



Northampton School *for Boys*

Additional Intervention Team **and** **Special Educational Needs** **Policy**

Approved by: **Governors' Welfare Committee**

Date: **14 September 2016**

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Additional Intervention Team and Special Educational Needs Policy

The Additional Intervention Team (AIT) has a primary role focussing on students who are either not making age appropriate progress or who have a diagnosed Special Educational Need or Disability (SEND).

The Education Act 1996 says that a student has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the student either:

- a) has significantly greater difficulty in learning than the majority of students of the same age
- b) has a disability, which either prevents or hinders the student from making use of the educational facilities which are provided for students of the same age in a mainstream school

Special educational provision means educational provision which is additional to, or different from, the provision made generally for students of the same age in a mainstream school.

Northampton School *for Boys* is committed to providing the conditions and opportunities to enable any student with SEND and/or underachieving to be included fully and be successful in all aspects of school life. The AIT and Special Educational Needs policy at Northampton School *for Boys* supports the stated ethos of the school.

SPONSOR: Governors' Welfare Committee

DATE: 14 September 2016

The Policy has been written with reference to:

Special Educational Needs Code of Practice: September 2014 DfES 581/2001

PIVATS: Northamptonshire County Council Revised Edition 2002

SEN Toolkit: DfES 558/2001

The SEN Co-ordinator's File: pfp Publishing Ltd 2001

SENDA 2001: Disability Rights Commission: and the Code of Practice 2012

Making Sense: Information Advice and Support Service (IASS) 2014

The Special Educational Needs and Disability Regulations (Sept 2014)

The Equality Act 2010

Every Student Matters: A New Role for SENDCOs: R. Cheminai

Increasing options and improving provision for children with special educational needs (SEN) 2013
DfE

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Policy Objectives

In order to meet the special educational needs of our students at Northampton School *for Boys* we must:

- identify those students who are underachieving or who have SEND as soon as possible
- provide an appropriate time-bound and targeted intervention at a suitable level when a student is identified as having SEND
- ensure interventions have a target for progress
- ensure students in receipt of provision have a named key worker who will be responsible for overseeing intervention and co-ordinating those involved
- use a variety of teaching styles and alternative opportunities for learning to allow students with SEND to access the National Curriculum
- use resources effectively to support students with SEND
- assess and keep records of the progress of students with SEND
- review provision in the light of progress made and work towards independence without the need for support
- work with outside agencies who provide specialist support and teaching for students with SEND
- inform and involve the parents of students with SEND so that we can work together to support students
- encourage active involvement by the students themselves in meeting their needs
- provide on-going training for all staff and specifically those within the AIT working with students with SEND.

Co-ordinating Provision

The Additional Intervention Team

The SEND Governor has regular contact with the SENDCo and the Senior Staff of the school to keep up-to-date with, and monitor the school's SEND provision.

The Special Educational Needs and Disability Co-ordinator (SENDCo)

The SENDCo is responsible for the arrangements for SEND provision and intervention throughout the school. The SENDCo:

- has responsibility for the day to day operation of the SEND policy
- maintains a register and provision map of students with SEND and ensures that the records on students with SEND are up-to-date
- works closely with the Senior Staff, the teaching staff and members of the AIT in co-ordinating targeted interventions and provision for SEND students.
- manages the staff employed to work with individual students with SEND throughout the school
- liaises with the staff within school who have specific responsibilities such as those for child protection, pupil premium, attendance and family support issues
- is the Co-ordinator for medical needs
- works closely and communicates regularly with the parents of students with SEND
- liaises with outside agencies to gain advice and support for students with SEND
- contributes to in-service training for staff on SEND issues

The Additional Intervention Team - Staff

The school employs specialist support staff and further support staff to assist the SENDCo in delivering targeted interventions to students highlighted as struggling to achieve; having significant difficulty accessing the curriculum; or with a defined SEND or Pupil Premium identified need. AIT interventions take place throughout the school. The AIT team are currently deployed as follows:

