



## ADDITIONAL EDUCATIONAL NEEDS (AEN) POLICY

### Definitions of Additional Educational Needs and Disability

Nationally, about 20% of children in secondary schools may have some form of special educational need *at some time*. For the vast majority of children, their school, with outside help if necessary, will meet such needs.

The **SEND Code of Practice: 0 – 25 Years (2014)** states that:

A pupil has SEND where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (*CoP, 2014, 6.15*)

Every school is required to identify and address the SEND of the pupils that they support. (*CoP, 2014, 6.2*) The quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (*CoP, 2014, 6.4*) Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (*CoP, 2014, 6.36*)

The four broad areas of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Millfield, as an independent school, is not bound to follow the new SEND Code of Practice, but operates with close reference to it to ensure best practice. Millfield chooses to use the more inclusive term Additional Educational Needs (AEN) as an alternative to SEND.

Millfield does not regard pupils as having a learning difficulty solely because their first language is different from the language in which they will be taught. Refer to the school policy on 'English as an Additional Language'.

**The Equality Act (2010):** disability has a broad meaning, it is defined as "*a **physical or mental impairment that has a **substantial and long-term** adverse effect on the ability to carry out normal day-to-day activities***".

- **Substantial** means more than minor or trivial;
- **Impairment** covers, for example, a physical condition such as asthma and diabetes, a mental impairment includes mental conditions such as bipolar disorder or depression;
- **Long-term** means for longer than 12 months.

## **Reasonable Adjustments**

Millfield offers the following arrangements and adjustments to support pupils who come to Millfield with identified learning difficulties and for those pupils who are identified as having learning difficulties at some point during their time at Millfield.

### **AEN support – included in the school fees**

- Small class sizes;
- Opportunities to attend subject workshops or revision sessions at lunch times or after school;
- Lunchtime workshops in the Learning Support Centre (LSC) with an LSC Tutor to support learning difficulties and/or advise on the completion of prep assignments;
- Timetabled small group study support lessons;
- Timetabled small group study support lessons with opportunities to have additional, subject-specific support, e.g. in Mathematics and Science (the subjects offered depend on staff availability);
- Timetabled LSC English lessons in small groups.

### **AEN Provision – an additional charge to parents**

- An external diagnostic assessment with an educational psychologist (EP) or an external specialist teacher;
- Use of a reader, scribe and/or word-processor in controlled/coursework assessments and internal/external exams; parents are expected to make a contribution to the overall cost of employing additional peripatetic staff for this purpose (see Millfield fees sheet for more information);
- 1:1 support with a peripatetic LSC Tutor (see Millfield fees sheet for more information);
- 1:1 support with a Speech and Language Therapist (see Millfield fees sheet for more information).

## **Millfield's Duties and Responsibilities**

For those pupils that arrive at Millfield with a formal assessment, and those pupils who are later identified as having learning difficulties, Millfield will:

- Ensure that all teaching staff are able to identify AEN pupils and can access additional AEN information on such pupils via the School Management Information System (iSAMS);
- Provide for pupils who have AEN to allow them to join in the activities of the school alongside pupils who do not have AEN, so far as is reasonably practical and compatible and is not detrimental to the education of the pupils with whom they are educated;
- Have regard for the AEN of pupils and monitor them accordingly;
- Identify and further assess pupils with possible AEN if the pupil appears to be under-performing;
- Aim to provide an education that is suitable to the needs of the individual pupil and promotes positive achievement.

Identification and provision for pupils with AEN is a matter for all teaching staff, the learning support team, the SENCo, the Head Teacher and the Governing Body. As stated in the SEND Code of Practice (2014), teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every teacher is a continuous cycle of 'assessment, planning, doing and reviewing,' that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and make the expected progress with 'Quality First Teaching'. However, for some pupils with AEN, there may be a need to provide an additional level of provision that supports their learning and promotes positive achievement.

