day responsibility for the operation of this AEN policy and the co-ordination of specific provision made to support individual students with AEN;
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with AEN receive appropriate support and high-quality teaching;

- Advise on the graduated approach to providing AEN support and differentiated teaching methods appropriate for individual students;
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided;
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned;
- Have responsibility for monitoring the school's AEN budget and any additional funding allocated by the LA to support individual students. Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- When a student moves to a different school or institution: Make sure that all relevant information about a student's AEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner;
- Work with the Deputy Headteacher and school Governors to make sure the school meets its responsibilities under the IOM Equality Act 2017 with regard to reasonable adjustments and access arrangements;
- Make sure the school keeps its records of all students with AEN up to date and accurate;
- With the Deputy Headteacher, monitor to identify any staff who have specific training needs regarding AEN, and incorporate this into the school's plan for continuous professional development;
- With the Deputy Headteacher, regularly review and evaluate the breadth and impact of the AEN support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- Prepare and review information for inclusion in the school's AEN information report and any updates to this policy;
- With the Deputy headteacher and teaching staff, identify any patterns in the school's identification of AEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching;

5.2 The Deputy Headteacher

The Deputy Headteacher will:

- Work with the Head of Support for Learning, Support for Learning Manager and SPC Manager to determine the strategic development of the AEN policy and provision within the school;
- Work with the Head of Support for Learning, Support for Learning Manager and SPC Manager to make sure the school meets its responsibilities under the IOM Equality Act 2017 regarding reasonable adjustments and access arrangements;
- Have overall responsibility for and awareness of the provision for students with AEN, and their progress;
- Make sure that the Head of Support for Learning, Support for Learning Manager and SPC Manager have enough time to carry out their duties;
- Have an overview of the needs of the current cohort of students on the AEN register;

- With the Head of Support for Learning, Support for Learning Manager and SPC Manager; monitor to identify any staff who have specific training needs regarding AEN, and incorporate this into the school's plan for continuous professional development;
- With the Head of Support for Learning, Support for Learning Manager and SPC Manager, regularly review and evaluate the breadth and impact of the AEN support the school offers or can access, and co-operate with DESC in reviewing and developing the provision that is available;
- With the Head of Support for Learning, Support for Learning Manager and SPC Manager and teaching staff; identify any patterns in the school's identification of AEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

5.3 Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class;
- Ensuring that they have read and understood relevant AEN register, Risk Assessment, COLI, Support Plan and VISA information and have a thorough knowledge and understanding of the needs of all students in their class;
- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach;
- Working closely with any Education Support Staff (ESO'/SESOs) or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching;
- Working with the Head of Support for Learning and Support for Learning Manager to review each student's progress and development, and decide on any changes to provision;
- Ensuring they follow this AEN policy, The COLI and student VISAs;
- Communicating with parents and carers regularly to:
- Set clear outcomes and review progress towards them;
- Discuss the activities and support that will help achieve the set outcomes;
- Identify the responsibilities of the parent/carer, the student and the school;
- Listen to the parents'/carers' concerns and agree their aspirations for the student.

5.4 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the AEN register will always be given the opportunity to provide information and express their views about the student's AEN and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child;
- Asked to provide information about the impact of AEN support outside school and any changes in the student's needs;
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student;

- Given regular reports on the progress of their child/children.

The school will consider the views of the parent or carer in any decisions made about the student.

5.5 The Student

Students will always be given the opportunity to provide information and express their views about their AEN and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the student:

- Explaining what their strengths and difficulties are;
- Contributing to setting targets or outcomes;
- Attending review meetings;
- Giving feedback on the effectiveness of interventions.

The student's view will be considered in making decisions that affect them.

6. Our approach to AEN support

6.1 Identifying students with AEN and assessing their needs

We will assess each student's current skills and levels of attainment when they start at the school using CAT4 assessment tool. This will build on information from previous settings and Key Stages, where appropriate. Support for Learning and the KS3 team will:

- Visit feeder primary schools;
- Liaise with Primary SENCOs or their equivalent;
- Arrange meetings with parents/carers where necessary;
- Arrange assessments where appropriate.

We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better their previous rate of progress;
- Fails to close the attainment gap between them and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the Head of Support for Learning and the Support for Learning Manager to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having AEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. EAL coordinator will also take particular care in identifying and assessing AEN for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- Their previous setting has already identified that they have AEN;
- They are known to external agencies;
- They have a child with complex needs (CWCN) plan; the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

6.2 Consulting and involving students and parents

The school will put the needs of the student at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- We will consider any concerns the parents have;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents if it is decided that a student will receive special educational provision.

