

# HASSENBROOK SCHOOL Specialist Technology College



## **ADDITIONAL EDUCATIONAL NEEDS POLICY**

*(INCORPORATING THE SPECIAL EDUCATIONAL NEEDS POLICY AND THE  
POLICY FOR GIFTED AND TALENTED PROVISION)*

## **HASSENBROOK SCHOOL**

### **Gifted and Talented Provision**

#### **Introduction**

Hassenbrook has a duty to cater for pupils of all abilities. If an individual child or group of children need teaching support, or are deemed to have special needs, then those needs should be met within the school, unless the need is so severe or specialised that it is beyond the scope of the school.

Gifted and talented pupils have special needs. If they are to fulfil their potential (which they and their parents have a right to expect) they need activities and stimulation which will take them far beyond the achievements of many other pupils.

<b>Bright Child</b>	<b>Gifted and Talented Child</b>
Is interested	Is highly curious
Usually has good ideas	Always has good ideas and sometimes lateral ideas which may appear at first to be silly
Knows most of the answers	Knows most of the answers and starts to ask questions
Answers questions appropriately	Answers questions but then tends to elaborate
Needs several repetitions for mastery of a skill	Needs only one or two repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peer company	Prefers company of adults
Grasps meanings	Draws inferences
Copies accurately	Creates original work and designs
Technician/operator	Creator/Inventor
Absorbs information	Manipulates information
Good at memorising	Good at memorising and making informed guesses
Makes observations when shown how	Is keenly observant
Pleased with own work	Highly self critical and sets exceedingly high standards
Enjoys straightforward sequential problems	Thrives on complexity

The Provision's Aims and Objectives state that we aspire to:

'encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning and who can show initiative.'

In order to achieve this aim the true nature and potential of a gifted or talented child need to be identified before appropriate provision can be made. However, not all gifted and talented are easily identified. For identification and support purposes gifted and talented pupils can be grouped as follows:

**Broadly gifted** – excelling in all they do and enjoying their success – easy to identify.

**Talented** – possessing a particular ability in one area, e.g. maths or music – relatively easy to identify as they also tend to be academically able and successful.

**Rebellious gifted** – possess a range of behavioural problems which manifest themselves in disruptive behaviour and under-achievement – often incorrectly identified as purely disruptive and/or low ability.

**Creatively gifted** – deep thinkers who are often unpopular with their peers due to a perceived lack of social skills and 'things in common' – often incorrectly identified as disruptive.

**Concealed gifted** –under-achievers who do not want to be different to their peers and so they merge into their peer group – often incorrectly identified as underachievers or simply less able.

Although Hassenbrook has taken the issue of gifted and talented pupils on board for several years now, there has been no national strategy or funding for gifted and talented children until recently. Correspondingly, enlightened teachers have had to work without a proper support infrastructure.

Both environmental and hereditary factors influence the expression of high ability and achievement. With real parental and school backing most children will grow in self-confidence and will aspire to achieve their innate potential.

## 1. Aims

The school aims to:

- ensure that department policies include a focus on the needs of gifted and talented children;
- develop effective department-wide strategies to identify, educate and support the gifted and talented so as to nurture their capacity for unrestricted learning and creative thought;
- ensure these methods are taken up, adapted and used in every department;
- ensure there are clear roles and responsibilities for gifted and talented children within the Department – paying particular attention to:
  - i) the Department managers;
  - ii) named teachers with specific role for the Additional Educational Needs Development Group.

## 2. The Need For Early Identification

Gifted children have a great thirst for knowledge and it is vital that this need is identified as early as possible so that parents and teachers can give them the required level of support in order that they may develop their talents. Pupils who are thought to be gifted or talented are identified and assessed as early and as thoroughly as is possible and necessary. Referral, assessment and identification can come from a multitude of sources, e.g.

- subject teachers request following observations or use of check lists;
- pupil self-request;
- parental request;
- peer group request;
- management request;
- District Health Authority (DHA) or GP request;
- following information from previous school (e.g. primary school);
- following blanket testing of year 7 pupils and National Curriculum tests;
- following diagnostic tests (norm, standardised and criterion referenced);
- following individual interviews;
- following evidence from out-of-school activities;
- following a AEN teacher tracking and observing individual pupils in lessons.

Like many other children, gifted and talented children can often fail to achieve their potential, and may be unable to cope with their abilities and can suffer from many difficulties. Early identification, assessment and provision is therefore very important for any gifted/talented child for the following reasons.

- 2.1 It can minimise the difficulties that can be encountered when intervention and provision occur. These difficulties are typically:
  - low confidence and self-esteem;
  - high degree of frustration and self-blame;
  - poor study skills;
  - social isolation and a belief that they are misunderstood and different to their peers;
  - avoidance of academic regimes;
  - problems with concentration;
  - living in their own 'private' world.
- 2.2 It can maximise the likely positive response of the child, e.g. gifted and talented children who are underachieving may be given a much needed boost by realising their potential by achieving a high IQ rating.
- 2.3 It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected.
- 2.4 If the child's learning difficulties prove less transient when addressed by the School alone, the external agencies can be brought in earlier and very likely with more success.

