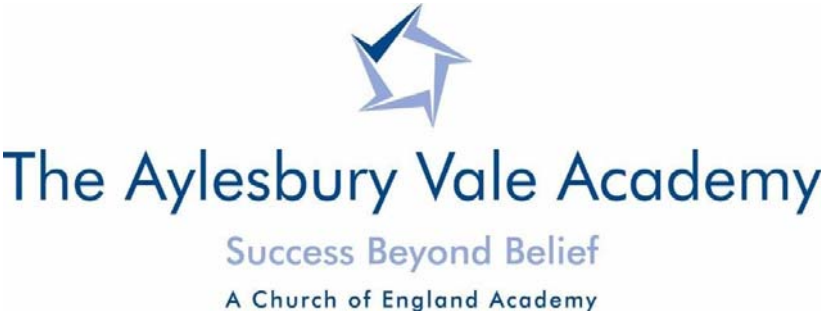

INDIVIDUAL AND ADDITIONAL EDUCATIONAL NEEDS POLICY

SEPTEMBER 2009

VISION

That every young person graduates from Aylesbury Vale Academy as citizens of an international community where they have the mobility borne from their outlook, qualifications, skills and experience to be successful beyond belief.

We adopt the Christian values of

- Honesty
- Respect
- Compassion
- Love
- Forgiveness
- Self-Discipline
- Creativity
- Hope

We value each student no matter what their ability or disability, and recognise the entitlement of all pupils to a broad and balanced curriculum. Our role is to meet the individual needs of all students though a personalised programme so each individual will achieve their personal best.

OBJECTIVES

The objectives of the I&AEN policy, as set out below, meet the five outcomes required by the Every Child Matters agenda:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Our objectives:

- To be an inclusive Academy where all students are held in equal and positive regard
- To ensure high levels of achievement for all students, enabling them to be prepared for the opportunities, responsibilities and experiences of adult life
- To overcome barriers to learning
- To identify students with I&AEN as early as possible
- To meet individual needs through a wide range of provision, including in-class support by learning support assistants and appropriate withdrawal for individuals or small group teaching
- To support Academy staff to carry out their responsibility for the delivery of a differentiated curriculum to meet the diverse needs of our students, including the identification and facilitation of training needs
- To provide for and review the needs of students with I&AEN
- To involve families/carers in the support arrangements for their children and in the reviewing process, and attain high levels of satisfaction from parents/ carers
- To enable students with I&AEN to view their provision positively and engage with their support in order to access the curriculum in a meaningful way

MONITORING (via Governors' Scrutiny Committee):

1. Throughout the academic year the committee will monitor the provision of I&AEN.
2. The committee will gain evidence of this by the report submitted by either the LPPM (I&AEN), SENCO or Governor with responsibility for I&AEN.
3. The chair of the committee will review the findings of the reports and advise on any areas which need attention and ensure that all appropriate steps will be taken to meet statutory requirements.
4. Visit the Academy to follow lines of enquiry as a result of the committee meeting (adhering to the protocol for governor visits).

REVIEWING

The Governing Body is responsible for reviewing its policies and the Principal is responsible for reporting on the implementation of the policy.

1. Has the policy been successfully implemented?
2. Has the policy had the intended impact in the Academy and on the young people?
3. Are the current objectives to remain the same and do they support other policies and development priorities?

NOMINATED MEMBER OF STAFF:

PRINCIPAL

APPENDIX 1

Operating Statement

RESPONSIBILITY FOR THE CO-ORDINATION OF I&AEN PROVISION

The Principal and Governing Body have delegated the responsibility for the day to day co-ordination of I&AEN provision to the Learner Performance Profile Manager (I&AEN).

The LPPM (I&AEN) is Mrs K Cheetham. The LPPM (I&AEN) is responsible for:

- Overseeing the day to day operation of this policy
- Co-ordinating the provision for students with I&AEN
- Liaising with and advising teachers
- Directly managing those in the I&AEN department
- Overseeing the records of all students with I&AEN
- Liaising with parents/ carers of students with I&AEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA support and educational psychology services, health and social services and voluntary organisations

The governor with responsibility for I&AEN is Leslie Stephens.

APPENDIX 2

Arrangements

ADMISSION ARRANGEMENTS

In line with the SEN and Disability Act 2001, we will not discriminate against students with a disability or special educational need and we will take all reasonable steps to provide effective educational provision.

For more detailed information on admissions please refer to the Academy admissions policy.

