

**Commitment to Learning**  
**High Expectations**  
**All Can Succeed**  
**Confidence and Courage**  
**Everyone Valued Equally**

## **ADDITIONAL EDUCATIONAL NEEDS POLICY**

Incorporating EAL and AG&T

Chace Community School is committed to developing and improving its practice in all areas of its work. The School's practice is determined by the SEND Code of Practice 2015 and its duties under the Children & Families Act 2014.

### **A statement of principle**

- 1) Our aim is to promote the successful learning, development and confidence of all students through appropriate teaching, grouping and support leading to achievement beyond expectation.
- 2) The school aims to support the diverse individual needs of all students across the curriculum. The Student Progress Team in particular focuses on the needs of individual students as follows:
  - Special Educational Needs - having regard to The Code of Practice.
  - Students with English as an Additional Language.
  - Young Carers.
  - Long or short-term vulnerable or traumatised students including refugee and traveller children.
  - Students with medical needs and those with a disability (in liaison with Welfare Assistant and School Nurse).
  - Highly Able Learners (in liaison with the Highly Able Learner Co-ordinator: please refer to the school's Highly Able Policy)
  - Looked-after children and Previously Looked after Children.
  - Sharing good practice where students exhibit challenging behaviour (in liaison with the appropriate Head of Learning).
- 3) The Additional Educational Needs Policy supports the school's aims and its belief that all pupils have an entitlement to a broad, balanced curriculum. We see the education of every student as a partnership between the student, teachers, parents or carers, and external agencies as necessary. Our belief is that every child can succeed.

### **Special Educational Needs Code of Practice**

The Code of Practice (January 2015) states that a pupil has SEN where their learning difficulty or disability calls for special education provision, namely different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

## **The Role of the Special Educational Needs Co-ordinator**

The Special Educational Needs Co-ordinator (SENCO) is responsible for the co-ordination of the Special Educational Needs provision for all students with Special Educational Needs.

The SENCO:

- Manages the planning, provision, monitoring, evaluation and review of work with students with Special Educational Needs;
- Ensures access to a broad and balanced curriculum beyond the National Curriculum for these students;
- Ensures that provision for these students meets their individual needs;
- Ensures that there is careful recording of these needs, actions taken and outcomes and that this informs planning and future provision;
- Ensures that consideration is given to the wishes of the student and parent/carer;
- Ensures that support from external agencies is sought as appropriate, with the Educational Psychologist involved particularly, but not necessarily only, in the stage preceding referral to the LA for statutory assessment
- Maintains and reviews the Additional Needs Register;.
- Manages the annual and transitional reviews for students with Education, Health and Care Plans (EHCP)
- Participate in the Transition Process of the new intake in year 7
- Contributes to the in-service training of staff.

## **The Process of Identification of Need(s)**

Students with special educational needs are identified as follows:

- *From the standard transfer forms at primary transfer*

The Transition Team visit most primary schools to seek detailed information from the class teacher and primary SENCO. The SENCO attends the annual (transitional) review of all year 6 students with a statement of educational needs/EHCP.

- *Benchmark testing*

At the start of Y7 students undertake CATs and reading tests. The CATs, SATs and reading test results inform the support timetable and identify students for support strategies and further testing if necessary.

- *Liaison Meetings*

Advice and support regarding particular concerns is sought in liaison meetings . School-based key Inclusion staff attends the Inclusive Learning Group weekly meeting to maintain an intervention overview and review strategies.

## **Support Strategies**

- The SENCO oversees the arrangement of special considerations (access arrangements) as necessary for students taking public examinations.
- A member of the Student Progress Faculty is linked with each Curriculum area to support staff in their work with students with diverse individual needs. Each faculty nominates a link member of staff for able students through whom information about courses and resources is channelled.
- Where there is classroom support, the class teacher and support teacher/teaching assistant work collaboratively to ensure that all students are accessing the curriculum and negotiate a Support Contract. When a student has a plan, the support is targeted at the student. The support teacher/teaching assistant will sometimes work with a group of students, enabling them to access the work and to become mutually supportive. Termly feedback concerning the effectiveness of support informs planning.
- Each Year 7 form is allocated to a Teaching Assistant, helping to ease the transition process from primary school for the new cohort. The teaching assistants work closely with the form tutors to detect and identify early issues with a view to taking preventative action.
- Students working below National Expectations in Maths or English are targeted for support. This may be in-class, individual withdrawal or small group intervention.
- At KS3, reading tests are undertaken annually. Support is offered to all students reading below 9 years.
- All students are monitored and support provision reviewed termly.

