

AEN Department FAQ

1. Who are the best people to talk to at St Edmund's about my child's difficulties with learning / Special Educational Needs or disability (SEND)?

Ms Roderick is the AENCo / SENDCo at St Edmund's. We also have a team of experienced Teaching Assistants who are allocated to specific year groups.

2. What does AEN stand for?

At St Edmund's, we use the term Additional Educational Needs (AEN) as a way to positively describe SEND students who require support.

3. Who is part of your AEN team in school?

As well as the AENCo, we have seven Teaching Assistants and one HLTA. They are all allocated to support a specific year group.

4. What does the AENCo / SENDCo role involve?

The AENCo / SENDCo must be a qualified teacher with an additional Special Educational Needs qualification. According to the SEND Code of Practice (2015), the role involves:

- determining the strategic development of SEN policy and provision in the school (alongside the
- has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- provides professional guidance to colleagues and will work closely with staff, parents and other agencies
- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

5. What is the definition of a child with SEND?

According to the 2015 Special Educational Needs Code of Practice, the definition is as follows:

- A child and young person has SEND if they have learning difficulty or disability which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

6. How will St Edmund's support my child?

Most students' needs can be met through the quality first teaching that teachers at St Edmund's provide in the classroom. Teachers are given advice and guidance in how best to meet students' needs and they implement strategies accordingly.

When further support is required, this is done in a variety of ways, dependent on the students' needs. This support includes, but is not limited to:

- In-class support from Teaching Assistants
- 1:1 key working / mentoring
- Individualised interventions to include recommended programmes
- Support from external professionals, e.g. Educational Psychologists, Specialist Teachers, Sensory Impairment Specialists, Outreach workers, Physiotherapists, Nurses, etc.
- Access arrangements applied for in Key Stage 4 to allow students to have the additional support needed in examinations
- Appropriate support for trips or activities outside of the classroom

7. When supporting students in school, is advice sought from external professionals?

Yes, we have developed excellent working relationships with external professionals. Referrals are made as and when necessary and any relevant advice received is shared with staff and parents.

8. How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress in a particular subject, you should speak to the relevant teacher initially.

If you would like further discussion about how any concerns are being managed, and if your child is still not making progress, you should speak to the child's Head of Year and/or Ms Roderick (AENCo).

9. How are the teachers in school helped to work with children with SEND and what training do they have?

Teaching and support staff attend a variety of AEN CPD every academic year. For example, in 2019/2020, staff attended CPD sessions focused on supporting students with Autism, mental health needs, physical disabilities and significant cognition and learning needs.

Staff are also provided with advice regarding how to support individual students with specific needs. Teaching staff work closely with the AEN team to develop a holistic understanding of students' needs.

10. How will we measure the progress of your child in school?

Your child's progress is continually monitored by their class teachers. At various points in their secondary education, students will be formally assessed. Students who require them will have an Individual Education Plan (IEP) which will be reviewed at least twice a year. The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's provision.

11. What support do we have for you as a parent of a child with SEND?

Class teachers can be contacted to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The AENCo is available to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The AENCo may also signpost you to other organisations that may be able to provide specialist support e.g. Tettenhall Wood school who provides support for parents of children with Autism.

12. How will we support your child when they are leaving St Edmund's?

We recognise that transitions can be difficult for a child with SEND and we provide support to ensure that any transition is as smooth as possible.

If your child is moving to another school, we will contact the school SENDCo and ensure they know about any support that your child requires. We will also make sure that all records about your child are passed on as soon as possible.

In preparation for Year 11, we work alongside Connexions to ensure students receive appropriate advice for post-16 pathways. Once students have started their post-16 provision, we will also make sure that all records about your child are passed on as soon as possible.