- Emotional and Social Difficulties Leader (ESDL)
- Autistic Spectrum Disorder Leader (ASDL)
- Literacy Intervention Leader (LIL)
- Numeracy Intervention Leader (NIL)
- Transition Intervention Leader (TIL)
- Autistic Spectrum Disorder Mentor (ASDM)
- Emotional and Social Difficulties Mentor (ESDM)
- Learning Mentor (LM)
- Additional Intervention Team Mentor (AITM)

The AIT team work with individual students and with small groups on very specific and targeted intervention programmes. They meet with the SENDCo and AIT management team each week to plan and review, and to adapt the learning programmes, provisions and targeted interventions they are delivering. They also plan and oversee reactive interventions of work for individual students which may become necessary within their specific field.

In Key Stage 3 the AIT supports students identified as not having made expected progress for a student at Northampton School *for Boys* by teaching literacy and numeracy skills to small withdrawal groups and individuals. The team also carry out diagnostic assessments of individual

students if appropriate to assess needs. The team maps provision of interventions to ensure monitoring and evaluation is completed and relevant information is fed back to parents.

The AIT also works closely with outsourced specialists who work within the school environment. These specialists provide interventions on a one day per week basis. Specialists include Counsellors (CBT and Psychodynamic counselling), School Nurse and Prevention Team. The school's AIT staff work closely with a variety of Local Authority agencies and private organisations to support students and their families who are having difficulties. The SENDCo meets regularly with the Learning Mentor to monitor pupil progress of highlighted students with Pupil Premium and SEND.

Admission Arrangements

In line with current the School and LA policies, a place at Northampton School *for Boys* is available to a student with SEND provided that:

- a) the parents wish the student to attend the school
- b) the student's special educational needs can be met by the school
- c) other pupils will not be disadvantaged
- d) resources will be used efficiently

Northampton School *for Boys* has a duty under the Special Educational Needs and Disability Regulations 2014 (SENDA) not to discriminate against a disabled student:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria.
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled. (Equality Act 2010)

Access

Access to the School Environment

Northampton School *for Boys* is on a mostly level site with easy access to all areas including lift access in each building to different floors, for students with mobility or visual problems. There are a small number of individual rooms without such access but none of these mean that a specific subject, facility or learning resource is denied to students.

Identification and Assessment / Transition

- Students are internally assessed early to see if they currently have difficulties which might eventually impact on their ability to complete exams under normal arrangements.
- Following this analysis and identification an intervention programme is created to enable the student to make more rapid progress within these targeted areas of need. The aim is to be able to complete exams under normal arrangements.
- If progress is, nevertheless, insufficient to remove the need for additional provision then formal assessment and the exam board's approval is sought, for modified arrangements.
- Our approach is often seen by students as "CAN DO" rather than "CAN'T DO".

All class teachers, the SENDCo and the AIT carry out an on-going process of assessment, planning and review that recognises each student's strengths as well as areas for improvement. A rigorous tracking system is in place to identify students who are not making the expected level of progress. Exemplar strategies which are used to enable access for all students to the National Curriculum are shown below:

- Differentiation of the curriculum to match tasks to ability.
- Grouping within class where appropriate and setting across a year group of students according to ability to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning strengths and weaknesses of the students in the class.
- Accessibility to resources to support pupils with sensory or physical difficulties.
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment.
- Peer group support through senior groups visiting younger groups as part of an intervention programme, paired reading and "buddy" systems, Sixth Form mentoring programmes.
- Use of positive behaviour management strategies within the classroom and as part of the whole school Behaviour Policy.
- Access to a vast array of extra-curricular clubs and to the social life of the school.
- In-Service training for all staff on the needs of students with SEND.
- Staff mentoring of Year 7 cohort in term 1 and 2: literacy focus.
- Staff mentoring of Year 11 in term 3 and 4: exam success focus.
- Withdrawal group and/or 1:1 teaching by the AIT staff.
- In-class observations.
- In-class directed and targeted support as part of an intervention.
- 1:1 targeted programmes of intervention.
- Access support for physical difficulty or as part of transition from one key stage to another.

