



## **S66 ADDITIONAL EDUCATIONAL NEEDS (AEN) & ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

Following discussion with staff, it was decided in January 2018 to rename Special Educational Needs (SEN) as Additional Educational Needs to reflect that not all boys, for whom provision is made, have learning *difficulties*.

### **What are ‘additional educational needs’?**

For the purposes of this document, a boy is considered to have additional educational needs requiring special educational provision if

- he has a significantly greater degree of difficulty in learning than the majority of children of his age;
- he has a disability which prevents or hinders the use of educational facilities generally provided for children his age.
- he is especially gifted or talented in particular areas

### **AENCO**

The Additional Educational Needs Co-ordinator (AENCO) is responsible for day-to-day overseeing of the School’s AEN provision.

### **AEN provision**

In most cases the very small size of classes allows appropriate individual attention to be given to boys with mild learning difficulties or particular gifts/talents. Where staff need further support in order to meet the needs of an individual, consideration will be given to employing additional resources, either in the form of extra teaching (possibly from an external specialist), or the possibility of dropping a subject in favour of extra one-to-one tuition from a subject teacher.

The School only considers applications from prospective pupils with ‘specific learning difficulties’ or ‘additional education needs’ on condition that the AENCO/ academic staff believe that the boy in question will be able to cope with the School’s academic demands and routines, and those of the choir, and that the School can provide adequate support for his specific needs.

The School reserves the right to limit the number of boys with ‘specific learning difficulties’ or AEN, to enable their needs to be met. Therefore, any known ‘specific learning difficulties’ or AEN must be declared at entry, and all previous psychologist or professional reports submitted to the School.

For boys with agreed AEN statements or EHC (Education, Health and Care) plans, the School will, wherever possible, co-operate with interested agencies and comply with the relevant National Code of Practices to ensure appropriate support and provision. It must always be understood, however, that choristers need to be able to function at a very high level and boys can only be accepted at the School where the School believes that they are able to fulfil their chorister duties satisfactorily and without prejudicing their all-round education and wellbeing.



A list of boys with AEN, statements or EHC plans is kept on file and regularly updated. Indeed, the expectation is that this is a 'Live' document and boys may not remain on it throughout their time at the school. A copy of the list is displayed in the staffroom and guidance for individual remediation is available to all staff through the shared computer drive and outlined in staff meetings at the beginning of each term.

### **AEN screening**

Screening is coordinated by the AENCO where concerns have been raised by staff as a result of observation or unexpected results from standardised tests (or performance over a period of time), or if parents have expressed concern. Screening may include tests of auditory and visual memory, perceptual awareness, sequencing ability, creative writing, spelling and basic maths, fine and gross motor control skills. Such tests will normally be conducted by the Head of Learning Support.

If the results of the AEN screening are borderline, or inconclusive, the boy is kept under review.

If it is thought that more specialist testing is required, the parents will be informed and the services of an external Educational Psychologist or other professional may be sought at the parents' expense.

### **Assistance for boys with AEN**

Following an intervention from the Educational Psychologist, parents will be informed and offered guidance and advice as to how any additional needs can be dealt with. Once particular AEN have been formally identified and a report/assessment submitted to the School, the following procedure begins:

- an initial meeting occurs between the parents and the headmaster and/or AENCO to discuss future action;
- a list of recommendations is drawn up by the AENCO and Head of Learning Support, giving teaching tips and strategies to help each individual; new recommendations may be presented and discussed at an appropriate meeting of staff; all these documents are kept on file and are reviewed and updated at least annually after further consultation.

For all those identified as having AEN, both boys and teachers are involved in the selection and monitoring of any individual termly targets that may be set. The boy and (if relevant) the Head of Learning Support assess the boy's individual targets termly, and the results are communicated to all subject staff.

Where remedial tuition is suggested as a long term measure, it may sometimes be arranged at School with an outside specialist, or during timetabled instrumental practice times. Individual lessons are limited. An additional charge will normally be made for remedial tuition. The times for these individual lessons will be specific to each person.