The process starts through liaison with our Primary feeder schools. The teacher with the responsibility for Primary Liaison visits our feeder schools to meet prospective pupils and teachers during the year prior to their transfer to the secondary school.

During Autumn Year 7 pupils are given a Reading Test (indicating reading and comprehension ages), a Spelling Test and a Non-verbal Reasoning Test. Identification of pupils needing support will be largely based on the results of these tests which are culturally neutral and useful for a range of ethnic groups. Specific requests for support are also considered from various sources including parents teachers, etc. Some pupils may personally request support and the School endeavours to assess, identify and intervene as far as is possible within the limits of the resources.

Some pupils will receive support in the classroom and a small number will be withdrawn for more individual help in another area. We always ensure that our pupils' Additional Educational Needs are known to other schools and colleges to which they may transfer.

### **3. Strategic Provision**

To ensure that pupils who have been designated as 'gifted' are appropriately challenged, teachers frequently modify the scale and/or the extent of the tasks with which they are presented. In addition, such pupils are encouraged or required to read, write and talk about their work, and to engage in discussions and/or to work with similarly 'gifted' pupils, either from this School or from some other in the locality or further afield.

To facilitate such objectives we participated in the 'Tilbury and Chadwell Excellence Cluster' programme which was essentially the first stage of the implementation of a national strategy for supporting gifted and talented pupils. Consequently, we are now familiar with the provision of masterclasses and summer schools for gifted and talented children. Looking to the future, the School has now been allocated funds from the Standards Fund School Improvement Grant to support our provision for the Gifted and Talented child.

### **4. Reading List**

The School Librarian has compiled a list of books for gifted and talented children. For all children, and more notably for gifted and talented individuals, reading can be one of the most gratifying of all leisure activities and the selected list is sure to entice. However, sometimes pupils need a little guidance to find the books most suited to their interests and abilities. The School Librarian has therefore compiled a reading list by reference to the Internet, the NAGC and a number of useful articles and books, including the two volumes of *Books for the Gifted Child*, Judith Halsted's aptly titled *Some of My best Friends Are Books*, and Kathleen Odean's useful and current guides: *Great Books for Girls* and *Great Books for Boys*.

### **5. The Curriculum**

There is not a detailed, standard curriculum for gifted and talented children, because their needs are very individual. The emphasis is on the development of a target-based programme in order to:

- meet individual children's needs;
- build upon their individual strengths;
- encourage development in areas in which they need support.

For all pupils, a well structured curriculum that incorporates differentiation (see separate policy) gives them an environment in which they can flourish. However, it is vital to remember that gifted and talented children may be academically several years ahead of their peers but some may still be emotionally and socially at their chronological age.

## 6. **NACE (National Association for Able Children in Education) & NAGC Membership**

The School is now an ‘establishment member’ of The National Association for Gifted Children and therefore any member of the teaching staff can now seek the advice of NAGC officers – this includes free consultations by telephone or letter concerning any individual child/student. In addition the School now receives:

- access to INSET, counselling and telephone support services;
- all copies of all journals published, e.g. NAGC Newsletter and ‘Gifted and Talented’;
- a copy of the NAGC Annual Report;
- an invitation to the NAGC Annual General Meeting;
- help with research and with curriculum development.
- NACE challenge award

## 7. **INSET needs and issues for inclusion in Development Planning.**

Five areas are particularly of concern in the design and implementation of the staff INSET . Programme and Department Development plan:

- 7.1 Are staff allowed to consider their role as described in their job description and relevant policies?
- 7.2 Are staff allowed to undergo and explore the experiences of the pupils?
- 7.3 Are staff allowed to explore their personal qualities and values?
- 7.4 Are staff allowed enough time to develop the required skills and to prepare adequately for their role?
- 7.5 Are the Schools’ Aims and Development Plans being implemented?

The following list highlights the range of issues that the School has considered when seeking to meet the needs of gifted and talented pupils.

- Planning schemes of work and the broader curriculum with specific consideration being given to the gifted and talented pupils.
- Related ‘teaching and learning’ issues, e.g. resources, differentiation, teaching and learning styles.
- Developing enrichment and extension materials to stretch the most able.
- Raising pupil achievement by removing barriers to learning and assessment for groups and individuals.
- Individual Learning Plans – Targets, Actions and Outcomes.
- The role of a mentor.
- Developing better parental and community links. Why are these important?
- The writing of this policy.
- The structure and dynamics of different teaching groups.
- How can we identify gifted and talented children and assess their potential?
- Obtaining help from local and national organisations. (NAGC, NACE).

## 8. School Clubs

The School has clubs which allow us to support gifted and talented pupils in many ways, e.g.

