
Leadership Team member responsible for AEN:	Mr Hemsley, Deputy Headteacher
Head of Additional Educational Needs:	Mrs Crane, Director of Learning AEN
Link Governor:	Mr Smith
Chair of Governors:	Mrs West
Date Agreed:	November 2020
Headteacher:	Mr Pett
Review Date:	November 2021

Mission Statement

- ✦ At Welling School we passionately believe that every child does matter and that they deserve to enjoy their learning experience with us. Our dedicated body of staff place students' interests at the heart of everything they do, ensuring that students have high aspirations and are able to reach their full potential. Our mission is to achieve high standards and fulfil the expectations of all students of all abilities and from all backgrounds by making teaching and learning our focus.
- ✦ We recognize that if a child is to accomplish those ambitions and improve their life chances it is essential that we work in partnership with parents and carers. We have high expectations for all of our students.
- ✦ Through a combination of our innovative curriculum, stimulating learning experiences and a safe learning environment we aim to provide all students with the qualifications, skills and values they need to be happy, independent learners who will be able to enjoy their lives now and in the future.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- ✦ Equality Act 2010: advice for schools DfE Feb 2013
- ✦ Children and Families Act 2014
- ✦ SEND Code of Practice 0 – 25 (June 2014)
- ✦ Schools SEN Information Report Regulations (2014)
- ✦ Statutory Guidance on Supporting students at school with medical conditions April 2014
- ✦ The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- ✦ Safeguarding and Child Protection Policy
- ✦ Equalities Policy
- ✦ Teachers Standards 2012

This Policy was created by the school's Director of Learning AEN with the AEN Governor in liaison with the SLT/Staff and Parents/Carers of students with SEN in order to co-ordinate and secure the special educational need provision called for by the child or young person's SEN.

SECTION 1: Introduction

Director of Learning - Head of Additional Educational Needs (Mrs A Crane) - is fully qualified in line with Clause 64, Children's and Families bill, 2014 and a member of the Senior Leadership Team. Mrs Crane is also the Designated Teacher responsible for Looked After Children and Designated Safeguarding Lead.

Mr Swart is the named SENCO and can be contacted through the school on 02083048531 or naas.swart@wellingschool-tkat.org.

A member of the Governing body, Mr Pete Smith, takes a particular interest in and monitors the school's work on behalf of children with additional education needs but the Governing body as a whole is responsible for making provision for students with AEN.

The SEND Code of Practice 0 – 25 (June 2014), describes Special Educational Need as:

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ✳ Has significantly greater difficulty in learning than the majority of others of the same age or
- ✳ Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- ✳ Every teacher is a teacher of every child or young person including those with AEN.

Welling School aims to:

- ✳ Identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development
- ✳ Ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework
- ✳ Ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement
- ✳ Involve parents, students and others in developing a partnership of support, enabling them to have full confidence in the strategy as adopted by the school

The governing body, in co-operation with the Headteacher:

- ✳ Determines the school's general policy and approach to the provision for children with special educational needs and
- ✳ Takes responsibility for reviewing the AEN policy and reporting to parents annually

Welling School helps all students who have AEN – any students who may experience barriers to learning and participation. This may be groups of students or on an individual basis.

- ✳ Girls and boys
- ✳ Minority ethnic and faith groups
- ✳ Travellers and asylum seekers
- ✳ Students for whom English is an additional language (see EAL policy)
- ✳ Students with SEN
- ✳ Gifted and talented
- ✳ Looked after children (see CP policy)
- ✳ Sick children, young carers and others under stress
- ✳ Pregnant school girls and teenage mothers
- ✳ Students at risk of disaffection and exclusion

SECTION 2: AIMS AND OBJECTIVES

AIM

In Welling School every child matters. We aim to raise the aspirations and expectations for all students with SEN; we provide a focus on outcomes for students in partnership with parents and the children themselves.

All members of the school community work towards the school's aims by:

- ✦ Using school procedures for identifying, assessing and making provision for students with additional educational needs
- ✦ Sharing a commitment to inclusion and a partnership approach to provision

The main aim of the Learning Support Faculty is to enable all students to access the curriculum and to achieve their full potential.