FACILITIES FOR STUDENTS WITH DISABILITIES

The Aylesbury Vale Academy's admissions policy has due regard for the guidance in the SEN Code of Practice which accompanies the SEN and Disability Act 2001. However access to the upper storeys of the Academy is not easy and it is necessary to timetable the majority of lessons for students with mobility difficulties in ground floor classrooms. To this end families/carers of students with mobility difficulties are advised to contact the Academy will in advance so that consultation can take place, including input from the LA specialist service.

IDENTIFICATION OF I&AEN

Individual and additional educational needs encompasses students with special educational needs (SEN), those with English as an additional language (EAL) and students who are able, gifted and talented (AG&T).

Student needs are identified through the gathering of information from a variety of sources. As far as is possible this would be on transfer from primary school to Aylesbury Vale Academy. Information for the new year 7 cohort is gathered from:

- KS2 data/ KS2 transfer information
- Year 7 YELLIS data
- Parents/ carers

Other means of identification for students already on the Academy roll and casual admissions may include:

- Concerns/recommendations from subject teachers and/ or pastoral teams
- Concerns/recommendations from families/carers
- Information from previous schools
- Information from other services
- Tracking data

This information is used:

- To identify students with I&AEN
- To produce Individual Education Plans (IEPs) and inform Individual Behaviour Programmes (IBPs) and Pastoral Support Programmes (PSPs)
- To inform teachers in their planning of high quality teaching and learning activities

ENGLISH AS AN ADDITIONAL LANGUAGE

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

PROVISION

Provision for students with individual and additional educational needs is a matter for the school as a whole. In addition to the governing body, the Academy Principal, the LPPM (I&AEN), also currently the SENCO, and the I&AEN department, all other members of staff have important responsibilities.

All teachers are teachers of students with individual and additional educational needs.

Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with individual and additional educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

GRADUATED RESPONSE

The Academy will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the

difficulties that a student is experiencing. When a student is identified as having special educational needs, the Academy will intervene as described below at **School Action** and **School Action Plus**. Such interventions are a means of helping schools and parents match special educational provision to individual student needs. The Academy will record the steps taken to meet the needs of individual students.

School Action
When a student is identified as having special educational needs, the Academy will provide interventions that are additional to or different from those provided as part of the Academy's usual differentiated curriculum. This intervention will be described as **School Action.**

The triggers for intervention through School Action could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the Academy
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

If the Academy concludes, after consulting parents, that a student may need further support to help them progress, they will consider their reasons for concern alongside information about the student already available to the Academy. The Academy SENCO will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering an individualised programme.

In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the Academy and keep them informed of their input. If these professionals have not been working with the Academy, the SENCO, with the parent's permission, will contact them.

Nature of intervention

The SENCO and the student's subject teachers should decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:

- to provide different learning materials or special equipment
- to introduce some group or individual support
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies
- access to LEA support services for one-off occasional advice on strategies or equipment or for staff training may make it possible
- to provide effective intervention without the need for regular or ongoing input from external agencies.

School Action Plus

School Action Plus is characterized by the involvement of external services such as special needs advisory teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with families/carers, at a review of the child's IEP. At School Action Plus external support services will usually see the child, so that they can advise subject and pastoral staff on new IEPs, with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support, the student:

- 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 students of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their 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, providing direct intervention to the pupil or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When the Academy seeks the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly. The resulting IEP for the student will set out new strategies for supporting the student's progress with the strategies specified in the IEP, implemented, at least in part, in the classroom setting. Delivery of the IEP will remain the responsibility of subject teachers.

If the SENCO and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the student's family/carers will be sought.

Individual Education Plans

Strategies employed to enable the student to progress should be recorded within an Individual Education Plan (IEP). The IEP should include information about:

- the short-term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the student's needs. The IEP will be reviewed at least once a year when families'/carers' views on their child's progress will be sought. The student will also be invited to contribute to the review process and be involved in setting the targets.