- 8.1. Clubs allow us to extend the Curriculum beyond that offered in timetabled sessions:
  - 8.11 there may be opportunities to pursue/reinforce work encountered within the normal timetable. Pupils can pursue work/targets over long periods of time not usually possible within a normal scheme of work;
  - 8.12 there may be opportunities to undertake work not normally encountered within the routine timetable. This may provide the pupil, and indeed the teacher, with the opportunity to pursue a personal interest or hobby;
  - 8.13 there may be opportunities for visitors/specialists to interact with a committed audience;
  - 8.14 there may be opportunities to organise visits to venues of specific interest, e.g. a visit to an event of special interest or to a similar club in another school;
  - 8.15 there may be opportunities to develop a project and to enter a competition. Such events can enhance the image, self-confidence and reputation of pupils.
- 8.2. Clubs allow non-specialist staff/parents/others with a particular interest or talent to offer their experience and /or time to broaden and enrich the Curriculum offered to the pupils.
- 8.3. Clubs allow pupils of different ages and abilities to interact.
- 8.4. Clubs allow pupils and staff to interact in a somewhat less formal manner. This can improve pupil/staff relationships in the classroom.

## 9. Roles and Responsibilities

The LEA, Headteacher, Assistant Headteacher – Student Support (AHSS), Librarian, Parents and Governors all have distinct roles and responsibilities for gifted and talented children. In addition the following responsibilities have been identified within the school:

### *The role of the HOD/Team Leader*

- 9.1 To ensure that gifted and talented pupils are considered and mentioned in departmental policies concerned with teaching and learning and in schemes of work and development plans.
- 9.2 To evaluate the Department's provision for gifted and talented children in the annual planning and development cycle.
- 9.3 To plan departmental policies that encourage pupils to review their learning, explore thinking and problem solving and foster success.
- 9.4 Implement best practice educational techniques for gifted and talented children in the team and bridge the gap between educational requirements and technical capabilities.
- 9.5 To help staff within the team to plan and build on existing skills and to form clear, relevant and attainable targets for gifted and talented pupils setting a clear timetable

and guidance for the annual review. All staff should have a shared understanding of teaching skills.

- 9.6 To refer cases of gifted and talented pupils to the AHSS.
- 9.7 To ensure that gifted and talented pupils are discussed at Team/Department meetings and that best practice and experiences are shared amongst staff.
- 9.8 To plan when learners need support for skills in the context and course of study.
- 9.9 To use outcomes of evaluation of learning for professional development of staff.
- 9.10 To retain a portfolio of outstanding work and to integrate this with the work on display across the Department.

### ***The role of the Teacher***

All staff must be involved and committed to an agreed action plan to improve the provision for gifted and talented children – above all teaching staff must support each other and in turn be supported by the SMT.

- 9.11 To assist in the identification and referral to the Team Leader / HOD and AHSS of children who are gifted and talented and who need support.
- 9.12 To assess personal development needs in relation to their professional development.
- 9.13 To participate in making teaching more effective in terms of subject content and mode of delivery and thereby enhance pupils' learning.
- 9.14 To facilitate learning using a variety of meaningful activities which involve pupils in the learning process.
- 9.15 To help the pupil make sense, and interpret information and events in order to process the experience, and create knowledge.
- 9.16 To set clear goals and communicate them to all pupils at the beginning of the lesson.
- 9.17 To develop activities which allow for reflection, application and future use of learning.
- 9.18 To provide the necessary structures which facilitate learning.
- 9.19 To encourage the pupils to assist in displaying their own work.
- 9.20 To integrate previous class learning experiences to allow pupils to draw together and make sense of present learning.
- 9.21 To ensure that gifted and talented children have access to the Curriculum by providing a situation in which each pupil's exposure to content and skills matches his/her rate of learning, and alternative differentiated materials and learning strategies are employed.

## APPENDIX 1

**Characteristics of gifted children**

The common elements of a checklist for gifted and talented children are described below. N.B. the gifted and talented child may fulfil any number or combination of the criteria and yet not perform well at school. The checklist should be used tentatively and a qualified educational psychologist employed to administer tests such as the Wechsler Intelligence Scale for Children (WISC) if this is felt appropriate. Other suitable tests are the Stanford Binet, Terman Merrill and Raven's Progressive Matrices, and the Manchester University British Ability Scales.

**The Gifted and Talented Child:**

- asks lots of questions and learns more quickly and easily than others.
- has a very fast and retentive memory and good powers of recall.
- shows keen powers of observation and reasoning, of seeing relationships and of generalising from a few given facts.
- is an imaginative or creative thinker.
- is a very good independent worker.
- is extremely curious and can concentrate of long periods on subjects of interest.
- is good at seeing, doing, drawing, building or designing though poor at talking, listening and writing, i.e. they are gifted with 'visual-spatial' skills and may show outstanding mechanical and artistic ingenuity. N.B. Good hand-eye co-ordination is indicative of this range of skills.
- enjoys problem-solving, often missing out the intermediate stages in an argument and making original connections.
- is well ahead in mathematics, particularly in problem solving.
- has an unusual imagination which can come out in the way they respond to questions.
- has an astonishing strength of will and purpose!
- has a wide range of interests and very good general knowledge and vocabulary – often beyond that expected for their age.
- shows strong feelings and opinions.
- may have a good, yet penetrating or odd sense of humour.
- sets high standards and is a perfectionist and obsessive about accuracy.
- pursues hobbies (which are often associated with older children or adults) with great enthusiasm which sometimes verges on being an obsession.
- often prefers games which are often associated with older children or adults.
- often wants to spend time with older children as well as with adults.
- is morally, socially and ethically gifted, with a well-developed sense of the implications of actions or situations. This can manifest itself as a high level of sensitivity and empathy towards others.
- can have social difficulties with peers.
- can appear very arrogant and yet be sensitive to perceived 'put downs'.
- can appear to be an extrovert or an introvert within a peer group.
- can show leadership qualities.

