



ADDITIONAL EDUCATIONAL NEEDS (AEN)

THIS POLICY APPLIES TO MILLFIELD.

DEFINITIONS OF ADDITIONAL EDUCATIONAL NEEDS AND DISABILITY

Nationally, about 20% of children in secondary schools may have some form of special or additional 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 (2015)** states that:

A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support. *(CoP, 2015, 6.15)*

Every school is required to identify and address the SEN of the students that they support. *(CoP, 2015, 6.2)* The quality of teaching for students with SEN, and the progress made by students, 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, 2015, 6.4)* Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. *(CoP, 2015, 6.36)*

The four broad areas of SEN 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 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 SEN.

Millfield does not regard students 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 conditions such as bipolar disorder or depression; or a learning or psychological difficulty that affects day-to-day living.

- **Long-term** means for longer than 12 months.

Not all students with AEN have a disability; not all students with a disability have AEN.

REASONABLE ADJUSTMENTS

Millfield offers the following arrangements and adjustments to support students who come to Millfield with identified learning difficulties and for those students 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 teacher 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 English lessons delivered by English teachers with training in supporting students with AEN in small groups;
- In-house assessment to identify exam access arrangements necessary to ensure equal access to internal and external examinations (in-line with JCQ regulations);
- Exam access arrangements: use of a reader, scribe and/or word-processor in controlled assessments and internal/external exams for those students (where granted by the SENCo and in line with JCQ regulations).

AEN Provision incurring an additional charge to parents:

- A full diagnostic assessment with an educational psychologist (EP) or other qualified assessor;
- 1:1 support with a peripatetic LSC teacher (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

Identification and provision for students with AEN is a matter for all teaching staff, the Learning Support Centre (LSC) team, the SENCo, the Head Teacher and the Governing Body. As stated in the SEND Code of Practice (2015), teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every teacher is a continuous cycle of 'assess, plan, do and review,' that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and make the expected progress with 'Quality First Teaching'. However, for some students with AEN, there may be a need to provide an additional level of provision that supports their learning and promotes positive achievement.

QUALITY FIRST TEACHING AND A GRADUATED AEN RESPONSE

Millfield expects teaching staff to provide students with high quality adaptive teaching. This is the first step in meeting the needs of all students. All teachers are made aware of students' needs, the support provided and any teaching strategies or approaches that are required via the information on the school Management Information System (iSAMS).

For those students that arrive at Millfield with an identified learning need, and those students who are later identified as having learning needs, Millfield will follow a graduated approach to meeting the needs of students with AEN through a cycle of: Assess, Plan, Do, Review. To this end, Millfield will ensure that all teaching staff are responsible and accountable for:

- identifying AEN students in their classes and groups and accessing additional AEN information on such students via the Pupil Profile held on the School Management Information System (iSAMS);
- anticipating individual learning needs and adapting teaching to respond to the strengths and needs of students within their subject classes and groups, and monitoring those needs accordingly;
- having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- planning provision for students who have AEN to allow them to join in the activities of the school alongside students who do not have AEN, so far as is reasonably practical and compatible and is not detrimental to the education of the students with whom they are educated;
- monitoring and reviewing the progress of students and specific interventions on a regular basis in line with school tracking processes, and liaising with the group tutor (GT), LSC staff and SENCo;
- seeking further guidance and assessment where applicable from the LSC staff for those students with possible AEN if the pupil appears to be under-performing;
- aiming to provide an education that is suitable to the needs of the individual pupil and promotes positive achievement;
- supplying evidence of differentiation/special arrangements in order to paint a 'picture of need' and evidence of normal way of working to support access arrangements for examinations.

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 students with AEN. Millfield will also ensure that the SENCo oversees the guidance and co-ordination of a child's additional educational provision by working closely with the child's teachers, LSC staff, group tutors (GTs) and housemaster/housemistress (HsMs). Specialists from outside the school are involved where appropriate.

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 teachers, peripatetic LSC teachers, the Speech and Language Therapist and LSC administrative staff;

- coordinating provision for students 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 students with AEN;
- reading and summarising Educational Psychologist's reports and changing AEN provision as necessary;
- liaising with parents of students with AEN;
- contributing to the in-service training of staff, using outside providers where appropriate.
- liaising with external agencies including the LEAs support and Educational Psychologists.