- ✦ Children with SEN will be identified at the earliest possible opportunity.
- ✦ We will build on a child's strengths, as well as addressing their Special Educational Needs or enabling them in light of their disability.
- ✦ Students with SEN will have the same opportunities as their peers to progress and demonstrate achievements through accessing a broad and balanced curriculum.
- ✦ Parents will be given information about their child's entitlement within the SEN frame-work. They will have access to information, advice and support during assessment and any related decision-making processes about SEN provision.
- ✦ Our school will provide information about the Parent Partnership Service (PPS) to all parents of children with SEN. Parents of any student with SEN may contact the PPS for independent support and advice.
- ✦ We will ensure that students with SEN are allowed to express their views and are fully involved in decisions which affect their education, in the light of his/her age and understanding.
- ✦ Welling School will involve external agencies where appropriate.
- ✦ We acknowledge that parents have the right to request assessment and the right to appeal against a decision.
- ✦ We will use our best endeavours to make sure that every child with SEN gets the support they need.

OBJECTIVES

- ✦ Work within the guidance provide in the SEND Code of Practice, 2014
- ✦ Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- ✦ Identify and provide for pupils who have special educational needs and additional needs
- ✦ Operate a "whole student, whole school" approach to the management and provision of support for special educational needs
- ✦ Provide a broad, balanced and suitably differentiated curriculum relevant to student needs, through all staff sharing responsibility for AEN
- ✦ Demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality inclusive mainstream education
- ✦ Plan for any student who may at some time in their education have additional educational needs
- ✦ Promote self-worth and enthusiasm by encouraging independent learning
- ✦ Give every child the entitlement to a sense of achievement
- ✦ Identify, monitor and support students who will need extra resources and/or teaching help as early as possible
- ✦ Work in partnership with the child's parents and other external agencies to provide for the child's additional educational needs
- ✦ Regularly review the quality of teaching for all students, including those at risk of underachievement. The quality of teaching for students with SEN and the progress made by students will be reviewed 3x per year by the SENCO.
- ✦ Regularly review the policy and practical arrangements to achieve best value

- ✳ Ensure that children with SEN engage in the activities of the school alongside students who do not have SEN.
- ✳ Provide support and advice for all staff working with special educational needs students

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS.

"A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age" (2014 CoP 6.15).

"Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN" (2014 Cop 6.23)

There is one category of support, SEN SUPPORT, which can be broken down into the 4 areas of need.

There are four broad categories of need:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or Physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In Welling School we identify the needs of students by considering the needs of the whole child not just the special educational needs of the child or young person.

There are many other factors which are not considered as SEN but may impact on progress and attainment:

- ✳ Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- ✳ Attendance and Punctuality
- ✳ Health and Welfare
- ✳ EAL
- ✳ Being in receipt of Pupil Premium Funding
- ✳ Being a Looked After Child or Previously Looked After Child (adopted)
- ✳ Being a child of Serviceman/woman

SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT

Every teacher is a teacher of every child; quality first teaching (differentiated work for individual students) is the initial response to the needs of every individual child entering our school. It is the role of the class teacher to provide for all students.

The CoP suggests that students are only identified as SEN if they do not make adequate progress following intervention at Wave 1 (quality first teaching), Wave 2 (small group targeted work), and Wave 3 (highly focused 1:1 work).

Class teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from Intervention Assistants or specialist staff.

Where waves of intervention with provision mapping are not enough to enable students to make progress, the teacher and SENCO will liaise and consider all the information gathered from within the school about the students' progress alongside national data and expectations of progress... A decision will be made whether the child may have a Special Educational Need and require additional SEN support. Parents will be consulted as part of this ongoing process.

Any provision /action that is additional to or different from that available to all students may be recorded on an Individual Mapping Plan or a Provision Map. The Provision Map will detail: -

- i) The overall aim/outcome for provision
- ii) Short-term targets set for or with the child.
- iii) Teaching strategies to be used
- iv) The provision to be put in place
- v) When the programme is to be reviewed
- vi) Parent's and child's views.

There will be ongoing assessment of each intervention and targets will be re-written and evaluated as appropriate. An Individual Mapping Plan will be produced and made available to staff recording Objectives and Targets. Parents are welcome to be part of any review and a copy of the Mapping Plan can be sent home. Parents are requested to give permission prior to implementation.

For higher levels of need external agencies and professionals will be consulted, this may be through such methods as; planning meetings (held 3x per year) or complex case panel referrals where more than one agency may be required.

Provision for all children with SEN will follow ASSESS – PLAN – DO - REVIEW cycle; this is linked directly to their Individual Mapping Plan or Provision Map.

