

## SEN/AEN Provision 2019 / 2020

### What is the Local Offer?

All North Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all students, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of students with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. This ensures the best quality first teaching for all learners.

### The LA Local Offer

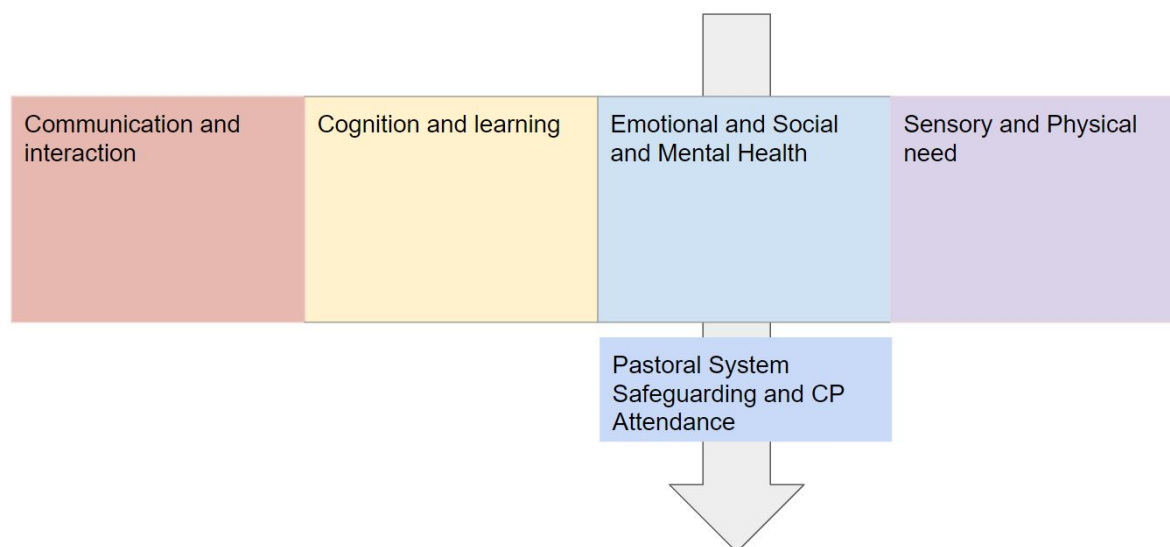
Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

Burnside College is a fully inclusive school which endeavours to ensure that **all** students achieve their potential personally, socially, emotionally, physically and academically. We believe in the strength and consistency of our three core values: pride, respect and achievement. This applies to all members of our community equally. We are keen for students who joins us with additional educational needs to achieve to their potential in a respectful environment where we celebrate and embrace diversity.

Our Local Offer details how we support students with Special Educational Needs and Disabilities. We are committed to equality of opportunity and provide full access to the National Curriculum for all students, including those with Special Educational Needs. We consult with students and their families on our local offer through meetings with parents at their SEN review, parents' evenings, information evenings and informal meetings prompted by concerns raised through external professionals, parents or teachers. We have ensured staffing and training of our staff enables the following areas to be addressed as they occur for students:

# Categories of SEN



## The AEN Department

The department leader: Louise Hall is a teacher with experience of teaching all learners and significant knowledge of learners with additional needs and how they can be supported in a fully inclusive curriculum. She is supported by Charlotte Jenkins (qualified AENCo) and is Deputy Headteacher for Behaviour and Welfare at Burnside. This is a recent appointment in response to the changing cohort of learning needs that Burnside Learners exhibit and to ensure all learners with additional needs are catered for and supported alongside their parents. In her leadership capacity she is able to ensure that equality of opportunity occurs across the school site. This involves developing the school behaviour and anti-bullying policy and being involved in daily decision making to restore learning when barriers occur. In addition to learning support assistants we also have a student support manager, 3 students support officers and a 3 HLTA's with autism and dyslexia specialism. This enables us to deal with the full remit of barriers to learning that might occur.

Our learning support assistants have a diversity of qualifications and have developed specialism to address the learning needs of students who require specialist support. One member of staff is a qualified teacher and three of our learning support assistants have Level 3 LSA qualifications. All of the learning support assistants have extensive experience and are supporting students both in lessons and in small groups or 1:1.

