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Rev No.: 04

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Additional Educational Needs (AEN) Policy (Special Educational Needs – SEN Policy) (CPS-NS-P-POL-009)

Revision Number	Comments	Date
01	Re-formatted from previous version of policy	Oct-21
02	Review of policy and minor changes made	March 2023
03	Review and update of policy	June 2024
04	Review and update of policy	March 2026

Endorsement

This procedure was electronically endorsed for use by the Governors on 14 April 2026

This Policy directly supports the principles inherent in Articles 28 and 29 of the United Nations Convention on the Rights of the Child (UNCRC).

Extract from Article 28 ‘. . . Young people should be encouraged to reach the highest level of education they are capable of.’

Article 29 ‘Education should develop each child’s personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.’

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1. Aims and Ethos

Calthorpe Park School celebrates the diversity of its learning community. We strive to ensure that each student is valued, can actively engage in the curriculum and broader life of the school and acquire skills to be able to enjoy independence and life-long learning opportunities. We pride ourselves in our Inclusive Classroom approach.

The objective of this policy is to make provision for the best possible progress of our young people with Additional Educational Needs (AEN)/ Special Educational Needs (SEN) reflecting the principle of 'Support and Aspiration' embraced within the Children and Families Act (2014) and the four main principles of the former Government's long-term Additional educational needs Strategy, "Removing Barriers to Learning" (the principles of which remain highly salient), namely:

- Early Intervention (through Early Help Assessment 2019)
- Removing barriers to learning (by embedding inclusive approaches)
- Raising expectations and achievement
- Delivering improvements in partnership (by enhancing the collaboration between families and external agencies).

We further strive through this policy and practice to uphold the principles embraced in the Equality Act 2010, which clearly states that an education provider must not discriminate either directly or indirectly against students with 'disability'.

2. Definition of Terms

(Governing children and young people from birth to the age of twenty five.)

A student has AEN (Additional Educational Needs/SEN) if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have (DfE, SEN Code of Practise:2015):

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Additional educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Areas of AEN fall into four broad categories:

1. Communication and interaction. For example, Autistic Spectrum Disorder (ASD), Speech and Language difficulties

2. Cognition and learning. For example, dyslexia, dyscalculia
3. Social, Emotional and Mental Health. For example, Attention Deficit Hyperactivity Disorder (ADHD), including Emotional Based School Non Attendance (EBSNA)
4. Sensory and/or Physical. For example, visual impairments, hearing impairments, processing difficulties, epilepsy, wheelchair user, hypermobility etc.

3. Responsibility

To meet the individual needs of all students, including those with Additional Educational Needs, is the responsibility of all our teaching and support staff working in partnership with the young person's parents. The aims which underpin this policy are that:

- All our students should have access to a broad, balanced, differentiated curriculum, encompassing a diversity of teaching approaches and learning styles;
- All our students should be able to develop their individual abilities, interests and aptitudes in a safe and happy learning environment. Appropriate additional provision and reasonable adjustment should be made for those who are disadvantaged in any way. (See Equality, Safeguarding and Supporting Students with Medical Needs policies).
- All our students have the right to be part of a supportive learning community which helps them to achieve their full potential, confidence, a sense of self-worth and personal autonomy;
- All our students should acquire a sense of responsibility for their own and others' wellbeing and progress by developing skills which promote effective engagement with learning and foster positive social interaction;
- All our students should feel secure and supported by the establishment of effective home/school communication and relationships

The SENCO will:

- Work with the Senior Leadership Team and AEN governor to determine the strategic development of the AEN policy and provision in the school
- Have day-to-day responsibility for the operation of this AEN policy and the co-ordination of specific provision made to support individual students with AEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with AEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing AEN support, beginning with Ordinarily Available Provision in the Inclusive Classroom.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with AEN up to date
- Liaise with Junior Schools as part of KS2-KS3 transition

The AEN Governor will:

- Help to raise awareness of AEN issues at governing board meetings
- Monitor the quality and effectiveness of AEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the AEN policy and provision in the school

The Headteacher will:

- Work with the SENCO and AEN governor to determine the strategic development of the AEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with AEN and/or a disability

Each class teacher is responsible for:

- The progress and development of every student in their class
- Supporting Inclusive Classroom Practice.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Following the AEN concern and Inclusion procedure (see Annex 2)
- Ensuring they follow this AEN policy

Pastoral Leaders (Heads of House) are responsible for:

- Maintaining and reviewing the progress and wellbeing of all students in their care

- Ensuring that agreed intervention programmes are in place for any ‘vulnerable’ young people in their House.

Effective mechanisms for communication between home/school and other key professionals and stakeholders are critical to this process and are the responsibility of all those involved.