Request for statutory assessment

For a few students the help given by the Academy through School Action Plus may not be sufficient to enable the student to make adequate progress. It will then be necessary for the Academy, in consultation with the families/carers and any external agencies already involved, to consider whether to ask the LEA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LEA, the student will have demonstrated significant cause for concern and the Academy will provide written evidence to the LA detailing:

- the Academy's action through *School Action* and *School Action Plus*
- individual education plans for the student
- records of regular reviews and their outcomes
- the student's health including medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist
- support teacher or an educational psychologist
- views of the families/carers and of the student
- involvement of other professionals
- any involvement by the social services or education welfare service.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with families/carers, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs.
The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a **Statement of Special Educational Needs.**

A statement of special education needs will include:

- The student's name, address and date of birth
- Details of all of the students special needs
- The special educational provision necessary to meet the pupil's special educational needs
- The type and name of the school where the provision is to be made
- Relevant non-educational needs of the child
- Information on non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with families/carers and the child, and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

PROGRESS

Assessment is a continuing process that can identify students who may have individual and additional educational needs. The Academy will measure student progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools.

THE I&AEN REGISTER

The I&AEN register identifies those students with Special Educational Needs, English as an Additional Language and those who are Gifted and Talented. It is maintained by the LPPM (I&AEN). Statemented students have a formal Annual Review Meeting, chaired by the Principal's representative, involving the student, families/carers, a representative of the LEA and other professionals as appropriate.

ACCESS TO THE NATIONAL CURRICULUM

All subjects currently deliver the National Curriculum to students of all abilities, including students with SEN, EAL and those who are G&T.

ASSESSMENT SUPPORT/ EXAM CONCESSIONS

All students with I&AEN have access to support, as identified and appropriate, for assessment at each Key Stage.

The LPPM (I&AEN), with the School Examinations Office and the Educational Psychologist, ensures that the appropriate examination concessions are granted for certain pupils at both KS3, KS4 and 'A/S' levels. These concessions include:

- a prompter, an amanuensis, a reader, use of modified exam papers, use of a word processor (IT), and extra time.

ALLOCATION OF RESOURCES

The I&AEN department is resourced from the school budget and a range of LEA devolved funding, based on the level of identified SEN within the Academy. SSA funding provides for in-class LSAs who support SEN students across the mainstream curriculum and in small groups. It further provides for SEN materials, specialist training and identified support initiatives for identified students.

WORKING IN PARTNERSHIP WITH FAMILIES/CARERS AND INVOLVEMENT OF STUDENTS

We recognise and value the crucial role that families/carers play in the education of their children. We seek to work in partnership with families/carers and take account of their perspectives, knowledge and experience of their child's development.

In order to fulfil their role in their child's education, families/carers need to be well informed with clear information.

Students with I&AEN often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be sought

wherever possible. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

The Families/Carers role
Families/carers are requested to:

- Support IEP and Statement targets at home through ensuring their child completes their homework
- Show an interest in, and ask questions about the work and activities their child is currently engaged in at school.
- Do everything possible to help their child be fully integrated and follow the Academy Code of Conduct
- Make every effort to attend review meetings, parents' evenings and relevant Academy events.

The Student's Role
To co-operate with families/carers and school staff by:

- Showing families/carers letters/messages from school and teachers letters from home
- Writing down homework (or asking for help to do so) before leaving the classroom
- Contributing to IEP reviews and Annual Statement Reviews
- Making good use of the support provided
- Communicating with their tutor or SEN staff if they have concerns or positive news to share

LINK WITH SUPPORT SERVICES AND OUTSIDE AGENCIES

Support and advice is received from a range of outside agencies, including Children and Family Services-Inclusion and Pupil Support, the Education Psychology Service, the Child and Adolescent Mental Health Service and the Educational Welfare Service.

The LPPM (I&AEN) co-ordinates the school's use of the Educational Psychologist's time in school, the Speech and Language Therapy Service and links with Connexions for Statemented and students with SEN. The LPPM (I&AEN) also liaises with pastoral staff in relation to the school doctor, Social Services, Educational Welfare Officer, and the Physiotherapy and Occupational Therapy Service.

The LPPM (I&AEN) liaises with all agencies about the actions taken in support of students, with the aim that families/carers and students perceive the provision as "seamless".

EVALUATION

The effectiveness of the Academy I&AEN policy is reviewed annually by the Governing Body.

COMPLAINTS PROCEDURE

In the event of the normal systems of communication proving insufficient, families/carers may make a formal complaint. This can be done by writing to the Principal with concerns clearly stated using the Academy Complaints policy which is available on the website
http://www.theacademy.me/academy_policies.htm

APPENDIX 3

APPROVED	1st September 2009		
REVIEW DATE	31st August 2010		
SIGNED PRINCIPAL		PRINT NAME	
SIGNED CHAIR OF GOVERNORS		PRINT NAME	