Details of our department can be seen below:

AENCO	L. Hall	Contribute to whole school training and play an active role in collaboration with other school leaders and external agencies. Ensure effective support for all learners who may require modifications to access mainstream provision.
Literacy Assistant	Sheila Cranney (Dyslexia)	Attend and contribute to English dept training. Lead intervention activities. Offer 1:1 support for

	intervention)	students with literacy issues such as dyslexia and reading skill development
Numeracy Assistant	Lesley Robson(KS3) Tina Bell (Outreach and inclusion) Louis Smith-Fielding Arthur Mambu Kahuma	Attend and contribute to Maths dept training. Lead intervention activities. Offer 1:1 support for students with numeracy and some literacy issues.
Communication and interaction	Ann Selkirk (ATLAS)	ASD/Autism/SLCN specialist. Attends programmes such as Cygnet with parents and developing links with NT language and communication team.
Sensory and Physical need/MLD	Suzanne Green Elaine McMahon	Work with the sensory impaired children across the curriculum, working closely with parents and offering workshops and support at lunchtime.
Social/ Emotional and Mental Health	Marie Tatum Janey Brownlee Robyn Brockman Kim Falconer	Collaborate with SENCO, attendance officers and pastoral leaders to ensure barriers to learning are rapidly identified and timely interventions put in place.
Access to practical subjects	Claudia Blake(Tech/Sci)	Attend and contribute to department training/meetings- work within the curriculum area and feedback to ensure effective curriculum developments for all learners.

The breadth of knowledge and experience allows for dedicated personalised support and ensures that the students are well supported in all subjects. Within the learning support unit (ATLAS) Joanne Walton (a qualified teacher) is able to support our most vulnerable students and offer a compensatory curriculum package for learners who have missed chunks of their education due to ill health/SEMH issues.

In addition we have fully embraced the addition of emotional and social needs as part of the AEN policy within schools. To illustrate our commitment to early identification and removing barriers we have commissioned advisors from the charity 'Children Northeast' and 'Optimus Education' in order to ensure that our services and support are effective and ensure we cater for the diverse range of needs for our students. We have also achieved the 'wellbeing award for schools' which recognises our early intervention packages for students displaying SEMH issues.

## Supporting Students with Special Educational Needs/Disabilities and Their Families

Children are identified as having special educational needs when their progress has slowed or stopped and the interventions put in place have not resulted in improvements. We always compare progress with the rest of the cohort and use the national average as a means of identifying gaps in progress. We will let families know about any concerns about a student's learning by contacting the parent via the **AENCO (Miss Hall)** or the progress leader. This will be in the form of a phone call, which would be to invite parents / carers in for a meeting to discuss

the progress of the student and the steps that could be taken to support the child if there was a concern around the lack of progress. In some instances the student support team may become involved if there is a requirement to build a team around the family or an EHA (Early help assessment) is in place. We work closely with the Local authority to ensure that all barriers to learning are explored and we value families working with us to help overcome barriers.

## **Definition of Special Educational Needs in the SEN Code of Practice**

Children have special (or additional) educational needs if they have a learning difficulty which calls for special educational provision to be made for them in order for them to make progress in line with their peers.

### **Children have a learning difficulty if they:**

Have slightly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA.

Identification often is through specialist involvement or if a progress leader identifies that a student is not making progress in relation to peers.

### **Special educational provision means:**

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area (See Section 312, Education Act 1996). When a student is identified as having special educational needs, we support their development and progress in a number of ways.

### **The role of the subject teacher**

- i. All teachers will recognise that there is a wide range of student ability and provide appropriately differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum.
- ii. Curriculum Leaders have a key role in ensuring that this takes place and that an appropriate range of teaching and assessment material is available to meet the needs of all levels of ability.
- iii. All subject teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs.
- iv. Teachers will be aware of the importance of identifying students who have special educational needs and referring them to the AENCO.

### **The role of subject departments**

- i. All departments will have a special educational needs agreement which reflects the school's policy.
- ii. It is the responsibility of each Curriculum Leader to ensure that all students have access to the National Curriculum and that, when necessary, this is delivered in a modified form as required to meet the needs of individual students.
- iii. Teachers will recognise the wide range of student abilities and departmental schemes of work should reflect awareness of the need to provide appropriate work.
- iv. Each department will provide differentiated work for the full range of ability.
- v. Time will be allocated during departmental meetings so that AEN is a regular item.
- vi. Curriculum Leaders will ensure that all teachers, where appropriate, will contribute to the identification, assessment, monitoring, recording and reporting of progress of students with special educational needs.

- vii. Where support staff are involved, they are expected to contribute to the monitoring process.
- viii. Learning passports and personal development plans (PDPs) provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.

