

AES School Offer Document

INTRODUCTION

Anglo European School takes a whole school approach to the inclusion of students with a range of learning and medical needs.

A child or young person at AES can be added to our inclusion register if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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 or post-16 education.

AIMS

1. To ensure full entitlement and access for SEND students to high quality education through high quality teaching within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
2. To educate students with SEND, wherever possible, alongside their peers within the usual mainstream curriculum after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To stimulate and/or maintain student curiosity, interest, enjoyment and resilience in their own learning.
4. To enable SEND students 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 students can develop as valuable members of society, both now and in the future, e.g. students should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative, independence and British Values.

Categories of SEN that are provided for include:

- Social Emotional and Mental Health (SEMH)
- Communication & Interaction
- Physical & Neurological Impairment
- Sensory

Identification and assessment of young people with SEND;

Policies for identifying students with SEND and assessing their needs including arrangements for reviewing their progress towards outcome can all be found in the school's Special Educational Needs policy.

This policy also includes details about the approach to teaching and measuring effectiveness of provisions.

The arrangements for consulting parents of students with special educational needs:

From making an application for a place at Anglo European School and throughout time at school, parents/carers are given regular opportunities to discuss needs, progress and concerns. These opportunities can occur, for example, through:

- Meetings to agree transition arrangements from Year 5, Year 6 into Year 7; KS3 into KS4; Post 16
- Meeting with SENCO, or appropriate member of staff
- SEND Review meetings, Parent Evenings, School Information Evenings
- Attendance meetings or other professional meetings
- In response to concerns about academic progress or other aspects of education; •
In response to requests made by parents

The arrangements for consulting young people with Special Educational Needs about, and involving them in their education:

- One Page Profiles
- One Planning Meetings
- Setting their own outcomes
- Attendance /contribution to Parent Consultation Evening, Parental information Evenings and all other meetings
- SEND student representation on AES Student Voice
- Student Feedback on all interventions
- Peer and Academic Mentoring

PROVISION

Information on Provision

The SEND department support the whole school ethos of enabling SEND students to engage in all activities that are available to students who do not have SEND, through provisions such as in class LSA support

1. High Quality Teaching and Personalisation:

The school is committed to ensuring that all teaching is good or outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of children and young people. Anglo European School aims to ensure that:

- All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum.
- Regardless of ability, all teachers are responsible for the teaching and learning of all students in their lesson
- All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- Every student at the school is provided with opportunities to make progress to reach their full potential

2. The SEND department:

- Has well established liaison with local and further afield feeder primary schools to identify individual needs to support transition
- Signed up to the Essex 'Stay' Autism Project
- Liaises with schools to support all transition at any point of the year
- Liaises with outside support agencies such as Community Paediatrician, Educational Psychologist; Specialist teachers
- Monitors SEND students through the use of data, feedback and reviews
- Undertakes a variety testing to identify literacy issues and enable access arrangements;
- Provides hover support in the classroom where needed
- Rewards achievement of targets, effort and attendance
- Provides academic and peer learning mentors
- Provides literacy interventions such as Thinking Reading and then also paired reading
- Provides social skills support- for example Lego therapy
- Provides close liaison with outside agencies
- Gathers student feedback of interventions

- Uses data to monitor progress made by interventions
- Updates individual One Page Profiles and Outcomes
- Holds SEND review meetings and annual reviews for students and parents
- Works closely with pastoral support;
- Is available at parent information evenings, parents' evenings and transition meetings post initial induction for Year 6 in June/July and transition evenings, Year 9 into 10 evenings and 11 into Sixth Form;
- Makes available reports from outside agencies such as Community Paediatrician, Educational Psychologist; Specialist teachers and implements their recommendations

3. Evaluation of effectiveness of provision;

A cycle of Assess, Plan, Do, Review is used to ensure the effectiveness of the provision, this is monitored through:

- Interim reports
- Parent Consultation Evenings
- Reading and spelling ages
- Annual Review meetings
- Review meetings
- Transition review meetings for Year 7
- External reports
- Teacher feedback
- LSA feedback
- Student feedback
- Parent feedback & questionnaires

TRANSITION

School arrangements for supporting students transferring between stages of education and preparing for independent living.

From KS2 to KS3

Where children are transferring from Primary School, the SEND department will meet the SENCO of the primary schools to transfer SEND information. All SEND school records will be passed on and shared with the SEND and pastoral team. Outside agencies will advise as appropriate. Parents of children who have an EHCP are invited to discuss transitional provision with the AES SEND team– this may begin in Year 5. Parents and students are invited to give views and share concerns. The SENCO is introduced to all parents at the Year 6 Induction Evening.

From Year 9 to KS4

The SEND department supports students with special educational needs and their parents/carers to make decisions about curriculum Pathways.

Post 16

The SEND department facilitates work with Careers Adviser, Information, Advice and Guidance Advisor and any other interventions such as travel training, personalised work experience or facilitating transfer onto appropriate Post 16 College Courses. We have close links with Chelmsford College and wider networks, who may provide information on Post 16 Transfer throughout Year 11.

TRAINING

AES is committed to developing the expertise of the whole staff. All members of staff involved in SEND attend appropriate courses and training provided by the local authority as well as whole school training. Training needs are identified through appraisal and observations.

Specialist teachers and external professionals will deliver specific training to the SEND team on a regular basis. Professional development offers opportunities to gain nationally recognised qualifications such as NPQ in teaching and learning. In house training and development sessions are planned throughout the year.

How the department involves health and social care bodies, local authority support services and other bodies in meeting the needs of students with SEND.

The department works hard to ensure that no student is disadvantaged in terms of facilities and equipment - dependent upon need. To ensure that we achieve this goal we work with outside professionals such as:

- Educational Psychologist
- Specialist Teachers
- Physiotherapists;
- Occupational Therapists
- other support services
- For details about the **Local Offer for Essex schools**- see <https://send.essex.gov.uk/#>
<https://send.essex.gov.uk/send-strategies>