**If adequate provision is not made for them, gifted and talented pupils may tend to:**

- become bored because not enough is demanded of them.
- appear lazy, lethargic, inattentive, daydream, switch off or appear to have a short attention span.
- need less sleep than most others of their age.
- appear quiet, introverted and even depressed.
- disrupt lessons with truculence or by 'clowning around'.
- be uncooperative, difficult to motivate and critical of the teachers and the peer group.
- have handwriting and presentation skills which may lag behind their reading and other skills.
- dislike producing work on paper because of the frustration caused when they are unable to live up to their own impossibly high standards in handwriting and drawing. This is where ICT can help.
- avoid attending school due to imaginary illnesses.
- under perform in tests and even I.Q. tests – the relevance of the tests is not immediately apparent to the child.

## APPENDIX 2

### **Intelligence Quotient (IQ) and Intelligence Testing**

Many parents enquire about having their child's IQ tested. This can be helpful, but is by no means always necessary, e.g. high IQ scores do not always indicate certain characteristics of gifted and talented children such as 'presence of mind' and 'practicality'. However, something akin to 'problem solving' is measured by IQ tests and this component or constituent of a person's make-up is important. Therefore, an IQ rating is only one (albeit very useful) indicator of high ability. As a general rule, if a child obtains an IQ score of 135+ then he/she certainly has exceptionally high capacity for mental achievement. N.B. IQ values of 100 are the average (mode and mean) for a normally distributed population.

The School will, with the parents permission, arrange for a child to be assessed by a qualified educational psychologist, who will use standard tests such as the Wechsler Intelligence Scale for Children (WISC). The educational psychologist also assesses and describes the child's personality, creativity and other personal factors.

If a child doesn't reach the 120-135 level on most tests, this does not necessarily mean that the child is not gifted or talented. IQ tests do not always make allowances for individual temperament, cultural background or pick out the 'divergent' thinker. Good IQ tests should not specially favour with gender or any particular race or social group. IQ tests should be structured in the child's first language for results to be at all reliable. Clearly then, parents who suspect that their child is gifted or talented should not simply assume that their suspicions were ill founded if I.Q. test results are not outstanding. Some gifted children underperform in tests as they are nervous or do not see their significance. Similarly other gifted children may have abilities which are not identified by IQ test, e.g.

- imaginative or creative thinking;
- a well-developed sense of ethics and the moral and social implications of actions or situations;
- ability to draw, build or design.

## **HASSENBROOK SCHOOL**

### **SPECIAL EDUCATIONAL NEEDS PROVISION**

#### **PREFACE:**

This policy has been written after consultations with current members of the school teaching staff and Learning Support Assistants. The contents are subject to frequent and regular review, and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publications of OFSTED/HMI reports. In order to facilitate such amendments, the policy is word processed and held in a ring-file.

A copy of the policy is held by the AHSS and two copies by the Headteacher, one of which being the copy normally made available in the school office to visitors, School governors and parents. All members of the School teaching staff and Green folder holders have been provided with a copy, and another has been placed in the Staff room for general staff reference.

## 1. INTRODUCTION

Since the Warnock Report of 1978, it is accepted that one fifth of the population of pupils in mainstream schools might have special educational needs of some kind during their school lives. It may also be necessary for about two per cent of these children to have statutory statements made of their needs, under the regulations of the 1981 Education Act.

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in this school

It should be noted that:

- as appropriate, the aims and objectives of work with pupils having Additional Educational Needs relate directly to those of the School, the Statement of Principles adopted by the LEA and are also based on the values derived from and are guided by the requirements of the 1981 Education Act and the revised AEN code of practice 2001;
- to be consistent with the AEN code of practice 2001 the following terminology has been used.

If a child has significant problems (physical, emotional, psychological, medical,) that hinder/prevent him/her from benefiting from the normal education provided for the majority of his/her peers (who attend main stream secondary schools within the LEA area) then that child has a learning difficulty.

N.B. This definition of learning difficulty does not apply to pupils who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

If the child needs different or additional educational provision to that generally provided for his/her peers (who attend a main stream secondary school) then that educational provision is deemed 'special educational provision'.

A child who has a learning difficulty which requires special educational provision is said to have special educational needs (AEN).

N.B. The term 'parents' is employed throughout this policy and others to refer to any parent, guardian, or other adult in 'loco parentis'.