### **The role of Learning Support Assistants (LSAs)**

- i. Priority is given to providing support for students with an EHCP, or at SEN Support (SENK). For most students, the need for support is greatest in core subjects and those subjects with a high language content.
- ii. In KS3 and KS4, support will also be provided to students at School Action (A).
- iii. The primary role of LSAs is to enable access to the curriculum, **facilitate independent learning**, and promote inclusion.
- iv. LSAs can perform a wide range of duties within the classroom and should help the teacher plan and produce informal feedback that informs future planning.

### **Staff Training**

All staff have completed, and will continue to receive ongoing training in relation to meeting students' needs within the classroom, including special educational needs and disabilities. Staff within school have different levels of expertise in order to support students with special educational needs:

**Awareness** – this is basic awareness of a particular type of SEN. All staff who come into contact with the student will have this level of training offered and it will be carried out by the SENCO, Educational Psychologist or other specialist service.

**Enhanced** – this level of training will be carried out by staff working with the student regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the student's needs. The training can be carried out by Educational Psychologists, staff from special schools or other specialist services.

**Specialist** – this is in-depth training about a particular type of AEN for staff who will be advising staff who support students at an enhanced level.

At Burnside College, staff have had awareness training in working with learners who have a range of Special Educational Needs. AEN staff have also had enhanced training as outlined above. Our Additional Educational Needs Coordinator provides advice and guidance to staff.

### **The AENCO:**

- Emails weekly updates to the staff at school about policy change, LSA placements, student progress and need, training opportunities and information from parents / carers. Also ensures regular updates to the learning passports.
- Meets with all middle leaders once a term to ensure dynamic and proactive responses to the changing needs of our learners - using a case conference model.
- Invites external providers into school to provide training to staff
- Meets with the staff working with particular students if there are specific plans in place
- Meets daily with the progress leader team to ensure that there are clear lines of communication and that the needs of individuals are met.
- Invites staff to SEN reviews and feeds information back to staff via email, learning passport creation or in meetings.

## **Progress Tracking**

For each student Additional Educational Need (AEN), their progress is continually monitored by their subject teacher, Curriculum Leader, Progress Leader and a key worker (identified as an expert representative of the child) in a number of ways including:-

- Analysis of the outcomes of the 4 whole school data collection
- Additional educational testing completed within school.
- At the end and beginning of each academic year, data is analysed and tracked.

Progress is discussed in regular meetings, tracked by Departments and is reviewed formally every half term. The student is given a Target Grade in all subject areas which is shared with parent/carers through the school reporting system. As well as target grades, other tests may be used to monitor the progress e.g. tests which give a reading and spelling age or a standardised score. When a student has been assessed and is not making progress against their targets, we can refer students to a number of different services for more specialist assessment and advice. Referrals can be made to the Dyslexia Service, Educational Psychology Service or health services such as Speech and Language Therapy, School Nursing Service, Occupational Therapists, Children and Young People's Service or Social Care teams.

When working with external professionals they will offer advice on how we can best support learning and this will be added to learning passports for all staff to access. On occasion the intervention we put in place may not have the desired impact on progress. In these situations we might suggest completing an Early Help Assessment (EHA) in order to get a team of professionals (Team around the Family (TAF)) together to work with the student and their family but this will only be done with the parent/carers agreement. If the student does not make progress with support that has been suggested by specialist staff, we can make a referral to the Local Authority (LA), for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the LA which sets out the amount of support that will be provided for the student. Parent/carers will be kept informed through school reports and phone calls. Staff will contact parents/carers to discuss issues, concerns or progress of individual students as soon as additional need is identified.

We hold regular parent evenings for all parents/carers. If your child has additional educational needs, parents/carers and the student are involved with regular review meetings to discuss progress towards current outcomes and setting outcomes for the future. Students are encouraged to share their aspirations and views in review meetings especially letting school know how they prefer to be supported.

During the course of the school year, parents will be given the opportunity of meeting with the AEN team and other parents to discuss specific learning issues. This will relate to the four areas of needs as outlined in the Code of Practice. Annual Reviews are held for students with Education and Health Care Plans (EHCPs) and students designated as AEN K. These review focuses on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the student and any other agencies involved. Progress reports can be provided to parents/carers in alternative formats if required.

## **Additionally Resourced provision**

At Burnside we have an ARP for moderate learning difficulties. This is a provision that offers bespoke support for students where it is deemed that their education should be in a mainstream school but it is recognised that they may need significant additional modifications to their

curriculum, teaching and timetable and will need access to specific expert support and guidance to develop their independence and learning skills. The purpose of this is to offer a **mainstream environment** in terms of social space and the extra-curricular offer but ensuring learning time is appropriately tailored to meet the needs of the learner. All of our ARP students fully access the whole curriculum in the first instance. We are committed to providing a school day that enables success in subjects a student enjoys as well as developing areas where difficulty may be experienced. Therefore we do not offer a reduced timetable unless there is professional advice to suggest we do so.