### **Pupil – Parent – School Partnerships**

All parents of children with AEN will be treated as partners and supported to play an active and valued role in their child's education. Millfield will ensure that parents are involved in the decision making if additional educational provision is being proposed for their child. Partnership with parents plays a key role in enabling children and young people with AEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Young people with AEN often have a unique knowledge of their own needs and their views, about what sort of help they would like to help them make the most of their education, will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

### **Transition to Millfield**

The SENCo, or on occasions another member of the LSC Team, will interview all prospective pupils with identified AEN to ensure that a pupil's needs can be met within the Millfield support framework. All pupils should meet the entry requirements as set out in the 'Millfield Admissions Policy.'

If a pupil is known to have AEN when they arrive at the school parents must ensure that Millfield receives a copy of an up-to-date assessment report from an Educational Psychologist (EP), preferably produced within the last 12 months. The SENCo will prepare a summary of the EP Report and all teaching staff will have access to it via the school's Management Information System, iSAMS. This, together with all other pupil information, will ensure that the pupil is offered an appropriate curriculum (by placement in the correct band/set) and enable teachers to focus attention on action to support the pupil within the classroom.

### **Screening and Assessment**

All new pupils undertake literacy and cognitive screening tests prior to and/or on entry to Millfield:

- Year 7 – LUCID EXACT (MPS pupils only)
- Year 8 – CEM Select (and interview, this will be with the SENCo if there is evidence of AEN)
- Year 9 – MidYIS and LUCID EXACT
- Year 10 – YELLIS and LUCID EXACT
- Lower Sixth – ALIS and LUCID EXACT

Parents of pupils with unidentified learning difficulties are contacted if the results of the above tests are a cause for concern and further assessment or monitoring may be recommended.

### **On-going Internal Identification**

There is a continual system for identifying pupils who may not be making the progress we would expect. The referral system looks at the following throughout pupils' time at Millfield:

- Evidence from teacher observations and assessment;
- Pupils' performance against their Current Anticipated Grades (CAGs);
- Results from standardised literacy tests;
- Pupils' performance against MidYIS/YELLIS/ALIS 'expected grades'.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and their peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or betters the pupil's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the pupil's behaviour;
- Is likely to lead to participation in further education, training and/or employment.

### **English as an Additional Language (EAL)**

The identification and assessment of AEN in pupils whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems individual pupils have in the classroom are due to limitations in their command of the English language or arise from AEN. An external assessment is usually recommended with an EP after a period of close monitoring. The Head of EAL and the SENCo meet regularly to discuss the most appropriate programmes for EAL pupils with AEN. Refer to the school policy on English as an Additional Language.

### **External Specialist(s)**

If Millfield have advised that a parent consults with an outside specialist (e.g. an Educational Psychologist), it is usually preferable that parents use one of Millfield's 'Specialist Assessors' who have an established relationship with the school. The diagnostic assessment can be completed either in or outside of school, depending on parents' preferences. Any external assessments, be they in or out of school, are private arrangements between the professional and the parents; parents are liable for any costs. If an EP report has been privately commissioned by an EP that is not on Millfield's list of 'Specialist Assessors,' the SENCo must provide a detailed statement (for consideration with a member of SMT, as necessary) supporting the decision to accept, or reject, the report if it is to be used as evidence for an application for examination access arrangements.