## **2. AIMS**

- 2.1 To ensure full entitlement and access for AEN pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- 2.2 To educate pupils with AEN, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- 2.3 To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
- 2.4 To enable AEN pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
- 2.5 To identify and assess pupils with AEN as early and thoroughly as is possible and necessary.
- 2.6 To fully involve parents and pupils in the identification, assessment and delivery of AEN and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child his/her age and powers of understanding must be considered. The support of parents and pupils is crucial if an individual learning plan (ILP) is to be effectively implemented.

## **3. OBJECTIVES**

These objectives relate directly to the seven aims of the AEN provision at Hassenbrook School and are intended to show how the structures and systems that are in place actually put the aims into practice.

- 3.1.a The Headteacher, AHSS and Admissions Committee monitor our annual intake to ensure that pupils with Additional Educational Needs (with or without statements) have not been refused admission or discriminated against because of their special needs. This applies equally to pupils who live within or outside of the catchment area.
- 3.1.b The AHSS works closely with the senior managers of the school curriculum and timetable to ensure that:
  - it is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
  - it allows for differentiation according to individual needs;
  - it offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both present and future and that it is perceived as such by the children themselves and their parents.

- 3.2.a The AEN provision and Learning Support Team offers advice and INSET (training) opportunities to subject teachers and other departments on employing differentiated teaching methods and resources. We work with subject teachers, parents and pupils in developing Individual Learning Plan (ILP) and approaches to enhancing pupil self esteem.
- 3.2.b Direct support is not often possible and so we tailor make classwork and homework resources for the AEN pupils. Close liaison used between subject teachers and the AEN staff is necessary if personal resources are to be made effectively. A sound knowledge of the subject scheme of work is also necessary.
- 3.2.c Educational provision is achieved through full integration into the mainstream curriculum. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the curriculum to maximum effect. We truly support staff in the widest sense which is of crucial importance if the AEN policy statement is to be realised.
- 3.3 The process of identification and assessment normally starts through liaison with our Primary feeder schools. The school's Admissions Officer, who is responsible for Primary Liaison, visits our feeder schools to meet prospective pupils and teachers during the year prior to entry.

During the first three weeks of September all Year 7 pupils are given a Reading Test (indicates reading and comprehension ages), a Spelling Test and a non-verbal reasoning test. Identification of pupils needing support will be largely based on the results of these tests. AEN staff spend a short time observing Year 7 classes before decisions are made on the kind of support to be provided. Specific requests for support are also considered from various sources including parents, teachers and the support agencies. Some pupils may personally request support and the school endeavours to assess, identify and intervene as far as is possible within the limits of the resources.

- 3.4 The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicate that a child has AEN. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations.
- 3.5 To implement a 3 stage model of special educational needs based upon that described in the Code of Practice.

#### **4. PRINCIPLES**

4.1 Pupils who are thought to have Additional Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources, e.g.

- subject teachers request;
- pupil self request;
- parental request;
- management request;
- DHA or GP request;
- following information from previous school (e.g. primary school);
- following blanket testing of Year 7 pupils;
- following diagnostic tests;
- following individual interviews;

4.2 Early identification, assessment and provision for any AEN child is very important for the following reasons:

- it can minimise the difficulties that can be encountered when intervention and provision occur,
- it can maximise the likely positive response of the child,
- it can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected,
- if the child's learning difficulties prove less transient when addressed by the School alone the external agencies can be brought in earlier and very likely with more success.

The process starts through liaison with our Primary feeder schools. The school's Transition Manager visits our feeder schools to meet prospective pupils and teachers during the year prior to their transfer to the secondary school.

## 5. DEFINITIONS

### School Action

School and departmental systems for observing and assessing the progress of individual pupils will need to provide information about the areas where a child is not progressing satisfactorily, even though the teaching style has been differentiated.

Subject teachers may conclude that the strategies they are currently using are not resulting in effective learning. Under these circumstances, consultation with the AHSS will need to take place with a review of current strategies and how these can be developed.

Evaluation of the strategies may lead to the conclusion that a pupil requires help over and above that which is normally available, within the particular class or subject. Consideration should then be given to helping a pupil through **School Action**.

### School Action Plus

A request for help from external services is likely to follow a decision taken by the AHSS and colleagues, in consultation with parents, at a meeting to review the child's ILP. Schools should always consult specialists when they take action on behalf of a pupil through School Action Plus.

## 6. INVOLVING THE CHILD AND PARENTS

The effectiveness of any assessment and intervention will depend on the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer and if the pupil is consulted then his/her self esteem and confidence often benefit. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicate that a child has AEN. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations. The dialogue with the parents and pupil should:

- contain an explanation of the purpose of any assessment arrangements;
- contain a reference to the possibility of regular pupil reports;
- occur within a system that:
  - i) has a structure that encourages and records the child's comments;
  - ii) has a structure that facilitates systematic feedback to the child.

Once that identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual review and the formation and implementation of ILP. Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils are always informed of the 'points for action' and any decisions made during the case conference.

Records are invaluable for reports and or parents evenings.