## **Students with English as an Additional Language**

### **Identifying EAL students**

EAL students are identified on primary/secondary transfer and from information on the Standard Transfer Form in the case of term time admission students. The EAL teacher is introduced to new students during the term time admission visit. She then observes new students in the classroom, samples work and makes her own assessments based on the QCA document 'A Language in Common' (Sept. 2000) and the National Strategies APP. Students are matched to the level descriptors and students' levels added to the EMAG register, reviewed termly.

Information is made available to subject teachers through the EAL register. The school makes interpreters available for all meetings, medicals etc in school. There are also some staff and 6<sup>th</sup> form students within the school who are able to act as interpreters. The EAL teacher dovetails admission work, in class support and withdrawal work to meet the needs of those students beginning English learning and whose needs are greatest in beginning to access the curriculum. Reading groups are run by EAL staff and 6<sup>th</sup> formers for targeted students.

After school study and homework clubs are organised by staff. At KS4 a targeted option is on offer for EAL students.

All Heads of Faculty have copies of the level descriptors used to chart the progress of EAL students and, with support and advice from the EAL teacher (as necessary) differentiate work to allow students to progress to the next level and make their learning secure.

### **Looked After Children**

In line with LA practice, the school defines Looked After Children (LAC) as those accommodated under Section 20 of the Children's Act. Such children have the support of a social worker and may be fostered or live in a care home.

Within 20 days of a looked after child joining the School the LAC Co-ordinator contacts the social worker and a Personal Education Plan (PEP) is written. This sets academic and social targets for the student's progress and is a useful tool for monitoring success. The plan is initially reviewed after three months, then at six monthly intervals. Heads of Learning and Form tutors of the Looked After students are invited to engage in the monitoring and reviewing of the PEP.

The school is represented at placement review meetings and other professionals meetings related to these students. Staff are informed about issues related to looked after children and teachers of these children are appraised of their targets. The academic attainment and school attendance of looked after children are regularly reported on to the Health Education Access Resource Team (HEART) whether the students are the responsibility of Enfield or another local authority.

### **Students with an EHCP**

- Students receive additional support as advised on their EHCP, provided by Tutors and Teaching Assistants (TAs). The level of funding is established following criteria set out by Enfield LA.
- Parents are informed of the nature of that support, which may be in-class support, individual withdrawal, or small group intervention.
- All staff are aware of students' needs via the Prior Attainment Folder. All staff are given summaries of the needs of these students 'Thumbnail Sketch' and guidelines on recommended strategies to use with those individuals, and have access to SEN files. 'One Page Profiles' are displayed in the staff room and shared
- Statutory reviews are informed by feedback from staff and a full report is written by the SENCO. Professionals from outside agencies are invited to participate in the transitional reviews. The Educational Psychologist is also invited to attend these reviews. Parents/ Carers and students views are sought at these meetings.

### **Staffing**

The Student Progress Faculty, comprising a range of staff: SENCO, EAL, teachers and TAs, is an integral part of Chace's Inclusion Team. Several staff have additional expertise in working with Specific Learning Difficulties, including Complex Needs.

The work of the Student Progress Faculty is overseen by the deputy headteacher.

## **Partners in Education**

- (a) **Parents/Carers** are our Key partners in the Learning at Chace. The school encourages their involvement and participation in the education process. SEN provision is reviewed in the Governor's Annual Report to parents.
- (b) **The Educational Psychologist** has an important role in assessing students during the statutory assessment procedure and also in an advisory capacity regarding observation techniques and strategies for intervention. The SENCO plans jointly with the EP how the limited allocation of time annually can be best used.
- (b) **Governors.** As part of their statutory duties, the SEN Governor liaises with the Assistant Headteacher – Inclusion/SENCO, and the Curriculum/SEN Committee of Governors receive regular SEN updates.

## **Other External Agencies**

There are a number of external agencies that the school can liaise with for support, including speech therapy, child health services, social services, educational welfare services and any voluntary organisations which work on behalf of children with additional educational needs.

## **Integration Opportunities – Inclusive Resource Provision (ARP)**

In partnerships with West Lea School, Chace offers integration opportunities for students on dual role with Complex needs, through a tailored access programme. When relevant, this follows placement by the LA/SLA into mainstream provision from special schools and primary IRBs. The process follows an agreed protocol between the school and the LA and is currently limited to 2 per academic year groups (Years 7-11). This forms part of our admission intake number. Referrals are made via the LA SEN panel.

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