

Anglo European School SEN Local Offer

Introduction

School Ethos for SEND
(non-statutory)

Anglo European School is a Language College and is an 11-18 academy trust secondary school which admits students to the school in line with the school's admission procedure. The school believes that all young people are entitled to an education that :

- Develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Encourages students from diverse backgrounds to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
- Develops internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

Anglo European School takes a whole school inclusive approach to students with special educational needs and aims to:

- Provide the highest quality of education which is enriched by a strong international dimension.
- To respect individuals and their culture whilst developing a respect for, and an understanding of, the student's own culture and the cultures of others.
- To give students the academic and social skills which enable them to move freely and productively beyond the boundaries of their own community.

The school recognises that a young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them if they:

- Have a significantly greater difficulty in learning than the majority of their peers

	<ul style="list-style-type: none"> • Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. <p>The school makes provision in accordance with the Code of Practice (2014), the SEN and Disability Act , Index for Inclusion (updated 2001) The Discrimination and Disability Act (Dec 2006). Our SEN policy and our practice aim to reflect these principles.</p> <p>Special Educational Needs are identified in terms of learning, communication, interaction, behaviour, and emotional health, physical and sensory needs. The school promotes young people having the right to be involved in making decisions and exercising choices. They have the right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the student, parents, carers, teachers, other professionals and outside agencies to identify needs. We will use our best endeavours to ensure that all aspects of the curriculum are available despite issues relating to physical access in some of the buildings or parts of buildings.</p>
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Partnership Ethos

<p>The arrangements for consulting parents of pupils with special educational needs</p>	<ul style="list-style-type: none"> • Transition meetings • Progress meetings • Statutory meetings and reviews • Professionals meetings 	<p>Parents consultation evenings</p>
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<p>The arrangements for consulting young people with special educational needs and involving them in their education.</p>	<ul style="list-style-type: none"> • Internal information from teaching staff, support staff and the child or young person. • Student Voice/Ambassadors • Specialist Teachers 	<p>The young person is central to the planning of their provision.</p>
<p>The name and details of the SEN Coordinator and the SEN Team</p>	<p>Alyson –Ann James SENCO jamesa@aesessex.co.uk 01277354018</p> <p>1EAL teacher</p> <p>13 Learning Support Assistants</p> <p>1 Admin Assistant</p>	
<p>Arrangements made by the governing body relating to the treatment of complaints from parents with pupils with special educational needs concerning the provision made at the school.</p>	<p>As a school we work hard to be in effective communication with children and parents and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.</p> <p>If the situation rises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCO has been unable to reassure them that needs are been met effectively, then the school’s Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school’s attention.</p>	

<p>Information on where the Local Authority's local offer is published.</p>	<p>The Local Authority Website</p>	
<p>Identification and Early Intervention</p>		
<p>Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have ECH Plans, including how the school evaluates the effectiveness of the provision for such students.</p>	<ul style="list-style-type: none"> • Liaison with primary feeder schools to discuss current levels of support upon transition. • Mid-year transfers use information from the previous school if available plus Cognitive Ability Tests, Reading Comprehension and tests in core subjects on arrival. • Teachers raise concerns with SENCO/Senior LSA • Suggested strategies are put in place by class teacher and differentiation made. • Teachers/Year Leaders/Heads of Departments track pupils and have their own interventions at their disposal. • Effectiveness of provision regularly reviewed. 	<p>Parents will know that special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health. 4. Sensory and/or physical <p>The school will work closely with the student and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then aim to implement appropriate interventions.</p> <p>All interventions are monitored and evaluated for the effectiveness of their impact.</p>

<p>Information on the kinds of special education provision made in school.</p>	<ul style="list-style-type: none"> • Handwriting intervention • Touch typing • Numeracy small/individual group work • Literacy small/individual group work • GCSE intervention groups • Testing for special exam access arrangements • Mentoring <p>Access to</p> <ul style="list-style-type: none"> • Specialist teacher intervention. • Educational Psychologist • Counselling • CAMHS • Young Peoples Counselling Service • Occupational Therapy • Physiotherapy • Provision of some specialist equipment 	<ul style="list-style-type: none"> • Levels of progress checked in termly data collection • Reading and spelling ages assessed on entry and after each intervention • Round robins • LSA target records • Review meetings • Student feedback
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<p>Information about the expertise and training of staff in relation to students with special education needs and about how specialist expertise will be secured.</p>	<ul style="list-style-type: none"> • All staff in the SEN department receives regular CPD to fill any gaps in specialist support and keep up to date with new research/techniques. • Learning Support Assistants support in the class room and facilitate small group and individual work. • Some LSAs provide personal care as appropriate. • Students are referred by the SENCO or Inclusion Manager to outside specialist agencies as appropriate. • SENCO has SENCO Award accreditation. 	
<p>Quality First Teaching and Personalisation</p>		
<ul style="list-style-type: none"> • Information about the school's policies for making provision for students with SEN including, evaluation of effectiveness , assessment and reviewing progress, adaption to curriculum, additional support and wider support. 	<ul style="list-style-type: none"> • Progress of students on the SEN register is monitored each term • SENCO is available attends Parents Evenings to discuss progress. • Parents invited to drop in sessions. • Each intervention programme is assessed on its completion. • Personalised timetables <p><u>Current Process</u></p> <ol style="list-style-type: none"> 1. Teacher raises query with SENCO/Senior LSA 2. SENCO/Senior LSA speak with student and complete any screening/testing as appropriate. 	<p>Anglo European School is committed to ensuring that all teaching is at least good and that much is outstanding. Teaching is differentiated and personalised to meet the needs of the students. Anglo European School aims to ensure that :</p> <ul style="list-style-type: none"> • All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies are used to ensure that all students can access the curriculum. • Members of staff understand that they are all teachers of children with special educational needs. • 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 Anglo European School is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can.

<p>Information about how equipment and facilities to support students with special educational needs will be secured.</p>	<ol style="list-style-type: none"> 3. Suggested strategies are put in place by class teacher. 4. Teacher/SENCO/ Year Leader check progress over an appropriate term 5. If no improvement, SENCO contacts parents for a meeting to discuss concerns / planned interventions/ referrals to specialists 6. Student placed on SEAN register <p>Some students with mental health issues may move through these stages very quickly or miss some of them depending on the nature of their condition and its presentation.</p> <ul style="list-style-type: none"> • Appropriate disabled facilities and specialist equipment supplies as necessary. 	<p>Anglo European School works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon their need. To ensure that we achieve this goal we work with outside professionals, such as specialist teachers, occupational therapy and specialist nursing team. Our equality and disability policies are available on our website or on request.</p>
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Early Intervention and the Education Health and Care Plan

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

The SENCO, following discussions with relevant staff and parents/carers will make referrals to outside agencies as required.