- Teachers in the school use a common policy for marking work which is fully understood by all staff.
- Summative tests have an ongoing policy in their construction, marking and usage. These tests show what a pupil can do, i.e. they are criterion referenced.
- Assessment has a common procedure:
  - a) teacher judgements that are as valid and reliable as possible, consistent both within the School, and with N.C./Exam Board standards.
  - b) promotes a common interpretation of the National Curriculum/Exam Board descriptors.
  - c) gives teachers confidence in their professional judgement and skill.
  - d) is fair to pupils.
- Results of assessment are reported in a way useful for pupils, teachers, parents and other interested parties.
- Assessment gradually builds up into a profile for each pupil over their school career.
- Pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self assessment.
- Assessment records provide confidence between teachers across phases and enhance progression for pupils. Key Stage 2 National Curriculum records are recorded/assimilated onto our system as appropriate.

The use of group tests and more importantly individual diagnostic tests will enable specific learning difficulties to be identified, tackled and progress made on the National Curriculum targets. Both in terms of classroom support and withdrawal, the teaching of pupils with Additional Educational Needs will stress the importance of a small step approach to learning and achievement. This increases motivation and confidence to progress further. In withdrawal lessons targets are set each half term. Progress is assessed and new targets decided. Pupils are encouraged to be involved in this process.

## 7. MONITORING AND EVALUATION

A nominated governor for Special Education Needs, Mrs C Sullivan, links the AEN Provision to the governing body. Effective monitoring/evaluation of the AEN provision is dependent upon the maintenance of accurate and up to date records. The criteria by which the monitoring and evaluation of the AEN provision is undertaken are described below:

### PARENTS

- the number of parents of pupils at 'Action' and above who attend 'Review meetings' (expressed as % attendance);
- the number of parents of AEN pupils who request that their child be educated at this school;
- the degree to which the pupils and parents have been consulted during annual reviews and transition plans;
- any pertinent feedback from pupils and parents;
- regular updating of the information pack for parents in the annual AEN policy review;

### PUPILS

- the number of ILP's in operation for pupils at Action, Action Plus and Statements.
- pupil achievement, e.g. increase in Reading and Spelling ages over time or awards/recognition for community based projects/sporting achievements, etc;
- numbers of AEN pupils who pursue education after the age of 16;
- routine examination by the Governors of anonymous individual AEN case studies;

### BUDGET

- the amounts of the budget allocated to pupils a) with, and b) without statements of Additional Educational Needs;
- any appropriate adjustments in budget allocation to reflect changing needs.
- the amount of school budget (expressed as £ and %) spend on equipment/building modifications.

### PLANNING

- the inclusion of Special Education Needs issues in development planning;

- time allocated to planning for pupils with Additional Educational Needs;

### **STAFF/INSET**

- involvement by all staff in INSET courses relating to AEN issues;
- senior management involvement in AEN issues;

### **INDEPENDENT REPORTS**

- analysis and publication of OFSTED/HMI/LEA reports.

The Annual Report of the Governors to parents contains a report of the effectiveness of provision and any amendments made or proposed over the year to our Additional Educational Needs policy. Parents are encouraged to offer their views on Additional Educational Needs provision at the annual meeting for parents which is arranged by the Governing Body.

## **8. AEN RESPONSIBILITIES AT HASSENBROOK**

The 'responsible person' for AEN within a school means the Headteacher, AHSS or the designated governor.

- when the AHSS has been informed by the LEA that a pupil has special educational needs, it is the AHSS's duty to ensure that all those who teach the child have been informed of his/her needs. The AHSS should be informed as soon as possible in circumstances such as the period immediately following the making of a statutory statement or when a AEN pupil enrolls from another school.
- the AHSS must endorse a school's request to the LEA for a statutory assessment to be made.
- the AHSS must ensure that all teachers are aware of the importance of effective identification, assessment and AEN provision.
- to consult with other bodies and agencies (e.g. LEA, and other governing bodies) if there is to be a co-ordinated and possibly more efficient provision of AEN in the local area.
- produce an annual report for parents on the School's AEN policy which should contain sections which record:
  - a) the success of the AEN policy demonstrated paying particular attention to identification, assessment and provision of resources for AEN pupils;

- b) how monitoring and reviewing have been undertaken and how records are kept;
  - c) any significant changes made to the School's AEN policy in the light of the review;
  - d) the use of outside services/agencies and any consultation with the LEA or other school's governing bodies.
- ensure that the AEN pupils integrate and experience the same educational experiences as the other children, in so far as the integration meets the needs of the AEN pupil, the needs of other pupils and allows for the efficient use of resources.

## 8.1 THE GOVERNING BODY

- The Governing Body will discharge its statutory duties by using its best efforts to secure that the needs of vast majority of AEN children are met by their school with outside help. Help from outside agencies will be procured if it is deemed necessary. All governors are aware of their responsibilities for Additional Educational Needs and discuss the issues regularly.
- The Governing Body and Headteacher should co-operate in producing the school's AEN policy statement. Sufficient staffing and funding will be made available to meet the aims of the Policy Statement.
- The Governing Body are responsible for keeping a general oversight of the school's AEN provision. This is done through the Curriculum and Pupil Committees and the full Governing Body.
- The Governing Body should periodically review the AHSS'S responsibilities in the light of requirements of the Code of Practice and make appropriate adjustments to his timetable. The Curriculum Committee will receive a termly report from the AHSS and will invite the AHSS to the Spring Term meeting when AEN matters are discussed.