6.3 The graduated approach to AEN support

Once a student has been identified as having AEN, we will work to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teachers, KS team, HOS and the Support for Learning Manager and Head of Support for Learning will analyse the student's needs. The views of the students and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the student, the teacher and the Support for Learning Manager and Head of Support for Learning will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS and will be made accessible to staff in a **Very Important Student Advice (VISA) document**.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Support for Learning Manager and Head of Support for Learning will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students;
- The level of progress the student has made towards their outcomes;
- The views of teaching staff who work with the student.

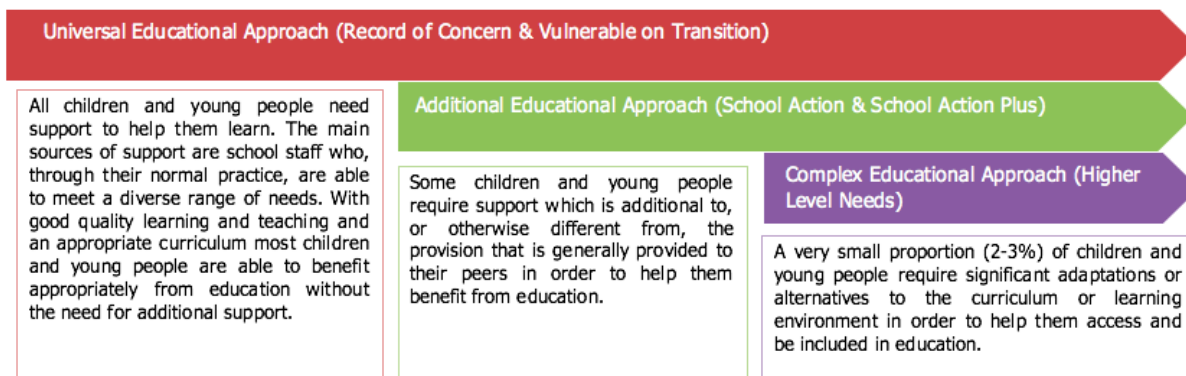
The teacher and the Head of Support for Learning and Support for Learning Manager will revise the outcomes and support considering the student's progress and development, and in consultation with the student and their parents/carers.

6.4 Levels of support

School-based AEN provision

Students receiving AEN provision will be placed on the school's AEN register at one of the following Stages:

- Universal Educational Approach (Record of Concern & Vulnerable on Transition).
- Additional Educational Approach (School Action or School Action Plus)
- Complex Educational Approach (Higher Level Needs)



Further information on the above can be found in the QEII Continuum of Learning and Inclusion (COLI) Document.

The needs of students assessed as having AEN's will be met by the school through a graduated approach (see Appendix A).

Support for Learning

Support for Learning liaise with primary schools to discuss Year 6 students so that they are familiar with a student's AEN needs when they transition to Year 7. They will share relevant information with the appropriate members of QEII staff; usually through the Very Important Student Advice (VISA) system. VISAs provide teaching staff with information regarding the student's individual needs and includes strategies on how best to support the student with their learning within the classroom. VISAs are created in collaboration with Year 6 teachers when students initially transition to QEII and are updated regularly throughout the student's time at QEII.

Support for Learning offers a comprehensive programme of bespoke interventions that can include:

- Assessment of students' strengths and difficulties;
- Withdrawal support;
- Alternative curriculum at GCSE;
- Introduction to and development of the use of technologies that will promote independence in learning;
- Gathering of evidence for and making provision for exam access arrangements.

Support for Learning is sensitive to the mental health needs of students and offers mindfulness sessions.

Specialist Provision Centre (SPC)

The SPC at QEII works alongside all teachers and staff in the school, together with co-ordinated support from outside agencies to ensure that all students with complex educational needs and disabilities have access to the timely and appropriate support they require to meet their individual needs.

The staff team work to ensure consistency with strategies, curriculum delivery, monitoring and assessment of student progress and the development of life and social skills.

Students in the SPC are all attached to mainstream tutor groups and attend mainstream lessons where appropriate, with support. When students access mainstream lessons, they are also provided with a VISA to

allow their mainstream teachers to gain more of an understanding of their area of need and how best to support them in the classroom environment.