STUDENT – 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.

SCREENING AND ASSESSMENT

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

- *Year 7 – Literacy screening (MPS students only).*
- *Year 8 – CEM Select (and interview, this will be with the SENCo or one of the LSC team if there is evidence of AEN).*
- Year 9 – MidYIS and Literacy.
- Year 10 – YELLIS and Literacy.
- Lower Sixth – ALIS and Literacy.

Parents of students 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.

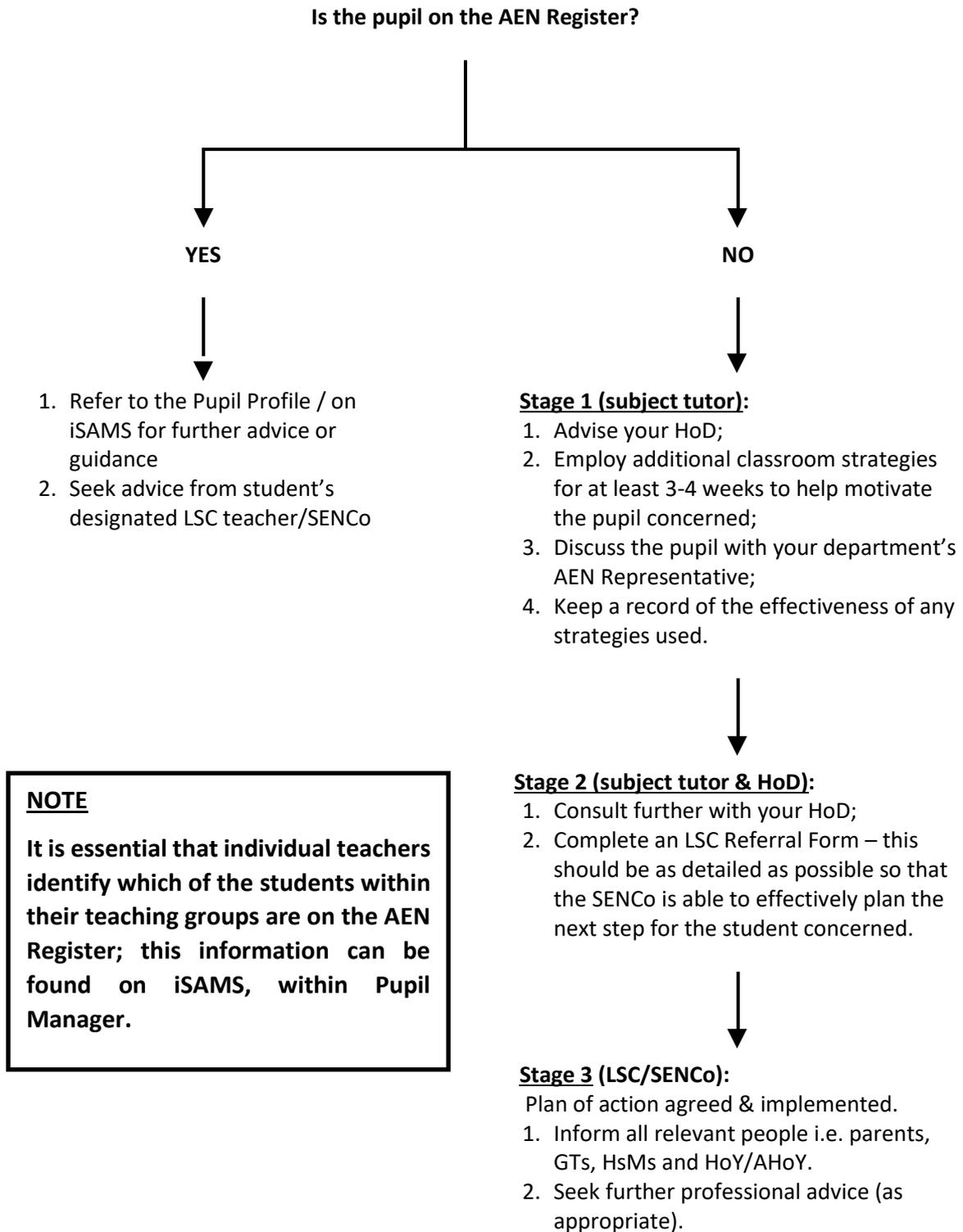
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IDENTIFICATION AND REFERRAL OF STUDENTS WITH AEN TO THE LEARNING SUPPORT CENTRE

If a teacher feels that a pupil is making insufficient progress they will follow the LSC Referral Process.