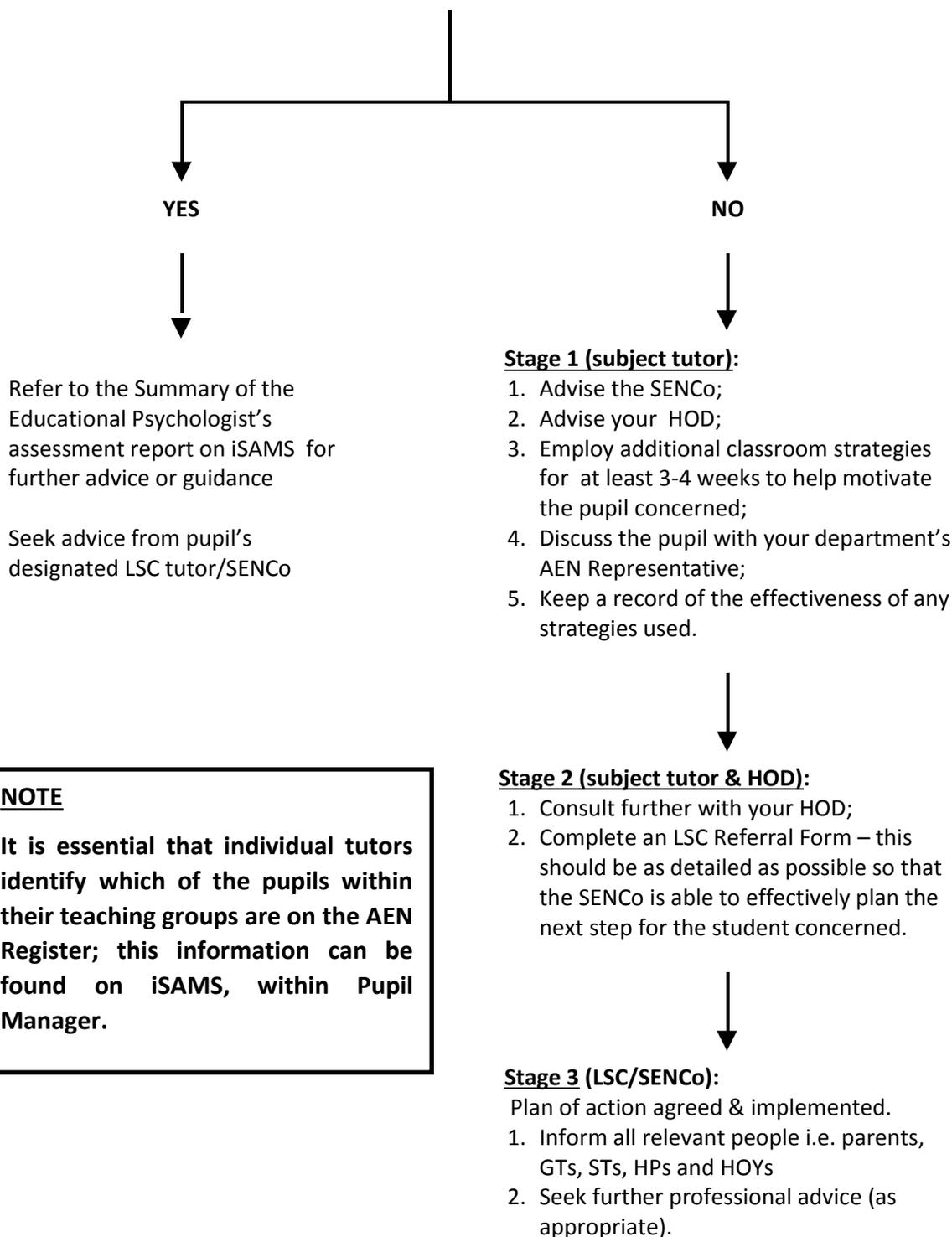
Millfield also works closely with a number of clinical psychologists and behavioural optometrists.

continued ...

## Identification and referral of Pupils with AEN to the Learning Support Centre (LSC)

Steps to take if you consider that a child may have Additional Educational Needs:

**Is the pupil on the AEN Register?**



### **NOTE**

**It is essential that individual tutors identify which of the pupils within their teaching groups are on the AEN Register; this information can be found on iSAMS, within Pupil Manager.**

## Quality First Teaching

Millfield expects teaching staff to provide pupils with high quality differentiated teaching. This is the first step in meeting the needs of all pupils. All teachers are made aware of pupils' needs, the support provided and any teaching strategies or approaches that are required via the information on the school Management Information System (iSAMS). If a teacher feels that a pupil is making insufficient progress they will follow the LSC Referral Process.

## Graduated AEN Response

Millfield will adopt a graduated response to meeting pupils' AEN. When a pupil is identified as having AEN, the school will put into place the following levels of intervention. The SENCo will record the steps taken to meet the needs of individual pupils.

