AES School Offer Document

INTRODUCTION

Anglo European School takes a whole school approach to the full Inclusion of our students with a range of SEND and medical needs.

A child or young person at AES can be added to our Inclusion Register and given SEND status if they have a cognitive, language and communication, social/emotional or physical difficulty or disability which calls for special educational/additional and different provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if s/he:
• has a significantly greater difficulty in learning than the majority of others of the same age, or
• has a disability which prevents or hinders him/her 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, including additional and different provisions as appropriate on a case by case basis, 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 SEND that are provided for include:

- Social Emotional and Mental Health (SEMH)
- Cognition & Learning
- 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 and Disabilities policy.
This policy also includes details about the approach to teaching and measuring effectiveness of provisions.

The arrangements for communicating with parents of students with SEND:

From making an application for a place at Anglo European School and throughout their 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 options
- 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 SEND about, and involving them in their education:

- Review of Individual Support Plans (ISP)
- Attending 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 SEND Assistant 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:

- As 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 and Essex Inclusion Partner
- Monitors SEND student attendance, behaviour and progress through the use of data, feedback and reviews
- Undertakes a variety testing to identify literacy and processing speed issues and enable access arrangements
- Provides hover support in the classroom where needed
- Rewards achievement of targets, effort and attendance through our whole school reward system with a category of 'Excellent Effort' to acknowledge the student that may struggle to meet the usual expectations.
- Provides academic and peer learning mentors
- Provides literacy interventions such as Thinking Reading, IDL and also paired reading
- Provides social skills support- for example Lego therapy, Happy Chimp
- Provides close liaison with outside agencies
- Gathers student feedback of interventions
- Uses data to monitor progress made by interventions
- Updates Individual Support Plans and Outcomes
- Holds SEND termly review meetings strategically placed following a data capture release or parents evening to ensure any parental concerns are addressed in a timely fashion. This is in addition to the Statutory Annual Reviews.
- Works closely with pastoral support team
- Is available at parent information evenings, parents' evenings and transition meetings post initial induction for Year 6 in June/July and transition evenings, Year 7, 8 ,9, 10 and 11 evenings and 11 into Sixth Form

- Makes available reports from all relevant outside agencies such as Community Paediatrician, Educational Psychologist; Specialist teachers, Inclusion Partner, Engagement Facilitator 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 assessments
- Annual Review meetings
- Termly One Planning meetings
- Transition review meetings for Year 7
- External reports
- Teacher feedback
- SEND Assistant feedback
- Student feedback
- Parent feedback & questionnaires
- On going Year Leader/ SENDCo fortnightly meetings

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 SENDCo will meet the SENCo of the primary schools to transfer SEND information for students with an EHCP. All other SEND school records will be passed on and shared with the SENDCo 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 SENDCo – 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 or sooner if parents engage with earlier visits to AES

From Year 9 to KS4

AES offers whole school support to students to help them make positive choices about curriculum Pathways for option choices. Year 9 One Planning meetings also focus on these key decisions to work with students and parents and support the process.

Post 16

The SENDCo facilitates student access to the external Careers Adviser, and any other interventions such as travel training, personalised work experience or facilitating transfer onto appropriate Post 16 College Courses. Students are supported to complete the CV and requests for visits to view the setting and college applications when appropriate. Parents can request this if required.

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
- PNI team assessments
- For details about the Local Offer for Essex schools- see https://send.essex.gov.uk/# https://send.essex.gov.uk/send-strategies