At Northampton School *for Boys* we identify students with SEND or who are underachieving as early as possible, through regular contact with our feeder Early Years settings and by assessment on Transfer Day and at the start of the Year 7 using the CATS/NGRT, LUCID Exact baseline screening tests or other appropriate tests.

Through the school year we monitor and track the progress of all students by an on-going process of planning, teaching and assessment (the latter is termly). Students with a SEND or who are underachieving may be identified as having a need at any stage of this process during their school life.

The "Triggers" for Further Intervention

We recognise that there is a wide range of SEND amongst students and match the level of intervention to each student's needs. We have adopted the graduated approach set out in the 2014 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The "triggers" for consideration of further intervention are one or more of the following:

- levels of termly assessment show a negative point score from one term to another and as a trend over the year
- A student is working at a level below the national expectation for that Year group
- the attainment gap between the student and their peers is getting wider
- a previous rate of progress is not being maintained
- little progress is being made even when teaching approaches and resources have targeted a student's identified area of weakness

- low scores in diagnostic testing
- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After students, in liaison with Virtual School and Social Services
- for a student who is new to the school, records from the previous school indicating that additional intervention has been in place
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills
- other adults concerns eg from medical services, Educational Psychologist, Student Services etc

The Graduated Response and the Pupil Welfare Panel

1) Identified Concerns and WAVE 1 intervention

If a teacher is concerned about some aspect of a student's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the student is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that student.

If a student is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the student overcome the problems.

When a teacher is concerned about a student's physical or mental well-being, (s)he will share her concerns with the SENDCo and the staff who have responsibilities for pastoral, medical and student-care issues.

2) School Action and Wave 1 and 2 intervention

If a student continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The initial response of the class teacher will be to involve their Curriculum Team Leader or the Year Team Leader who will reassess that Wave 1 interventions have been met. To move to Wave 2 a Curriculum Team Leader or Year Team Leader will refer the student to the Pupil Welfare Panel who will examine all evidence across a range of subjects and decide the most appropriate intervention.

A Key Worker (AIT staff member) will be appointed to oversee the student's support and progress.

Relevant staff and the Key Worker will look at the evidence of inadequate progress and decide on the most appropriate strategies which are additional to, or different from those already being provided in the classroom to help the student to make progress.

Should a change of provision not have an impact/be inappropriate, a review or plan for targeted intervention will take place with the long term aim of:

- a) reducing the amount of help the student requires to overcome their learning obstacle
- b) continuing with the existing level of help with new targeted interventions being set
- c) increasing the level of intervention if there has been little progress

3) School Action Plus and Wave 3 Targeted Interventions

If a student continues not to make adequate progress at School Action/Wave 2 the Key Worker will liaise with the Pupil Welfare Panel and will ask for help from specialists outside school. This is in addition to the extra support the student is already receiving within school. These specialists may include the Educational Psychologist, the School Doctor, ASD Outreach, CAN, CAMHs, The Virtual School or the Local Authority's Education Entitlement Team. With their help strategies which are additional to or different from those at School Action/Wave 2 will be sought for a finite intervention.

Request for Statutory Assessment for an Education Health Care Plan (EHCP)

If the student continues not to make progress, the school, through the Headteacher and SENDCo, requests the Local Authority SEN Team to make a statutory assessment of the student's SEND. If the Local Authority agrees, it collects information from all those who have been involved with the student. From this the LA SEN Panel decides whether the student needs an "Education Health Care Plan" of SEN to meet their needs.

An Education Health Care Plan (EHCP)

The Statement of SEN has been replaced by the Education Health Care Plan and is a legally binding document which sets out the provision for each student. Each year the school must hold an Annual Review for EHCP students, with the parents and all the outside agencies involved with the student to assess the student's progress. A representative from the LA may attend these reviews.

Some students, particularly those with physical disabilities, sensory impairments or serious medical conditions may also have a Care Plan and, if appropriate, a Moving and Handling Plan drawn up by Northampton School *for Boys* and specialists from the NHS.