## 8.2 THE HEADTEACHER

Generally the Headteacher has a responsibility for:

- the day-to-day management of AEN provision and the confidentiality of AEN records.
- to keep the Governing Body fully informed of all relevant AEN issues.
- the Headteacher will work closely with the School's AHSS to assimilate information from and liaise with outside agencies and support services, e.g.
  - i) Educational Psychology Service;
  - ii) Child and Family Consultation Service;

- iii) Student Support Service;
- iv) Literacy Support Service;
- v) Advice and Inspection Unit;
- vi) Additional Educational Needs Assessment Service;
- vii) Specialist Careers Officers;
- viii) Speech Therapy;
- ix) Physiotherapy;
- x) Occupational therapy;
- xi) Advisers with an expertise in using I.C.T. to enhance the provision for AEN
- xii) Special Needs Teaching Team – staff specialising in supporting pupils with:
  - hearing impairment;
  - visual impairment;
  - autism;
  - learning difficulties;
  - specific learning difficulties;

In liaising with these agencies/support services it is hoped that remedial medical causes of learning and behaviour difficulties can be removed.

- The Headteacher is responsible for contacting the social services to register concern about a child's welfare and implementing procedures relating to child protection.

### 8.3 THE ASSISTANT HEADTEACHER – STUDENT SUPPORT

Generally the AHSS has responsibility for:

- the day-to-day operation of the school's AEN policy and the for co-ordinating the AEN provision.
- the school's AEN co-ordinator usually attends a child's care plan review which is co-ordinated by the social services.
- maintains liaison between the social services and the School. The AHSS should liaise with a named individual at the social services.
- Advising class and subject teachers and organising liaison with subject departments.

- maintaining the school's AEN register and records on all AEN pupils.
- liaising with parents of AEN children.
- contributing to staff INSET.
- the AHSS will work closely with the Headteacher to assimilate information from and liaise with outside agencies and support services.

#### **8.4 ALL TEACHING AND NON-TEACHING STAFF**

All staff should be involved in the development of the School's AEN policy and by so doing (supported by INSET) will be fully aware of the School's procedures for identification, assessment and provision for AEN. Subject teachers are fully involved in the development, implementation and review of ILPs.

### **9. LEARNING SUPPORT AT HASSENBROOK SCHOOL**

The teaching staff at Hassenbrook will at some time in the school year, be involved in some kind of learning support. Some of the support will be with whole groups of pupils whilst some will be with individuals who need the more intensive support that an adult can provide. These latter pupils could be individuals who suffer from emotional, learning, behavioural or physical problems, or indeed a combination of all.

Hassenbrook's unique atmosphere is built around support, no matter what aspect of the working day we look at. But when considering Additional Educational Needs however, all staff need to recognise that they have a professional responsibility with regards,

- to be aware of the school's responsibilities for pupils with AEN requirements.
- to have regard to the guidance in the Code of Practice.
- to apply that guidance effectively in assessing and teaching pupils with AEN and
- to work together in the classroom to raise the standards for all pupils.

The level of support and indeed the type of support given will indeed require an administration task common to all departments but it should be stressed that the AHSS oversees and co-ordinates provision including the following:

- The work and allocation of all Learning Support Assistants.
- Advising and supporting fellow teachers.
- Processing all support documentation.

- Liaison with parents.
- Contributing to the in-service training of staff.

The Learning Support Assistants (LSA's) are non-teaching assistants employed to work with groups or individuals who have Additional Educational Needs. The main tasks they have are helping children with reading difficulties, supporting speech therapy programmes and helping pupils with AEN access the national curriculum.

The contribution of the Learning Support Assistants is vital to successful AEN delivery and, in sympathy with the observations made by OFSTED, training opportunities for LSA's will be developed in the coming years.

## 9.1 **RECORDING LEARNING SUPPORT AT HASSENBROOK SCHOOL**

The responsibility of recording the content and monitoring of support rests with the support teacher or Learning Support Assistant. The forms are available in the AHSS office and should, when completed, be placed in the tray in the AHSS office for filing.

All relevant sections of the form are completed by the LSA.

The record sheet is then reviewed as part of the process of:

- forming the Individual Learning Plan,
- reviewing the progress of the individual pupil at the statutory reviews which are held for pupils on Stages of Assessment.

The sheet will be amended through the consultation process which has commenced with TESS.