If accessing the ARP provision students can expect the same additional modifications as detailed above for all learners identified as having an additional need. However, there will be significant planning and work with parents to ensure that what we offer can enable progress. As each offer is bespoke to the learner it is impossible to specifically state what each student will access but examples of some of the additional support we can offer are :

- Greater access to LSA support in lessons
- Higher teacher/ support staff : pupil ratios
- More designated small group or 1:1 support
- Access to additional courses/ modification to the curriculum
- More regular Partnership and work with outside agencies
- Support, as required, in the development of social skills
- Mentoring/ Resilience training
- Support during social times and in accessing extra-curricular activity
- Priority in Therapeutic work
- Greater transition partnership to Burnside and into training/ further education.
- Purchase of additional resources that improve access to learning in lessons
- Access to counselling services
- Dyslexia support

### **What is a AEN support plan?**

A support plan is an individual education plan developed by teachers, through consultation with external professionals involved with the child and their parents. It outlines how support will be given to the child in school and the expected outcomes of the support. For a child to have a PDP, their progress leader and AENCO must have decided that the child needs additional support that cannot be met through Quality First Teaching or targeted support in school.

At this stage, parents will be asked to come to a meeting at school to discuss their child's progress, and the AEN team will help parents and teachers access the right support for the child, and create an action plan for how to implement that support, resulting in a PDP.

We work in partnership with other education providers to ensure that students make a successful transition to the next stage of their learning, through careful and coordinated planning of the transition. For year 6 students, we hold AEN reviews, special transition days for students who are most vulnerable and coffee mornings for parents who are otherwise unable to attend formal meetings. We invite all parents to an open evening once their secondary placement has been allocated. We will also speak to parents/carers of children with an EHCP Statement of SEN before their child begins at the school as they know their child better than we ever can. We will develop a personal transition plan for all students with their primary school.

### **Transition**

If a child is moving to another school we will contact the AENCo at the new school and ensure they know about any special arrangements or support that need to be made for your child. We make sure that all records about children are passed on as soon as possible.

During AEN reviews from Year 9 upwards, our Connexions officer James Carr, attends and is able to provide strong, considered advice for the young person and their families. The Burnside Sixth Form works with Learning Support Department to ensure that students get a place on the correct course and are supported well. Students with statements will have support in place for their additional Educational Needs. Where a student is requiring a more specialised or personalised setting for their learning, movement to a local special school is possible through the statutory assessment route or annual review process. The AENCO will work with parents, outside agencies, the Local Authorities and the Special School to ensure that the correct setting is found and that the transition is smooth.

**Supporting Families**

Support is offered to families and they are also signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer (such as Special Educational Needs and Disabilities Information And Support (SENDIAS), formerly known as Parent Partnership).The school works in partnership with families to help them support their children’s learning outside of school.

**Further Information**

Please see our website for the following information:

- Accessibility policy
- Behaviour and Rewards Policy
- Anti-bullying policy

If you would like further information or would like to visit the school please contact the school directly and ask to speak to Miss C Jenkins (Assistant Headteacher: Inclusion)

<b>Entitlement offer to students with special educational needs or disabilities</b>	
	<b>Support available</b>
<b>Communication and interaction needs</b>	<ul style="list-style-type: none"> <li>● Use of child friendly student profiles and needs based plans.</li> <li>● Differentiated curriculum and resources.</li> <li>● Support with change to routine either in the day, or if there are ‘special events.</li> <li>● Sixth form buddies</li> <li>● Visual and tactile timetables.</li> <li>● Area of low distraction (for all senses).</li> <li>● Support/supervision at unstructured times of the day.</li> <li>● Social skills programme/support including strategies to enhance self- esteem.</li> <li>● Small group targeted intervention programmes to support speech and language development.</li> <li>● Strategies to reduce anxiety/promote emotional wellbeing (such as call in facility, LSAs, mentor access)</li> <li>● Where appropriate we will use support and advice from other partners to meet the needs of students.</li> <li>● Planning, assessment and review.</li> <li>● Teaching resources are routinely evaluated to ensure they are accessible to all students.</li> </ul>