4. Identification, Assessment and Allocation of Resources

The provision of support for those who need it will be undertaken at the earliest opportunity through robust assessment and transition arrangements.

NB. At the point of transition and thereafter all evidence of any diagnosis e.g. ASD, Dyslexia etc. must be from a Qualified Professional according to the JCQ requirements. Any formal assessment evidence should also be from a qualified professional. This will then provide evidence for Access Arrangements in examinations (see Access Arrangements AEN Policy). All formal evidence including diagnosis should be shared with the school as an electronic copy to be stored as future evidence.

We will assess each student’s current skills and levels of attainment on entry, and throughout the students time at Calthorpe; which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example: social needs. slow progress and low attainment will not automatically mean a student is recorded as having AEN.

When deciding whether additional educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer of Ordinarily Available Provision (OAP), or whether something different or above and beyond what is ordinarily available is needed.

As per the behaviour management policy (including DFL and processes attached to this), there may be involvement from the SENCO for persistent or challenging behaviour issues to identify whether there is an underlying need. This is a multi-stage process whereby initially if Teachers, Heads of House or Support Staff where they have concerns around a students

needs they complete an Inclusion Referral Form which is then triaged by Assistant Head for Inclusion and the SENCO, and the appropriate support or testing will then be put in place. This may take the form of: Phonological processing tests, reading and spelling tests, or referrals to external agencies etc.

5. Consulting and Involving Students and Parents

We will have an early discussion with the student and their parents when identifying whether they need additional educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' views and the students' views
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are
- If a decision is made to implement support, this will be in line with Section 6 below.

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive AEN support.

6. Assessing and Reviewing Student's Progress towards Outcomes

We will follow the graduated approach (see annex 3) and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

7. Provision to Promote Inclusion

The AEN department is part of the Inclusion Department and caters for students with a broad range of needs. Effective intervention is achieved through flexible learning programmes, specialist teaching and targeted support in-class, either on a small group or individual basis, according to need.

The Study Unit provides an alternative curriculum resource where students can follow a modified timetable with a high degree of support tailored to the individual.

The Alternative Provision Curriculum Pathway offers alternative opportunities and qualifications to those students who may benefit from applied rather than purely academic courses at Key Stage 4.

The school engages the services of a number of external agencies including, but not limited to, Specialist Advisory Teachers and Health Professionals who provide a comprehensive range of support interventions and strategies.

As a school we are working towards a whole school initiative of becoming an Inclusive School. This is an ongoing professional development for all teachers and staff.

EAL Identification and Support:

Pupils with English as an Additional Language (EAL) are identified through initial admissions information, baseline assessment and early classroom observations. The school recognises that EAL is *not* an additional educational need; however EAL learners may require targeted language support to access the curriculum effectively. Teachers work closely with SENCO, AEN team and the pastoral teams to ensure that EAL students are monitored and appropriate scaffolding is in place including but not limited to:

- High quality teaching and learning
- Inclusive Classroom Practice through Ordinarily Available Provision (OAP)

Where an EAL student is also identified as having a SEND need, the school follows the graduated response beginning with an Inclusion Referral to ensure coordinated and effective provision.

8. Resources

In accordance with the Code of Practice (/2015) and in line with any revised DfE guidance, the school implements a graduated approach to the provision of support.

The Local Authority deploys additional resources to the school through the Special Needs Formula Funding and through Education Health and Care Plans.

The school allocates additional funds from its delegated budgets for:

- The employment and training of Learning Support Personnel. The school seeks to promote expertise and specialism within the support team through recruitment and continuing professional development;
- Specialist teaching equipment and materials;
- Adaptation of the learning environment.

9. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Senior Leadership Team and by the Governing Body.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Body's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.

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Annex 1 Relevant Government Legislation and Other Guidance

The SEND Code of Practice 2015
Keeping Children Safe in Education 2023
Every Child Matters 2004
Care Matters 2007 (White Paper for Looked After Children)
Every Disabled Child Matters Campaign 2007
Aiming High for Children: Supporting Families Review 2007
The Equality Act 2010
SEND and Disability Green Paper 2022
Working Together to Safeguard Children 2023
Health and Social Care Act 2012
Children and Families Act 2014

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Annex 2: Internal AEN and concern referral

SPT to add Flow Diagram for Inclusion Referral

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Annex 3 A Graduated Model of Need (Code of Practice)

1. AEN Identified

The student is identified as having an additional need at transition or because teaching/pastoral staff become concerned about progress and alert the Inclusion Department.

Subject staff provide differentiated work and/or short term booster provision but if progress remains a concern they seek further internal support and guidance.