Evaluating Success

The success of the school's AEN policy and Provision is evaluated through

- ✳ Monitoring of classroom practice by Leadership Team, subject co-ordinators, Line Managers and Intervention Assistants and the Faculty Review System.
- ✳ Analysis of student tracking data and test results
 - for individual students
 - for cohorts
- ✳ Valued-added data for students on the AEN register
- ✳ Termly monitoring of procedures and practice by AEN Governor
- ✳ School self-evaluation, using a variety of approaches
- ✳ Early Intervention Team Meetings half termly
- ✳ The AEN moderation process
- ✳ The School Improvement Plan/AEN Quality Assurance process

SECTION 4: MANAGING STUDENT NEED ON THE SEN REGISTER.

The purpose of identification is to ascertain those students who are experiencing special needs of whatever sort, to assess their needs, and to make appropriate provision or support.

At any time during secondary schooling additional needs may occur and early identification and intervention will help the student achieve their full potential

When it has been agreed that a child should be placed on the SEN register an Individual Mapping Plan will be agreed with parents and the student.

The teacher needs to assess the student's ability at this stage with a focus on what the child can do rather than what they can't. Each Individual Mapping Plan or Student Passport should state a long term goal (outcome) to be reached by the end of the year which could be achieved through measurable targets.

Individual Mapping Plans will be reviewed at least twice a year, in consultation with parents / carers in line with the requirement to meet with parents of SEN children 3 times per year. These meetings can take place with SENCO, Head of Year and/or class teacher.

Allocation of Resources

The level of provision required will depend on the individual child, which intervention will best help them to reach their potential; it may be that external resources may be required. This will be completed through engaging with the LA local offer and our school offer.

The governors always use all of the AEN budget share and additional funds accessed from the school budget. The Deputy Headteacher, in consultation with the Head teacher, is responsible for the use of these resources and the deployment of the designated support staff.

These are some of the methods which we make use of:

- ✳ Primary school records and information gathered by the SENCO/Head of Year 7 and the Intervention Assistants during visits to the primary schools in the Summer Term as part of our extensive indication programme
- ✳ The SENCO attends Bexley and Greenwich Transition meetings.
- ✳ Information from parents during interviews prior to arrival at Welling as well as subsequent visits to the school
- ✳ Use of standardised tests on entry and at later intervals
- ✳ School based assessments
- ✳ Assessments by the Educational Psychologist/Speech Therapist
- ✳ Curricular assessments including National Curriculum tests
- ✳ Formal referrals from subject teachers and Head of Year/tutor
- ✳ Screening/test information
- ✳ Discussions with parents
- ✳ Termly Early Intervention Team meetings
- ✳ Classroom observations
- ✳ Concerns expressed by students
- ✳ AEN register
- ✳ Informal discussion from subject and pastoral staff
- ✳ Behaviour referrals
- ✳ Liaison with Social Services, EWO, Prospects and other agencies
- ✳ Liaison with Ethnic Minority Achievement Service

The SENCO oversees the process for engaging additional support and specialist services. Parents and students are consulted and permission sought as part of any referral.

Welling School has Service Level Agreements with Educational Psychologists, Speech & Language Therapy Service and Educational Welfare. Referrals are made through Welling School's internal referral process.

All information collected is stored in student files in the Learning Support Faculty where it is treated with confidentiality. Teaching staff are given all the relevant information on whom they teach.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER

The SENCO, Deputy SENCO, Key Stage Leads and teacher will meet and consider all the information gathered from within the school about the students' progress alongside national data and expectations of progress. Where it is felt that a child is at national expectation or is in line with an assessment of their cognitive ability the child may be removed from the register through completion of exit/removal form.

SECTION 6: SUPPORTING STUDENTS AND FAMILIES.

Welling School has a statutory requirement to provide an SEN information report (regulation 51, Part 3, section 69(3) (a) of the Act). Welling School will signpost information regarding the Local Authority's local offer as well as any additional agencies which may assist or support the family and student through the School's website.

Admission Arrangements for Students with Special Educational Needs

This School strives to be an inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with special educational needs, in accordance with the School's Admissions Policy. According to the Education Act 12011, if a parent wishes to have their child with a statement educated in the mainstream, the Local Authority must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

External Support Services

The school has arrangements for securing access to external support services for students with special educational needs. This may include liaison with special schools and other specialist provision. There is regular liaison and exchange of information between the all Learning Support Faculty staff, particularly at School Early Intervention Team meetings.

