

AEN Information Report 2018

This document should be read in conjunction with the AEN Policy (September 2018) document found in the 'Statutory Information' section of the website

Tapton School's Vision for students with AEN:

We want all learners, regardless of need, to be able to access a full and broad curriculum. As a school we are determined to ensure that students with AEN can achieve to the best of their abilities and can thrive in a mainstream setting.

What is AEN defined as?

A child has additional educational needs if he or she has **learning difficulties** that call for **special educational provision** to be made.

A child has **learning difficulties** if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from accessing educational opportunities in the same manner as their peers.

What types of need are provided for in school?

The SEN Code of Practice (2014) does not assume that there are rigid categories of Special Educational Need, but recognises that children's needs can be described using four broad areas. These are:

- Communication and Interaction Difficulties
- Cognition and Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs

At Tapton, we undertake to make reasonable adjustments to accommodate learners who display these needs.

How do you identify students with AEN?

Early identification of AEN students is important to us. Tapton School will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observations and assessments.
- Internal assessment (following Tapton School's regular and detailed calendar of tracking and assessment).
- Screening and diagnostic tests.
- Records and feedback from the family of schools.
- Information from parents.
- External exam results.
- External agency information.

Usually, it is a combination of the above rather than one single factor which is used to determine a student's AEN. Where we have concerns regarding a student, parents will always be informed and be a key part of the process of deciding next steps.

Ultimate responsibility for collating and monitoring those students with suspected AEN rests with the Leader of Learning Support (SENCo) Mr Daniel Stewart (dstewart@taptonschool.co.uk)

Who are the AEN department?

The AEN team within Tapton School comprises:

Leader of Learning Support (SENCo)
AEN teachers
L3 Teaching Assistants
Higher Level Teaching Assistants
AEN Governor

We are very fortunate to have a committed and dedicated AEN team, featuring a wealth of experience of working with students with AEN.

Where necessary and appropriate, the school undertakes to access further specialised expertise. This specialised provision will be drawn from the Local Offer (a list of services offered by the local authority) Additional details of the Local Offer for Sheffield and the services available can be found here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannel=0>

How do you support students with AEN during transition?

We recognise the two key points for students in terms of transition are; the move from Primary to Secondary education and the move from Secondary education to post-16 provision. We have a comprehensive programme at both of these times, with multiple opportunities for primary students to experience life at Tapton. Particularly for our AEN learners, we provide a summer school during the summer break before students start in Y7 in September, giving them an insight into lessons, teaching and socialisation before they join us. For AEN students moving on to post-16 provision, we ensure that they are fully informed of their options, providing dedicated careers and academic advice and support, as well as liaising closely with their next provider.

How do you ensure high quality provision for students with AEN?

Teaching AEN students is a whole school responsibility. The core of a teacher's work involves a continuous cycle of planning, teaching and assessing and setting appropriate targets, taking into account the differences in students' abilities and interests. Some targeted students may need increased levels of support.

All teachers are responsible for identifying students with AEN in partnership with and under the guidance of the Leader of Learning Support (SENCo). Assessment is the process by which students with AEN are identified, and one of the factors in considering a child's additional needs is academic progress.

The SEN Code of Practice (Jan 2015) advocates a graduated response to meeting students' needs through targeted interventions which increase or decrease according to the students'

difficulties and strengths at the time, and which should be individualised to allow students to meet their potential.

If the school decides, in collaboration with parents, that a student requires further additional support or interventions to make progress, the Leader of Learning Support (SENCo) will liaise with relevant staff to ensure that this happens. However, the subject teachers remain responsible for the careful planning and delivering of specific subject based curriculum.

Typical AEN interventions might be:

- *Short term extractions from non-core subjects.*
- *In class support.*
- *Short term periods of work with external agencies.*
- *Use of specific computer based literacy or numeracy programmes.*
- *Reading and writing programmes with peer support from Sixth Form students.*

How do you evaluate the effectiveness of the provision for AEN students?

The Leader of Learning Support (SENCo), in conjunction with teaching staff and the Senior Leadership Team, is responsible for monitoring the provision of AEN students. We will regularly review the impact of the work we do through data monitoring, observation, feedback from students and staff and self-evaluation processes.

How do you ensure students with AEN are able to access the curriculum and the learning environment?

The school's aim is that all students follow a broad and balanced curriculum. This means that our primary aim is always that students access a full range of lessons. For students with more severe diagnoses of AEN, we undertake to make reasonable adjustments to the curriculum or learning environment as required. These changes will only be made in consultation with the school's Senior Leadership Team, SENCo, parents and the pupil themselves.

How do you aim to improve emotional and social development of students with AEN?

We have a number of strategies to aid this and we work closely in conjunction with the Year Managers and the Behaviour and Inclusion team in school. As a department, we provide a lunch club every day, and a dedicated core skills club after school on a Tuesday where students are supported in any aspect of their education. In addition, we have a number of mentoring groups, where students at risk of social isolation are brought together and given an open, supportive forum in which to discuss their concerns. As a school, we are a part of a CAHMS pilot designed to raise awareness of mental health issues and the AEN team is a key part of ensuring this programme is implemented in the school.

How do you maintain consultation with parents?

Parents will be informed of students' progress in interventions and around school through the school's normal reporting systems, as well as through the offer of 3 AEN review meetings a year (typically one a term, one of which may be held during a Parents Evening, and in some circumstances may consist of a telephone conversation). Open communication

is encouraged and parents are welcome to contact the Leader of Learning Support (SENCo) via telephone or email as and when the need arises.

How are students involved in the process?

Students should be involved in making decisions about their AEN provision. The ways in which students are encouraged to participate should reflect the child's evolving maturity. Most often this is through planned short meetings with the Leader of Learning Support, unless their AEN prevents them from participating in this.

How do you work with outside agencies and support services to help meet the needs of AEN learners and their families?

We have a very effective collaborative approach with several local support agencies, including but not limited to: Sheffield SEN Team, MAST, CAHMS, Ryegate Children's Centre, The Children's Hospital, Becton Young Person Support Centre etc. Staff are regularly in contact and we aim to provide a 'joined-up' approach to meeting the needs of AEN learners

Where can I go for further information?

If you require further detailed information on the school's policy for students with additional needs, you can access this through the 'School Policy' section of this website. Alternatively, contact the SENCo via the e-mail address listed previously.

What should I do if I have a complaint?

In the event that parents have any complaints or queries, referring to Tapton School's Complaints Policy would be the first port of call. The SEN Code of Practice (2014) outlines additional measures (on top of the school's usual complaints procedures) the LA must set up for preventing and resolving disagreements.