### **Stage 1 – Being Monitored:** (*Blue Star on iSAMS*)

The pupil will be placed on the AEN register but **monitored** by group tutors and senior tutors. Where problems arise, which suggest a need for further support, tutors will make contact with the LSC for further help and advice. All pupils on this stage will be further monitored once a year by the SENCo at specific key points in the school year – see the 'Being Monitored' schedule below:

	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>	<b>L6</b>	<b>U6</b>
Autumn (half-term)					<b>Yes</b>
Autumn (end of term)		<b>Yes</b>		<b>Yes</b>	
End of January			<b>Yes</b>		
Spring (half-term)	<b>Yes</b>				

The pupil:

- May meet the JCQ criteria for exam access arrangements and it may be advised that a full diagnostic assessment be carried out by an Educational Psychologist;
- Will have access to LSC workshops at lunchtime (see 'LSC lunchtime workshop arrangements')

### **Stage 2 – School Action:** (*Gold Star on iSAMS*)

Pupils will be placed at **School Action** if, despite receiving quality first teaching and differentiated learning opportunities, they make little or no progress even when teaching approaches are targeted particularly at a pupils' identified area(s) of weakness. The SENCo will put a support programme into place for the pupil in discussion with colleagues, parents, the pupil and external specialists etc. In most cases the SENCo will refer a parent to seek the advice of outside professionals, such as an EP.

The pupil will:

- Receive either timetabled LSC English lessons **or** LSC Study Support Lessons (sometimes with some small group Mathematics and/or Science support – dependent on staff availability);
- Have access to LSC workshops at lunchtimes (see 'LSC lunchtime workshop arrangements');
- Usually have had a diagnostic assessment with an EP;
- Usually meet the JCQ criteria for exam access arrangements.

### **Stage 3 – School Action Plus:** (*Red Star on iSAMS*)

At **School Action Plus**, pupils will, almost without exception, have been seen and assessed by an external professional, such as an EP. This diagnostic assessment will help to inform: planning the necessary support; the

subsequent measurement of a pupil's progress and; the use of new materials or specialist strategies. Pupils will be placed at School Action Plus if it is felt that they need to take full advantage of the maximum level of support within the LSC.

Pupils will typically have:

- Made little or no progress in specific areas;
- Continued to work at levels substantially below that of their peers;
- Continued to have difficulty in developing literacy skills;
- On-going social and communication difficulties that impede the development of social skills and cause substantial barriers to learning.

When Millfield advises the referral to an external specialist (e.g. an EP) such specialists will need to have access to a pupil's school records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may also act in an advisory capacity and be involved in working with the pupil directly (e.g. a speech and language therapist).

The pupil will have:

- Timetabled LSC English and LSC study support;
- A diagnostic assessment from an Educational Psychologist (or other external professional);
- Exam access arrangements in internal and external examinations;
- Access to LSC workshops at lunchtimes (see 'LSC lunchtime workshop arrangements').

#### **Stage 4 – Statements / Education and Health Care (EHC) Plans: *(Grey Star on iSAMS)***

A small number of pupils arrive at Millfield with a Statement of Special Educational Needs or EHC plan. Millfield will ensure, prior to entry, that the necessary reasonable adjustments can be made to meet the objectives in the child's statement/EHC plan. Teaching staff are made aware of the child's difficulties via the school Management Information System (iSAMS) and are asked to contribute to and/or attend the annual review meetings, as necessary (further details below).

If a child with AEN, who is already at Millfield, is making inadequate progress, even with additional specialist interventions, then Millfield may, after consultation with both the child and the parents, approach the child's Local Authority (LA) for a statutory assessment. The LA must respond to the request for assessment within 6 weeks. After an assessment has been completed the LA may, in a small minority of cases, issue an EHC plan to meet the child or young person's education, health and care needs. All Pupils with statements will have their statements transferred to EHC plans by April 2018.

#### Annual review of a Statement of SEN/EHC plan:

Structured procedures are in place within the LSC for annual reviews of Statements / EHC Plans:

1. Dates for annual/transition review meetings are agreed with parents at least 6 weeks ahead of proposed meetings;
2. The relevant LA, external specialists and key staff are contacted to invite them to attend the review meetings;
3. The aim of the annual review meeting is to ensure that the child / young person's statement/EHC Plan objectives are still current and still address their AEN.
4. Both pupils, parents, key staff, Millfield's career's advisor and external specialists are invited to comment, by way of a written contribution, on the success of the targets from the previous meeting. All the above information is collated and summarized in preparation for the meeting;
5. Two weeks prior to the meeting these summaries are sent to all persons invited to the review meeting;

6. At the review meeting the chair, usually the SENCo, will present all of these documents for further discussion and then set targets for the next year and ensure that any changes of need or provision are recorded;
7. The summary report is then written, signed by the Headmaster and sent to the LA and all present at the meeting; this process must be completed within 7 – 10 days of the date of the meeting;
8. New targets and advice are sent to all the teaching staff working with the pupil.