The SPC liaises with the SEN adviser for Disabilities and Support for Learning as well as feeder primary schools ahead of student transition into Year 7. The transition process into the SPC is adapted to suit the needs of the individual student (e.g. for some, the transition process will start earlier).

Key Stage Teams

Key Stage teams are led by The Director of Key Stage (DKS) and are supported by the Deputy Director of Key Stage (DDKS), Pastoral Support Worker and a team of Form Tutors.

Their role is to monitor and support the general well-being of students and their individual progress. They will support their tutees' education in the widest sense. They will promote continuity and consistency for students, with high expectations and clear boundaries. They will monitor progress and achievement both in and out of the classroom and act as the first point of contact for parents and carers.

To support student wellbeing, each Key Stage has a designated Pastoral Support Worker. They work with tutors, key stage directors, parents, outreach staff, the wider school and outside agencies to ensure that all students receive appropriate support and guidance through a range of targeted interventions including:

- Emotional support in the form of small group and 1:1 support sessions;
- Support with attendance concerns – including liaison with the Outreach Team;
- Helping students developing coping strategies for dealing with academic, emotional and friendship/peer issues;
- Facilitating access to resources and guidance on a range of academic and pastoral support;
- Providing a quiet space to complete outstanding work;
- Supporting students to get “back on track” with their studies;
- Supporting Looked after Children;
- Facilitating access support from a wide range of outside agencies including:
 - Early Help & Support (EHAS)
 - Educational Welfare Officers (EWO's)
 - CRUSE Bereavement Counselling
 - MOTIV8 & Drug and Alcohol Team (DAT)
 - Police Early Intervention Team (PEAT)
 - Child and Adolescent Mental Health Service (CAMHS)
 - School Nurse
 - Pathways for Children with Illness (PCI)

Pastoral Support Workers are based within key stage offices and are available throughout the day on a flexible basis. In addition to the above, they support students transitioning from primary school to QEII and then again from KS3 to KS4 and KS5.

Outreach Team

The Outreach Team support students who are not accessing (or struggling to access) mainstream education. This can be for a variety of reasons including (but not limited to):

- behavioural issues,
- mental health conditions including complex anxiety and physical health conditions.

They will work closely with all departments and key stages in school to provide a wide-ranging and engaging curriculum for students with a goal to help them return to mainstream education and thrive within the school environment.

Listening Services

Listening Services at QEII support students with poor mental health and well-being.

Level 1: Isle Listen

Isle Listen provide a referral based, confidential low level 1-to-1 listening service in which Wellbeing Practitioners help students to manage their feelings with concerns such as exam pressure, friendship worries, bullying, social media difficulties and low self-esteem. The programme will work with identified young people to promote positive behaviours and work towards goals, to build the skill set needed to navigate life as a student or young professional.

Parents, Carers and Young people can refer to Isle Listen [here](#).

For any student in years 7 -9 who wish to access the service, parental permission will be sought before any referral is made. Students in years 10-13 are considered old enough to make such decisions for themselves and to provide their own consent. In the young person's first appointment an initial assessment will be completed. The focus of this assessment is to introduce the young person to the service whilst gathering information on how to best support them. They also complete a risk assessment during this session and collect minimum data for reporting purposes. Details of this can be found [here](#).

Level 2: Youth Service Listening Service

This service also offers one-to-one support for students who are struggling. Sessions may involve Cognitive Behavioural Therapy (CBT). Referrals to this service are made through the pastoral teams.

For further information on either of these services please refer to our [website](#)

6.5 Evaluating the effectiveness of AEN provision

We evaluate the effectiveness of provision for students with AEN by:

- Tracking students' progress, including by using provision maps;
- Carrying out the review stage of the graduated approach in every cycle of AEN support;
- Monitoring by the Head of Support for Learning and Support for Learning Manager;
- Holding annual reviews for students with higher level/complex learning needs;
- Gaining feedback from students and their parents/carers.

7. Expertise and training of staff

Training will regularly be provided to the teaching and support staff. The Deputy Headteacher, Head of Support for Learning and Support for Learning Manager will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

8. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Specialist teachers or support services;
- Educational psychologists;
- Occupational therapists, speech and language therapists or physiotherapists;
- General practitioners or paediatricians;
- School nurses;
- Listening Services;
- Child and adolescent mental health services (CAMHS);
- Education Welfare Officers;
- Social services;
- Pathways for Children with Illness (PCI);
- Drug & Alcohol Team (DAT) & MOTIV8;
- Police Early Action Team (PEAT);

It will be approved by the full governing body.