Liaison within the school

The SENDCo shares information about pupils with SEND with

- Class teachers
- Support staff
- The Senior Staff
- Members of Additional Intervention Team
- The Curriculum Team Leaders
- Assessment Co-ordinators
- The Co-ordinator for medical needs
- The Child Protection and Safeguarding staff

INSET Arrangements for SENDCo and AIT

Within school there is an on-going programme of INSET training for all members of staff. The school governors are also informed of courses on disability and SEND issues and are invited to attend.

The SENDCo regularly attends network meetings on SEND issues run by the LA. They also attend school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect students with SEND.

The LA also has a Locality Forum meeting each month which is attended by a member of the AIT which are run to discuss local and LA issues which affect SEND and other specific needs and their provision.

The AIT team also attend courses specific to their field through school INSET sessions specifically for their needs, and external courses when appropriate.

The SENDCo and members of the Pupil Welfare Panel lead INSET sessions for the school staff on specific SEND issues during the school year. These focus on individual students, types of need and making Wave One provision effective.

Links with Other Schools

The Transition Leader and SENDCo arrange visits to the primary setting when they are informed of a student with SEND transferring from KS2 to KS3. When a student already has a statement or EHCP they are usually invited to attend the student's Annual Review in Year 6 held during the summer term before transition to secondary school. During this year SEND and identified students with significant needs will make a number of additional visits to Northampton School *for Boys* beyond the normal transition arrangements. Specialist members of the AIT will be initially involved at this stage.

Partnership with Parents

Parents of students with SEND are kept fully informed of the provision and targeted interventions that are being made for their child. Parents are invited to review progress towards the targets at the Parents' Evenings and at review meetings. The school will operate collaboratively with parents.

Information about the Information Advice and Support Service (IASS) is available from the SENDCo. The SENDCo brings the organisation to the notice of parents whenever possible.

Considering Complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the intervention and provision the school is making for their child with SEND, they should talk first to the SENDCo and Year Team Leader. If the parents think that the student should be given more support they should raise their concerns with the SENDCo and Assistant Head Teacher responsible for Pupil Welfare. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEND.

Monitoring and Evaluation of the success of the AIT/SEND Policy

Evidence of the effectiveness of this policy will be shown by:

- on-going teacher and AIT observations of the student in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the student's needs
- records and evidence of the student's work showing progress towards curriculum objectives
- evidence of progress towards targets at relevant SEND reviews
- evidence of meeting the targets set for any interventions
- more age-appropriate scores on standardised testing term by term
- records and evidence of the student's progress towards improving behaviour
- bespoke assessment tools used in each specific field of the AIT

- discussion at an appropriate level with the student about their progress
- discussion with parents about the student's progress
- discussion with outside agencies about the student's progress
- successful requests for additional funding at High Needs Block Funding and EHCP levels

The school will review annually the AIT Policy and support arrangements. The outcome of this review will inform the School Improvement Plan

Approved by:	Governors Welfare Committee
Date:	September 2015
Review Date:	September 2016
Designated governor for SEND	Mary Kay
Designated senior lead for SEND	Matt Kneeshaw
Designated SENDCo	Mandy Inwood

Related Policies include Child Protection, Pupil Premium, LAC, Safeguarding

Glossary of abbreviations

AIT	Additional Intervention Team
ASD	Autistic Spectrum Disorder
ASDL	Autistic Spectrum Disorder Leader
ASDM	Autistic Spectrum Disorder Mentor
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
ESDL	Emotional and Social Difficulties Leader
ESDM	Emotional and Social Difficulties Mentor
HI	Hearing Impairment
INSET	In-Service Training
KS	Key Stage
LA	Local Authority
LM	Learning Mentor
LIL	Literacy Intervention Leader
MLD	Moderate Learning Difficulties
NIL	Numeracy Intervention Leader
PD	Physical Disabilities
PIVATS	Performance Indicators for Value Added Target Setting
PWP	Pupil Welfare Panel
SA	School Action
SAP	School Action Plus
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
SPLD	Speech and Language Difficulties
TIL	Transition Intervention Leader
VI	Visual Impairment

Bibliography

Special Educational Needs Code of Practice: November 2001 DfES 581/2001
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