### **Support available to AEN pupils**

Millfield has a graduated response to the additional provision for the AEN pupils.

#### **a) LSC Lunchtime Workshops**

All AEN pupils have the opportunity to attend LSC Lunchtime Workshops, which take place on **Monday, Tuesday, Thursday and Friday**. The sessions last **30 minutes** from **1.15 – 1.45pm** and take place in pre-agreed teaching rooms in the LSC. There will usually be two members of staff on duty, one LSC English Teacher and one Study Support Teacher. These sessions can be attended on an informal basis by pupils or can be made compulsory at the request of parents, group tutors, senior tutors etc. Attendance will be recorded on a register which is on the LSC Xtranet page. This register will be monitored weekly by the Head of LSC English and the Head of Lower School Study Support.

Pupils have the opportunity to have support with prep, reading, spelling, organisation difficulties, revision strategies and practising the use of assistive technologies etc. LSC English teachers will use these lunchtime workshops for putting into place interventions for pupils at risk of not achieving at least a grade C in their GCSE/IGCSE English Language Exam. These pupils are usually compulsory attendees and group tutors and parents are notified if pupils don't attend.

#### **b) Timetabled Study Support**

**Years 9 – 11:** Pupils can access timetabled Study Support (5 sessions per fortnight) in place of a language in Year 9 and either a language or an option block in Years 10 and 11. Pupils are taught in small groups and will follow a scheme of work that also allows some time to work on personal targets. Pupils will be invited to contribute to some targets for their Individual Education Plan (IEP). IEPs are reviewed twice a year in accordance with the IEP Schedule.

**Years 12 – 13:** Pupils can access Study Support in their private study periods. All AEN pupils, on School Action and School Action Plus, set their own SMART targets, with guidance from AEN tutors. These are based on pupils' specific learning difficulties and an initial assessment of the support they need in their Sixth Form subjects. SMART Targets can be reviewed and updated at any point throughout the academic year. The SMART Targets that are set with the AEN Study Support tutor are reviewed and updated (with the Study Support tutor) following each school reporting point. Pupil progress towards their SMART targets is monitored by both the pupil and the LSC Tutor weekly by way of a self-assessment sheet each lesson. Where a pupil is taught by more than one Study Support Teacher, the file containing the 'Identified Targets' form, 'School Report Review' form, monitoring sheets, copies of reports, correspondence etc. will be kept in a central place for easy access for all Study Support Teachers.

#### **c) Timetabled teaching of Year 9 and IGCSE English Language and Literature**

Pupils who study the English curriculum in the LSC follow the same schemes of work as the mainstream English department. The Year 9 scheme of work is evaluated annually to ensure that pupils receive a

programme which supports the best possible progression towards GCSE/IGCSE. In Year 10, pupils follow both the IGCSE English Language and English Literature courses. After the Year 10, internal examinations, selected pupils, after consultation with parents, may follow just the English Language GCSE/IGCSE course.

Year 11 pupils who do not achieve at least a grade C in GCSE/IGCSE English Language are required to join an 'English re-sit' group in the Lower Sixth. Any pupils who do not then achieve at least a grade C in the November re-sit will follow the Cambridge IGCSE course and sit the exam the following summer.

#### **d) Individual LSC Support**

For some pupils, an individual lesson with one of our small team of peripatetic LSC Tutors is possible if the SENCo feels that pupils meet the criteria set out in the 'Individual Learning Support' policy. The Peripatetic LSC Tutors agree targets with the pupils, their LSC Tutors and any other key staff at the beginning of every term. They keep a weekly log of work completed and report back to parents at the end of each term through a report which is made available to parents on the Parent Portal. The peripatetic LSC Tutor works very closely with other LSC Tutors to ensure pupils receive a 'joined up' programme. See the 'Individual Learning Support' policy for more details and the Millfield Fees Sheet for details of the additional costs for these sessions.