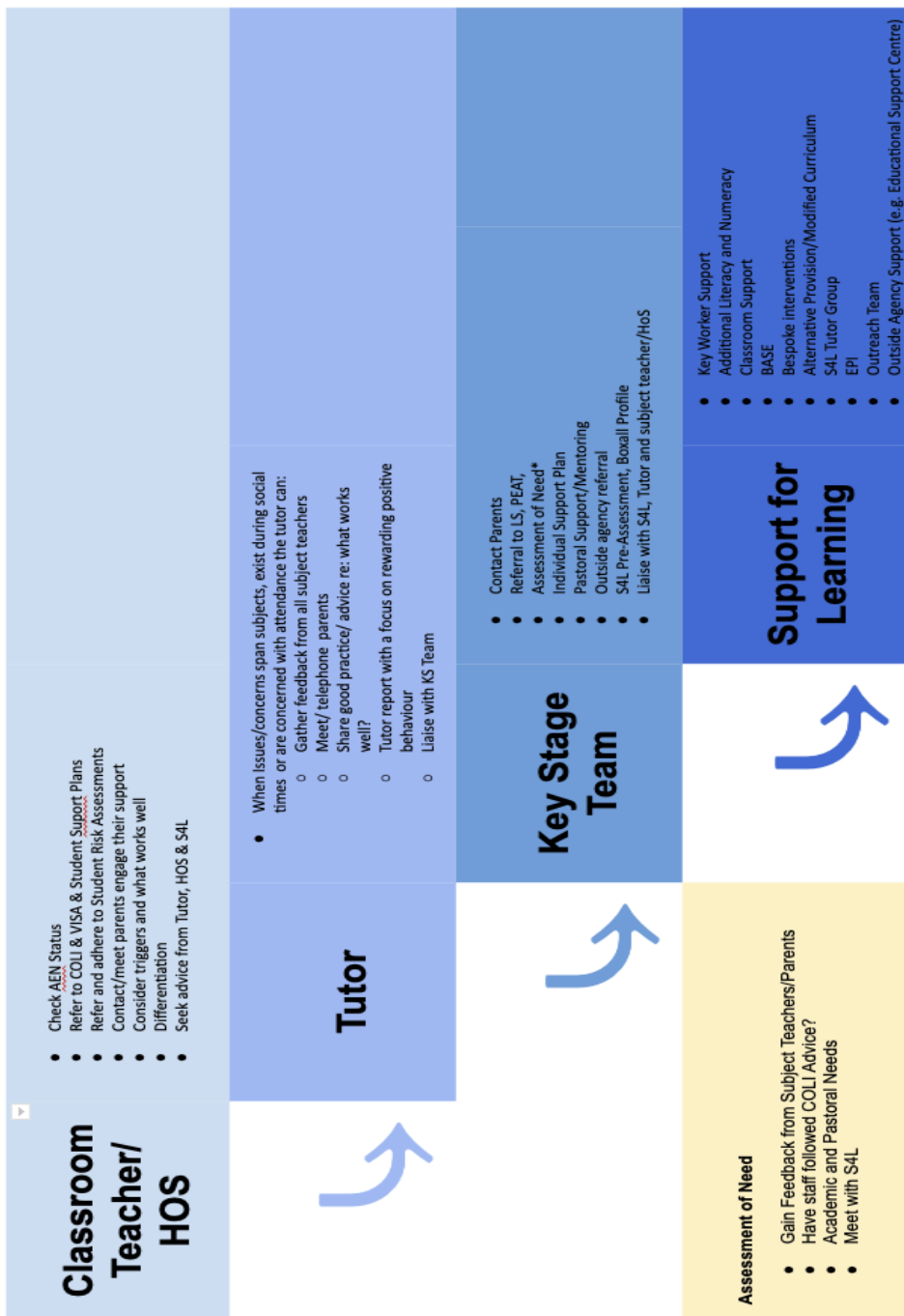
9. Links with other policies and documents

This policy links to the following documents:

- QEII COLI School Provision and Pathways;
- Behaviour policy;
- Equality information and objectives;
- Safeguarding / Child Protection Policy
- Listening Services Protocols

Queen Elizabeth II High School Graduated Student Support Pathway

All contact with parents and interventions should be logged on SIMS. Any child protection or safeguarding concerns must be reported to the DSL/JDDSL and recorded via CPOMS



10. Appendix

A. QEII High School Graduated Student Support Pathway