The flow chart below outlines this process:

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



ON-GOING INTERNAL IDENTIFICATION

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

- evidence from teacher observations and assessment;
- students' performance against their Current Anticipated Grades (CAGs);
- results from standardised literacy tests;
- students' 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 student'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 student'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 students 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 student's performance in different subjects to establish whether the problems individual students have in the classroom are due to limitations in their command of the English language or arise from AEN. An assessment is usually recommended after a period of close monitoring. The Head of EAL and the SENCo liaise to discuss the most appropriate programmes for EAL students with AEN. Refer to the school policy on English as an Additional Language.

EXTERNAL SPECIALIST(S)

There are a range of external specialists that work closely with the school. The SENCo will be able to advise on specialists for a variety of needs.

Assessments which are used as evidence for applications for Access Arrangements must be carried out either in school or by one of our approved assessors and are arranged, after permission has been sought from parents, by the SENCo. It is not possible to use evidence provide by other Educational Psychologists to support these applications.

Millfield also works closely with a number of other specialists, such as clinical psychologists, speech and language therapists and occupational therapists.

THE AEN REGISTER AND LEVELS OF SUPPORT

When a pupil is identified as having AEN, the student's name is added to the AEN register. Millfield uses a system of flags or stars to indicate the level of functional need. This is outlined below:

Listed (*No star on iSAMS*)

A pupil placed on the list with 'no star' suggests this pupil is being monitored for possible or previous difficulties. This includes students who have been referred to the LSC, pending an assessment decision or outcome, students whose outcome on the referral process suggests no AEN but who continue to be monitored for a period of time, and students who previously appeared on the AEN register but are felt to no longer be identified as having AEN.

Students who are 'Listed' will continue to be monitored, coordinated by the group tutor (GT) and HsM, in the following way:

- students who have been referred (R) will follow a process of assessment and review with the LSC staff as part of the referral process;
- students who have been referred, assessed and deemed not to have AEN (RX), or who have been removed from the AEN register (RX), will be monitored through group tutor for the remainder of the academic year (or for two terms if the pupil is Listed towards the end of an academic year). If concerns are received, the review process will begin again and pupil needs will be considered. If no concerns have been raised, the pupil will be removed from the 'Listed' category of the AEN register.

Access Only (AO) (*Grey star on iSAMS*)

Students in this category will not have a Specific Learning Difficulty (SpLD), but will have some educational, social-emotional or medical need which requires knowledge and action by the class teacher. Students in this category may have centre-delegated exam access arrangements (EAA), for example:

- use of a laptop due to illegible handwriting;
- rest breaks due to documented health need;
- colours labelled due to colour blindness.

Once approved, access arrangements will be listed on iSAMS.

Students in this category will be subject to monitoring by the Access Arrangements Coordinator (AAC) who will oversee and coordinate the process of gathering evidence, ensuring students receive training in EAA (where necessary through workshops), and organise such EAA at exam and assessment times. Group tutors (GTs) and housemasters/mistresses (HsMs) can also make contact with the LSC for further help and advice if problems arise.

Students may be invited to attend workshops to support any exam access arrangements they have. These workshops may become compulsory if it is felt the pupil requires more practice with a particular access arrangement.

AEN: *(Blue Star on iSAMS)*

Students will be placed on the AEN register with a blue star if they have an identified SpLD but their needs can be met through quality first teaching and differentiation. Their progress will be monitored by the GT and HsM and reviewed on an annual basis by LSC staff. Where problems are raised, which suggest a need for further support, GTs/HsMs will make contact with the LSC for further help and advice and students may be offered further support and/or an adjustment to their academic programme. Students are able to access workshops for extra study support should they require this.