#### **e) Speech and Language Therapy**

Millfield has a part-time Speech and Language Therapist who is able to complete full diagnostic assessments as well as offer regular therapy sessions. The therapist works with pupils in all years and primarily works with pupils with social and communication difficulties. The Speech and Language Therapist will set termly targets, in conjunction with LSC Tutors, pupils and parents and will feedback progress to parents in meetings, by telephone and through written reports. See the 'Speech and Language Therapy' and 'Social Communication Therapy' Request Forms for more information and details of costs; these costs are also listed on the Millfield Fees Sheet.

### **Monitoring Pupil Progress in the LSC**

Pupils receiving support from the LSC are continually being monitored using a variety of mechanisms:

- Pupils receiving study support are assessed at various points throughout the academic year for progress in their literacy skills such as reading accuracy, reading comprehension and spelling. A record of these standardized scores can be found on the LSC Xtranet page;
- Pupils in Years 9, 10 and 11 have two Individual Education Plans (IEPs) each academic year, which allow for targets to be set, monitored and then progress evaluated. In conjunction with parent consultation meetings, this forms the basis of reporting for a pupil;
- Pupils in the Sixth Form will formulate, monitor and evaluate their own SMART targets with the help of their LSC Study Support Tutor and the following LSC Study Support forms:
  - Possible Targets for Study Support Lessons
  - Sixth Form Report Review
  - Sixth Form Study Support Lesson Record

The SMART Targets that are set with the LSC Study Support tutor can be reviewed at any point but are formally reviewed and updated, with a pupils' LSC Study Support Tutors, following each school reporting point. The LSC Study Support Tutor will review pupil progress against their targets on a half termly basis. Any concerns will be flagged up to the Head of Sixth Form Study Support or the SENCo.

- Year 9 pupils in LSC English sets have half-termly assessments which are tracked alongside the results from the mainstream English Department. In Year 10, pupils complete a piece of IGCSE coursework every half-term. Results are again tracked alongside the pupils in the mainstream English Department.

Additional interventions are then put into place for pupils who are 'at risk' of not achieving at least a C grade at GCSE/IGCSE.

- At the end of Years 9 and 10 all LSC English pupils, complete an end of year internal examination. This examination is the same exam that the pupils in mainstream English sit.
- Pupils receiving individual support from a peripatetic LSC Tutor work on targets set each term, in conjunction with the main LSC tutor. Some of these targets are linked to the pupil's IEP. The peripatetic LSC tutor will feedback to parents at the end of every term via an iSAMS report which parents can access on the parent portal.
- Parents of pupils following a Speech and Language Therapy programme will receive regular communication (phone calls and emails) from the Speech and Language Therapist. Targets will be set termly in conjunction with the pupil, parent and main LSC tutor. These targets will frequently be linked to the IEP. Parents will also receive a written termly report on progress made that term.

### **The Role of the Millfield SENCo**

The SENCo plays a key role in helping to determine the strategic development of the AEN policy and provision in the school to raise the achievement of pupils with AEN. The key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's AEN policy;
- Liaising with and advising fellow teachers on AEN matters;
- Managing the team of LSC tutors, peripatetic LSC tutors, the Speech and Language Therapist and LSC administrative staff;
- Coordinating provision for pupils with AEN;
- Overseeing the planning and delivery of exam access arrangements for internal and external examinations;
- Overseeing and ensuring that pupil AEN information on iSAMS is updated as necessary;
- Overseeing the records on all pupils with AEN;
- Reading and summarizing all Educational Psychologist's reports and changing AEN provision as necessary;
- Liaising with parents of pupils with AEN;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the LEAs support and Educational Psychologists.

Jacqui Clarke – SENCo  
1<sup>st</sup> September 2015

---

### **References**

- a) The SEND Code of Practice: 0-25 Years (September 2014).
- b) Children and Families Bill (February 2013)
- c) The Equality Act (October 2010)