### **Laptop use**

Laptop use in School can only be accommodated under the following criteria:

- specific recommendation by an educational psychologist/specialist physiotherapist;
- permission from the headmaster, in consultation with the AENCO;
- a good level of typing speed– tested by Head of Learning Support;
- parents will normally supply a suitable laptop to a specification agreed by the school
- procedures of operation (printing out/storage, etc.) agreed with the headmaster;
- limitation of laptop use to English, History & Religious Studies (in certain cases, additional subjects may be allowed at the AENCO’s discretion);
- prep must be printed out, trimmed and stuck into the relevant exercise book/folder promptly or sent via email or Teams;
- all boys must store their work on the shared Teams assignment area.
- submitted through the assignments section of Teams;
- all laptops must be on mute at all times and connection to the internet disabled—unless specifically enabled by the Abbey’s IT department boys will not access Teams on their own laptops but use a desktop in the computer room or a WACS laptop;
- boys are not permitted to have games or other multi-media programmes on laptops that are used in school;
- all laptops for use in School must be capable of being run on battery, and that battery power should always be used (For health and safety reasons mains cables can only be used in exceptional circumstances);

### **Laptops in school examinations**

- Boys will only use their laptop in exams for those subjects where they normally use a laptop; usually a school laptop will be used.
- The AENCO will submit a list of boys eligible for laptop use to the headmaster in advance of the exams.
- Boys should ensure that they have a memory stick to enable the exam papers to be printed out immediately afterwards on a school printer.
- Laptop users will normally sit at the front of the room with their screens visible to the invigilator.
- Invigilators will ensure that spell-check and other aids are disabled as appropriate and that the pupil is not able to access materials that would provide an unfair advantage and have no link to the additional need which informs the use of the laptop.

### **Extra time in School examinations**

Extra time in school exams will only normally be accommodated after specific recommendation by an educational psychologist. The AENCO will submit a list of boys eligible for extra time to all staff in advance of the exams. Boys with extra time will sit their exams with the other boys in their form; extra time will be given either before or after the other boys complete the exam.



### **Laptop use and/or extra time at Senior School examinations**

Prior permission of the senior school must be obtained by parents before this can be granted. (It should be noted that the senior school will need to see the boy's current educational psychologist report, which usually needs to be less than twenty-four months old.)

### **Identifying bi-lingual boys or boys with English as an additional language**

A boy with English as an additional language (EAL) will, if necessary, receive appropriate support. The impact of any additional language will be categorised as one of the following: insignificant, minor or significant. A list of any boys with EAL and the degree of impact would be compiled by the AENCO and displayed on the staff room notice board and in the AEN file. In the event of the impact being significant, the specific support offered would need to be agreed with the parents.

### **General provision for AEN boys by all academic staff**

- Through the induction process and ongoing communication with Learning Support, teachers are made aware of and trained in recognising signs of AEN, and new staff are familiarised with the AEN policy.
- Yearly plans and schemes of work will normally include specific information about differentiation for example gifted and talented children given more 'open' questions to be completed independently
- We will circulate to teaching staff any IEPs that have been agreed
- The School is committed to collaborating and communicating with parents about AEN.
- Boys with AEN have equal access to all areas of the curriculum and are normally taught fully within their class groups, with the exception of any weekly specialist one-to-one teaching.
- Individual strategies are reviewed by the AENCO, Head of Learning Support and relevant teachers on a regular basis.
- The School ensures that, insofar as reasonably practicable, the curriculum, site and facilities are fully accessible to boys with AEN. Provision includes improving access as far as is reasonable through physical changes to the building and by providing extra resources. (See also Policy S26: SEN and Disability Plan 2018-2021)

### **Links with schools**

The School places great emphasis on the procedure resulting in the appropriate choice of senior school for boys to move on to:

- support for parents in the choice of the next school and in preparing for transfer is offered by the headmaster.
- the headmaster can with the prior permission of the parents, make direct contact with the receiving school to discuss the boy's individual needs.
- transfer of information is arranged with the parents' consent and may include the AEN file and the boy's last School report.

EJS  
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