<b>PUPIL SUPPORT PLANNING &amp; RECORD SHEET</b>
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PUPIL:

TOPIC:

CLASS TEACHER:		SUPPORT TEACHER:		
DATE:		ACHIEVED	WORKING TO:	NOT ACHIEVED
TARGETS:				
<b>1</b>				
<b>2</b>				
<b>3</b>				
	KEEP ON TASK			
	ORGANISATION			
	READING			
	WRITING			
	PRESENTATION			
	OTHER			

**Appendix 1**

<b>Old Code 1994</b>	<b>New Code 2002</b>
<p><b>8 areas of AEN</b></p> <ol style="list-style-type: none"> <li>1. Learning difficulties</li> <li>2. Specific learning difficulties (Dyslexia)</li> <li>3. Emotional and behavioural difficulties (EBD)</li> <li>4. Physical disabilities</li> <li>5. Sensory impairment/hearing</li> <li>6. Sensory impairment/visual</li> <li>7. Speech and language difficulties</li> <li>8. Medical conditions</li> </ol>	<p><b>4 areas of AEN</b></p> <ol style="list-style-type: none"> <li>1. Communication and interaction</li> <li>2. Cognition and learning</li> <li>3. Behavioural, emotional and social development</li> <li>4. Sensory and/or physical</li> </ol>
<p><b>5 stage approach to identification and assessment</b></p> <p>Stage 1 – differentiation of work  Stage 2 – ILP in place  Stage 3 – involvement of outside agencies  Stage 4 – formal assessment  Stage 5 – Statement issued outlining provision and placement</p>	<p><b>3 stage approach</b></p> <p>Early years / school action  Early years/school action plus  Statemented provision</p>
<p><b>Individual Learning Plans</b></p> <p>Varying number of targets, success/exit criteria not necessarily included</p> <p>Recommendation of review at least once every six months</p>	<p>3 or 4 key, individual, short term targets with success/exit criteria</p> <p>Review at least every six months, preferably every term</p> <p>Teaching strategies to be used (additional human resources, materials etc)</p>

**Appendix 2**



**HASSENBROOK SCHOOL  
AEN PROVISION**

**INDIVIDUAL LEARNING PLAN**

PUPIL NAME	ACTION	HOUSE
	ACTION PLUS	
DATE OF BIRTH	STAFF	PARENTS
OTHER AGENCIES INVOLVED		
NATURE OF NEEDS		
MONITORING ARRANGEMENTS		
PARENTAL INVOLVEMENT		
NON CURRICULAR NEEDS		
ACTION REQUIRED		
DIAGNOSTIC DATA		
TARGETS	REVIEW	STRATEGIES

**Appendix 2 cont.d**

TARGETS	REVIEW	STATEGIES

ANY OTHER COMMENTS

**PAIRED READING TECHNIQUE****Step by Step Procedure**

1. The child chooses any book which interests him or her, regardless of the level of difficulty.
2. Parent and child read aloud simultaneously from the book at the child's speed.
3. If the child is unable to read a word or makes a mistake, the parent supplies the correct word which is then repeated by the child. The parent does not make any comment on the mistake.
4. When the child feels he can read alone, he signals this by tapping or any other signal which alerts the parent to stop reading.
5. The parent expresses approval as the child continues to read alone.
6. If the child is then unable to read a word or makes a mistake, the parent supplies the correct word which is then repeated by the child.
7. Parent and child then read together again until the next tap or signal.
8. Make sure the child is allowed to change his book if he is not enjoying it, regardless of whether or not he has finished it. He may also read it more than once if he wishes.
9. Throughout the reading process it is important for the parent to praise the child's efforts and achievements regularly, thereby focusing on success rather than failure.

From the above it can be seen that there are two phases involved in Paired Reading:

- the reading together mode
- the reading alone mode

The level of reading ability and choice of book will determine which mode predominates.

Parents and children read together at home, in a relaxed atmosphere, for 10-15 minutes, five days a week. This will be for about eight weeks during which time support will be given by school as needed and a diary kept.

**Appendix 3 cont.d****PAIRED READING SCHEME****A Step by Step Guide**

- ➔ *Getting Ready* Your partner chooses something to read which he or she is interested in, but which isn't too hard. There are lots of books to choose from in school or you can use one of your partner's own books. Find a quiet place where you won't be disturbed at a time which suits both of you. Sit side-by-side with the book between you.
- ➔ *Step One* You read aloud about 10 to 12 lines of the book while your partner looks at the book and listens. Stop at a sensible place (e.g. at the end of a page or paragraph). Talk with your partner about what happened in the section you read and look at the pictures if there are any.
- ➔ *Step Two* You both read the same page aloud but this time you read it together. Your partner runs his or her finger under the words and you try and go at that speed. Not too fast! It doesn't matter if your partner misses out some words or gets them wrong.
- ➔ *Step Three* Your partner reads the same page alone. If he or she misses out a word or gets it wrong you should say the word straight away then let your child carry on reading.

DON'T make any comments (e.g. "You should know that").

DON'T make the pupil "sound it out".

DON'T let your child think about a word for more than four seconds.

DO praise your child. Every 2-3 sentences say "Good" or "Well done".

After your partner has finished reading say something like... "That was really great" or "You read that really well", and show that you mean it.

***Independent Reading***

After a few weeks your partner may want to read with you, and then read the next page on their own. This is great!

If your partner wants to read alone follow the same advice as before:

- correct straight away
- no negative comments;
- no 'sounding out'
- plenty of praise and chat about the story afterwards.

***How long should paired reading take?***

No more than 10-15 minutes a day ideally five times a week. A little often is better than a lot once a week. If your partner does not want to read do not force them. Instead you could read to him or her on these days.