The pupil:

- may be considered for exam access arrangements, for which a further diagnostic assessment may be advised;
- will have access to LSC workshops at lunchtime (see 'LSC lunchtime workshop arrangements');
- will have a pupil profile on iSAMS which includes useful teaching strategies;
- may have access arrangements for exams, which will be listed on iSAMS and in the pupil profile.

AEN Support: *(Yellow Star on iSAMS)*

Students will be placed on the AEN register with a yellow star if they have an identified SpLD and they attend timetabled study support. This programme of support will be put into place through discussion with the SENCo, teachers, parents, the pupil and external specialists. In most cases, a pupil will qualify for exam access arrangements, for which they will require further assessment.

The pupil:

- may have had a diagnostic assessment;
- will have a pupil profile on iSAMS which includes useful teaching strategies;
- will receive LSC Study Support Lessons (sometimes with some small group Mathematics and/or Science support – dependent on staff availability);
- will have access to LSC workshops at lunchtimes (see 'LSC lunchtime workshop arrangements');
- may meet the JCQ criteria for exam access arrangements.

AEN Support Plus: *(Red Star on iSAMS)*

At AEN Support Plus, students will have a significant, identified SpLD and require a higher level of support and differentiation. Diagnostic assessments carried out will have indicated that a high level of intervention and support is needed in the classroom. This includes, but is not limited to, students with an Education, Health and Care Plan (EHCP).

The pupil:

- will have a pupil profile on iSAMS with a named keyworker;
- may be referred to an external specialist, such as SaLT or Occupational Therapist;
- will receive LSC Study Support Lessons (sometimes with some small group Mathematics and/or Science support – dependent on staff availability);
- will have access to LSC workshops at lunchtimes (see 'LSC lunchtime workshop arrangements');
- may meet the JCQ criteria for exam access arrangements.

All students who attend study support will have targets set as part of the student's LSC Study Support Teaching Policy and LSC Assessment Policy. Progress against targets will be monitored and tracked by a student's LSC teacher and updated on a regular basis.

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 Education Health Care Plan (EHCP) to meet the child or young person's education, health and care needs.

AEN REVIEW SCHEDULE

Students' AEN profiles and needs will be reviewed annually in the LSC by the SENCo, Deputy SENCo, specialist Assessor or other suitably qualified staff. This will give the pupil the opportunity to discuss and amend the pupil profile, the use and efficacy of exam access arrangements and to assess any support they might benefit from. The pupil profile will be updated and a copy sent to teachers and parents, who are also invited to make amendments if they wish. The review schedule by year group is outlined below:

U6: autumn term.

L6: autumn term; the exam access arrangements of all AEN students are also reviewed individually in L6 during the autumn term to ensure these are correct for A level / BTEC study and examinations.

Y11: autumn term.

Y10: new Y10 students with AEN are reviewed individually in the autumn or spring term, depending on numbers; continuing Y10 students are reviewed in the spring term.

Y9: all Y9 AEN students are reviewed individually in the spring term, when they are assessed for possible exam access arrangements, to discuss the pupil profile, to discuss possible GCSE options and curriculum and to assess any support they might benefit from.

Parents will be kept updated on arrangements for assessment and will be sent updated pupil profiles.

STUDENTS WITH AN EHCP

Millfield will comply with the requirement to conduct an annual review of EHCP, conjunction with LA advisors, for all students with an EHCP.

SUPPORT AVAILABLE TO AEN STUDENTS

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

LSC Lunchtime Workshops:

- All AEN students 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. These sessions can be attended on an informal basis by students or can be made compulsory at the request of parents, GTs, HsMs etc. Attendance will be recorded on a register.
- Students have the opportunity to discuss support with prep, reading, spelling, organisation difficulties, revision strategies and practising the use of assistive technologies etc.

Timetabled Study Support:

- **Years 9 – 11:** students can access timetabled Study Support (typically, 5 – 6 sessions per fortnight) in place of a language in Year 9 and either a language or an option block in Years 10 and 11. Students are taught in small groups and will follow a programme that allows time for work on group and personal targets as well as progress with individual subjects. Students will be invited to contribute to the setting of their individual targets. Targets are reviewed according to an annual review schedule, depending on the student’s year group (see table below). Parents, GTs and HsMs are updated about progress towards these targets through the regular reporting cycle.