Partnership with Parents

We aim to promote a culture of co-operation with parents, Schools, LAs and others. We will do this through:

- ✳ Ensuring all parents are made aware of the school's arrangements for AEN including the opportunities for meetings between parents and Learning Support
- ✳ Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher
- ✳ Providing access to Learning Support to discuss the child's needs and approaches to address them, which may include an Individual Mapping Plan
- ✳ Supporting parents understanding of external agency advice and support
- ✳ Undertaking Annual Reviews for children with Statements of AEN or EHC Plans

The voice of the Child

Welling School encourages students to participate in their learning by:

- ✦ Being involved in target setting and identifying teaching and learning strategies that work for them
- ✦ Incorporating their views in every aspect of their education
- ✦ Encouraging self advocacy and independence

Links with other Schools

- ✦ We will ensure that all transfers between Schools are planned, monitored and supported to ensure successful outcomes for children
- ✦ We will consult the LEA and governing bodies of other Schools, when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole
- ✦ We will collaborate with all other support services and agencies involved with the child and with parents and where appropriate make joint planning arrangements

SECTION 7: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 .

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Welling School will try to its best endeavour to accommodate the medical needs of every child. For children with medical conditions Welling School will liaise with parents and the School Nurse to agree whether there is a requirement for an individual healthcare plan to specify the type and level of support required to meet the medical needs of the student. Where children also have SEN their provision should be planned and delivered in a co-ordinated way with the healthcare plan (see managing medical conditions policy).

SECTION 8: MONITORING AND EVALUATING SEND

The SENCO will regularly and carefully monitor and evaluate the provision offered to all students through different methods including 1:1 teacher meetings, discussion with parents, student views, staff views and discussion with the school governor, as well as working in collaboration with the Learning Support staff and external agencies...

The evaluation and monitoring arrangements aim to promote an active process of continual review and improvement for all students.

SECTION 9: TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Staff needs may be identified in 1:1 meetings with SENCO, or as part of whole school development needs.

All teachers undertake an induction on taking up a post, this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

Staff are given regular opportunities for INSET to develop their confidence and skills in working with students with AEN. Governors will be informed of school based training and invited to attend. Staff will be involved in developing practices which promote Whole School approaches to AEN. NQTs/PGCE students will access specific training and induction programmes

The SENCO will attend Local Authority network meetings in order to keep up to date with local and national updates in SEND.

SECTION 10: ROLES AND RESPONSIBILITIES

Governors

The SEN Governor, Mr Pete Smith, will liaise with the school's SENCO, and aim to meet half termly with the Director of Learning AEN to gain information about the provision made for students with special educational needs and to monitor the implementation of the SEN policy. The SEN Governor will discuss the outcomes of the school's monitoring and evaluation of the provision made for students with SEN and keep informed about developments in the area of SEN, nationally, locally and within the school

The governing body, in co-operation with the Headteacher:

- ✳ Will determine the school's general policy and approach to the provision for children with special educational needs and establish the appropriate staff and funding arrangements
- ✳ The governing body will maintain a monitoring oversight of the school's work
- ✳ Headteacher (Mr Pett)

The Head teacher, has strategic responsibility to oversee the provision for children with special educational needs and keep the governing body fully informed.

Deputy Head teacher (Mr P Hemsley)

The Deputy Head teacher is responsible for the implementation of the school AEN policy and contributing to the in-service training of staff.

Director of Learning -Head of Additional Educational Needs (Mrs A Crane)

The Director of Learning is responsible for overseeing the Learning Support Faculty to ensure the identification of students with special educational needs and to co-ordinate interventions.

The SENCO is responsible for planning and co-ordinating the school's arrangements and strategies for identifying all students with special educational needs. The SENCO will

- ✳ liaise with and advise teaching staff and Intervention Assistants on AEN matters.
- ✳ Record and assist with reviewing Provision Maps and Individual Mapping Plans, Interventions and group programmes in collaboration with staff, parents and students
- ✳ With the Deputy SENCO, Mrs Janice Hodges, co-ordinate the annual review procedures
- ✳ Manage the Learning Support Faculty and Intervention Assistants
- ✳ Liaison with parents and external agencies, including the LEAs support and Education Psychology Service, Health & Social Services and Voluntary bodies

Class Teachers

All teachers have responsibility for:

- ✳ Making provision for students with AEN
- ✳ Working effectively with Intervention Assistants in their classrooms
- ✳ Providing suitable resources for students with AEN
- ✳ Liaising with the SENCO and the Learning Support Faculty

NB All teaching and non-teaching staff are involved in the development of the school's AEN policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for students with AEN

Intervention Assistants

SEN Intervention Assistants will work with specific targeted children and liaise with the SENCO and other outside agencies. Interventions will be carried out both in class and through withdrawal sessions.