	<ul style="list-style-type: none"> <li>• Regular updates for teaching staff to accommodate needs</li> </ul>
<p><b>Cognition and learning needs:</b> E.g. Moderate learning difficulties</p>	<ul style="list-style-type: none"> <li>• Use of child friendly student profiles and needs-based plans involving students, parents and staff in the formulation, review and implementation of these documents.</li> <li>• Differentiated curriculum and resources.</li> <li>• Teaching groups developed and matched with staff experience</li> <li>• Strategies to promote/develop literacy and numeracy: including 1:1 dyslexia support where appropriate.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Social skills and E/S wellbeing support</li> <li>• Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>• Regular assessment of progress on additional intervention and amendments to support as necessary.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students.</li> </ul>
<p><b>Social, mental and emotional health</b></p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Mental health needs</li> <li>• Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all students in all activities.</li> <li>• Behaviour management systems in school are based upon encouraging students to make positive decisions about behavioural choices.</li> <li>• The school provides effective pastoral care for all students through dedicated non teaching progress leaders.</li> <li>• A Behaviour for Learning system focussed around choice and support in the call in facility for learners who are struggling to make the correct choices.</li> <li>• A dedicated team in student support who respond immediately as directed and work with parents to sign post effective internal and external support</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Small group targeted programmes are delivered to students to improve social skills and emotional resilience.</li> <li>• There is a nurture group at lunch times/break times to support vulnerable students in the LSU.</li> </ul>

	<ul style="list-style-type: none"> <li>• Temporary placement through ATLAS to assess learning needs and draw up a learning passport to return to the classroom.</li> <li>• We have access to Local Authority behaviour provision; where KS3 students can be referred to as an alternative to exclusion.</li> <li>• Extra educational Psychology time for therapeutic intervention</li> <li>• Parents workshops</li> <li>• Support from external providers offering bespoke programs within school.</li> </ul>
<p><b>Sensory and physical needs.</b></p>	<ul style="list-style-type: none"> <li>• Advice and guidance is sought and acted upon to ensure barriers to success are reduced or removed e.g. around medical need.</li> <li>• Access to LSU/ sixth form mentors to enable effective movement and 'safe' space on site.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Purchase of additional resources such as pens. Equipment etc.</li> <li>• Access to strategies/programmes to support Occupational Therapy/Physiotherapy.</li> <li>• Support with personal care if and when needed.</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>• Staff understand and apply the medicine administration policy.</li> <li>• The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about all needs of students.</li> <li>• All entrances to the school are at ground level and lift access is permitted to allow wheelchair access.</li> <li>• The school has disabled toilets/facilities.</li> </ul>

**If you have any concerns about your child's class teacher and/or the Special Educational Needs Coordinator.**

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

The Governing body is responsible for ensuring that a complaint has been dealt with through the colleges specified complaint procedure:

- Any parent who is unhappy with the AEN provision in college should first discuss their concerns with their son's / daughter's progress leader.
- If parents remain concerned further discussion should take place with the AENCO
- Further representation can then be made to the AEN Governor (John Caulfield) who can consider appropriate action with other members of the governing body.
- If parents still remain concerned they can refer to the LA.

## **Note**

Parents can contact North Tyneside SENDIASS Service for impartial information, advice and support in relation to their child's SEN and/or disability on 0345 2000 109.

North Tyneside Local Authority Local Offer:

[http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p\\_subjectCategory=1618](http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618)

## **Glossary of Terms**

A.E.N. - Additional Educational Need  
S.E.N. - Special Educational Needs  
I.E.P. - Individual Education Plan  
P.D.P. - Personal Development Plan  
L.S.A. - Learning Support Assistant  
L.A. - Local Authority  
AENCO - Louise Hall  
KS2, KS3, KS4 - Key Stage 2, Key Stage 3, Key Stage 4  
E.P. - Educational Psychologist  
CAMHS - Children and Adolescent Mental Health Service  
YOT - Youth Offending Team  
TRAX - Local Authority Behaviour Provision at Churchill Community College  
O.T - Occupational Therapist  
T.A.F. / T.A.C - Team around the Family / Team around the Child  
L.A.C. - Looked After Child  
E.A.L. - English as an Additional Language  
F.S.M. - Free School Meal  
C.o.P - Code of Practice  
E.H.A - Early Help Assessment  
EMTASS - Ethnic Minority (Travellers) Advisory Support Service  
EWS / EWO - Education Welfare Service / Officer  
HI - Hearing Impaired  
VI - Visually Impaired  
MLD - Moderate Learning Difficulties  
PMLD - Profound and Multiple Learning Difficulties  
SLD - Severe Learning Difficulties  
SpLD - Specific Learning Difficulties  
SEMH - Social Emotional and Mental Health

Reviewed by CJ - Dec 2019

Ratified by Governors - Jan 2020