Year group	Autumn Term 1 st half	Autumn Term 2 nd half	Spring Term 1 st half	Spring Term 2 nd half	Summer Term 1 st half
9	set		review/set		review/set
10	set			review/set	
11	Set		review/set		

- **Lower Sixth and Upper Sixth:** students can access Study Support in their private study periods. All AEN students set their own study targets, with guidance from LSC teachers. These are based on students’ specific learning difficulties and an initial assessment of the support they need in their Sixth Form subjects. Targets can be reviewed and updated at any point throughout the academic year. The targets that are set with the LSC teacher are reviewed and updated (with the LSC teacher) following each school reporting point. Progress towards their targets is monitored by both the pupil and the LSC teacher by way of a self-assessment sheet. Where a pupil is taught by more than one LSC teacher, the identified, reviews and monitoring sheets, copies of reports, correspondence etc. will be kept in a central place for easy access by all LSC teachers.

Timetabled teaching of Year 9 and I/GCSE English Language & Literature and Mathematics:

- Students with particular literacy or numeracy difficulties are generally taught in small groups by teachers with particular experience of teaching AEN students. In both Maths and English, there are adjusted schemes of work that these groups follow.
- In Year 10, students follow both the I/GCSE English Language and English Literature courses. After the Year 10, internal examinations, selected students, after consultation with parents, may follow just the English Language I/GCSE course.
- Year 11 students who do not achieve at least a grade C/4 in I/GCSE English Language and/ or Mathematics are required to join a ‘re-sit’ group in the Lower Sixth.

Individual LSC Support:

- For some students, an individual lesson with one of our small team of peripatetic LSC teachers is possible if the SENCo feels that students may benefit further from this support. The peripatetic LSC teacher agree targets with the students, their LSC teachers 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 MySchoolPortal. Overseen by the Deputy SENCo, the peripatetic LSC teacher works very closely with other LSC teachers to ensure students 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.

Speech and Language Therapy:

- Millfield has a Speech and Language Therapist who is able to complete full diagnostic assessments as well as offer regular therapy sessions. The therapist works with students in all years and primarily works with students with social and communication difficulties. The Speech and Language Therapist will set termly targets, in conjunction with LSC teachers, students 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.

STUDENTS WITH MULTIPLE NEEDS

Separate lists exist for students for whom English is an additional language (EAL) and for students who are Top Academics. Some children may appear on more than one of these lists, in which cases special consideration for the child's overall needs must be made when providing support.

BULLYING

Millfield recognises that disabled students or those with additional educational needs may be at risk of being bullied. The school has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

SAFEGUARDING

Millfield also recognises that disabled students or those with additional educational needs may face additional safeguarding challenges. All staff need to be alert to the specific needs of those students with additional educational needs and/or disabilities. This might include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with AEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the Designated Safeguarding Lead (DSL) as appropriate.

The school has a Safeguarding Policy which outlines how staff should consider these issues and remain vigilant as to the safeguarding of all students, including those with AEN and/or disabilities.

ACCESSIBILITY

Millfield recognises that difficulties may be experienced from time to time by the need for students to move around the site and as a result of the school buildings. Millfield's Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings.

CReSTeD ACCREDITATION

CReSTeD is the register of schools which help children with a range of AEN. CReSTeD aims to help parents, and those who advise them, to choose schools which cater for the specific learning needs of their children. Millfield holds CReSTeD status within the DU category meaning it has a Designated Unit or Centre providing specialist tuition on a small group or individual basis, according to need.

All schools on the CReSTeD register are visited regularly to ensure they continue to meet the criteria set which includes:

- staff who can demonstrate the ability to meet the needs of students with specific learning difficulties within their own subject areas;
- the designated unit or centre provides specialist tuition on a small group or individual basis, according to need;
- the designated unit or centre is adequately resourced, under the management of a senior specialist teacher, who coordinates the work of other specialist teachers/qualified assessors and teachers;
- there is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of AEN students and this awareness is evident across the curriculum.

More detailed information and advice is available on the CReSTeD website (www.crested.org.uk).

REFERENCES

- The SEND Code of Practice: 0-25 Years (January 2015).
- Children and Families Bill (February 2013).
- The Equality Act (October 2010).

Policy owner	CCF (with Head of LSC/SENCo/ACH)
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