Parents

Parents have a responsibility for:

- ✳ Supporting the school in enabling their child to access a broad and balanced curriculum
- ✳ Ensuring that their child attends school regularly to access the range of support strategies
- ✳ Working closely with the school and their child on setting realistic targets
- ✳ Encouraging and supporting their child with homework tasks where possible
- ✳ Attending relevant meetings

Students

Students have responsibility to:

- ✳ Attend school on a regular basis
- ✳ Accepting support to enable them to reach their required targets and fulfil their potential
- ✳ Completing homework to the best of their ability and to seek help and guidance at home and at school when necessary

SECTION 11: STORING AND MANAGING INFORMATION.

Information regarding children with SEND will be treated confidentially and shared only with the relevant people. Student files will be stored in secured cabinets in line with school policy. When a child leaves the school any SEN information will be transferred to the respective educational placement.

SECTION 13: ACCESSIBILITY

The school adheres to the duty placed upon it by the DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

See separate Equalities Policy.

SECTION 14: DEALING WITH COMPLAINTS

Complaints (see School Complaints Procedure)

Any complaints regarding the AEN Policy or the provision made for children with additional educational needs should be addressed in the first instance to the class teacher or form tutor. If parents need further advice they are welcome to arrange a meeting with the Head of Additional Educational Needs or the Deputy Head teacher. If they feel their child's needs are still not being met they should make an appointment to see the Head teacher. If, however, parents are still concerned they may contact the governor responsible for AEN and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service. The School will inform parents of these services.

SECTION 15: BULLYING

See School's separate Anti-Bullying Policy

SECTION 16: APPENDICES – Additional Information

Appendix 1 – Specialisms and Special Facilities

Appendix 2 – Local Offer

Specialisms and Special Facilities

Personalised Learning Centre (PLC)

This facility supports students who may be experiencing emotional and/or behavioural difficulties. Students are withdrawn for a period of time or for certain subjects so that a programme of supported catch up and behaviour management interventions can be deployed. Students follow a normal timetable as closely as possible. The PLC is staffed by an Inclusion Co-ordinator, and two Behaviour Support Assistants.

The Berwick Centre

The Berwick Centre supports students who present with challenging behaviour and who are at risk from fixed term exclusions. The Berwick Centre is staffed by a Director of Learning, and two Behaviour Support Assistants. The Berwick Centre can also provide alternative provision for students who are experiencing difficulty accessing the full curriculum.

Literacy/Numeracy Withdrawal Groups

The SENCO/ AEN Instructors undertake extensive small group withdrawal to enable and support students in following the mainstream curriculum. Students are identified and withdrawn for specific support; this may be in the form of small group literacy/numeracy or coursework. Students are taught strategies, through individualised programmes of work; enabling them to access the curriculum on a level with their peers, so that they may achieve their potential.

Focus Groups

The SENCO/AEN Instructors withdraw small groups to support mainstream curriculum subject areas following teacher led schemes of work. Students are taught in groups of up to ten and providing them with additional support through differentiated tasks.

School Counsellor

A School Counsellor is based at the School for three days a week for students who may need additional emotional support.

Nurture Groups

Nurture Groups are available for identified students who are vulnerable on Transition. Withdrawal sessions take place once a week for the first term in Year 7.

Restorative/Anti-Bullying

Welling School adopts a restorative approach to managing peer relationship issues which may arise. The School has an appointed Restorative/Anti-Bullying Co-ordinator.

Prospects

Students receive independent specialist advice information and guidance on future academic/technical pathways to ensure that students discover their most appropriate pathway into the world of education, employment and training

Technical Curriculum

Students in KS4 are offered option choices to support vocational pathways. Courses cover literacy/numeracy and work skills which are delivered by professional staff leading to recognised external qualifications.

The Elsa Centre

The Elsa Centre is an ASD Resourced Provision. Referrals for admission come from the Local Authority and are considered by the Headteacher and Director of Learning (AEN) at Welling School to ensure that the criteria is met as outlined in the School's Admissions Policy. The Elsa Centre is staffed by a Teacher in Charge and two ASD Provision support staff. Students are required to have an EHC Plan and a diagnosis of Autism. Places are considered for students where their Autism is a significant barrier to their performance, and whose learning difficulties cannot be met entirely from resources available to and in mainstream school.