2. AEN Need Supported

The student's name is included in the Additional Needs Register; subject staff provide a adapted curriculum, utilising the OAP strategies; the Inclusion Department provides additional support and monitors the student closely.

3. Additional Support Brokered

Outside agency intervention and advice is sought from the Local Authority or other agencies if the student continues to cause serious concern despite the additional provision within school. The student's progress is monitored and reviewed via a personalised plan.

4. Multi-professional Assessment

If the student still causes serious concern, despite this augmented support, the Local Authority is asked to trigger formal assessment procedures with a view to implementing an Education Health Care Plan.

5. Educational Health Care Plan (2015)

If the student's needs meet the criteria set by the Local Authority for putting an EHC Plan in place then the statutory framework is completed and the child's needs are monitored and reviewed closely by the LA in partnership with the school, Health Professionals, other relevant agencies and family. An EHC Plan legally safeguards the right of the child to access any additional support from the LA and other providers that has been deemed appropriate.

Annex 4 A Graduated Model of Provision

Secondary National Strategy: A Three Wave Approach

Wave 1

All students, including those with additional needs, access a Inclusive Classroom through OAP across subjects. Progress is maintained and found to meet expectation.

Wave 2

Students access some form of short term additional provision in order to enable them to work at age related expectations or above. This may take the form of small group work, booster classes, specialist remediation materials.

Wave 3

Students who may be identified as having complex additional needs access increasingly personalised support from specialist staff in a very small group or one-to-one context.

Notes:

- Calthorpe Park School, in line with the Secondary National Strategy, operates a graduated system of provision
- Intervention at Wave Levels 2 and 3 is not only provided via the Inclusion Department and subject staff, but also through the auspices of the Pupil Premium steering group and additional intervention packages offered to individual students whose progress is of concern.

Annex 5: Strategies to support neurodiversity in the classroom

Supporting Neurodiversity

(the range in ways in which human brains function)

Communication and Interaction

Language:

- Use students' name before giving a direct instruction or attention – to help focus their attention
- Slow pace of speech when giving information/instructions
- Be aware of idioms, metaphors and jokes – they might need explaining
- Check tone of voice e.g. loud can be interpreted as angry/shouting – calm, neutral tone
- Use fewer words – keep language short and clear
- Check understanding effectively e.g. *name* what is the first thing you have to do, rather than do you understand what you have to do.
- Model examples

Vocabulary:

- Explain new vocabulary and reinforce – this can be generic vocabulary as well as specific
- Reinforce and revisit new vocabulary at regular intervals
- Provide visual and vocabulary support for students when answering, talking, discussing

Sensory and Physical

Environment:

- Can all students see the board/resources/you from their seat?
- Movement breaks for students who are fidgety e.g. can they hand out a resource?
- Keep displays neat, tidy and relevant

Motor skills

- Try different ways of recording information
- Provide information/notes for them to highlight

Social, emotional and Mental Health (SEMH)

- Have a range of ways for students to ask for help
- Build supportive relationships – e.g. why is a student having difficulties?
- Reinforce what is going well – support students to recognise their strengths
- Find out about student interests and use these as a hook
- Share the outline of the lesson

Cognition and Learning

Processing:

- Give students time to prepare answers in verbal discussions (give the opportunity for thoughts to be written down e.g. think-pair-share)
- Repeat explanations and instructions and give time – if students still do not understand then simplify
- Avoid copying information from the board – it is difficult to copy and listen at the same time











Working memory:

- Give instructions one at a time and in the order they need to be carried out
- Sequence instructions/chunks of information
- Have resources available to support students in starting a task
- Use of retrieval starters to check understanding and reinforce



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Top 10 Ordinarily Available Provision (OAP)

	Chunking Breaking learning and/or instructions into smaller, manageable steps. Supports working memory, assists retention, and supports attention.	Ideal to support: Autistic Spectrum SEMH SPLD
	Thinking (processing) time Allowing time for students to reflect before responding to questions or starting tasks. Enables students to have time to gather thoughts and prepare a response.	Ideal to support: Autistic Spectrum SLCN HI
	Modelling What does success look like? In the moment example of the process/task. Includes verbal explanation, visible examples, and guided practice.	Ideal to support: All
	Scaffolding Providing structured support—such as writing frames, sentence starters, visual cues, or guided steps—to help students move from dependence to independence.	Ideal to support: SPLD (Dyslexia) MLD SLCN
	Seating plans / position in class Consider the pathway you take through the classroom and seat students who need check-ins on this route. Enables prompting and checking understanding of the task.	Ideal to support: SEMH HI / VI Autistic Spectrum
	Regular check-in's Regular check-ins help identify needs early, build relationships, maintain engagement, and give teachers real-time insight to adjust teaching.	Ideal to support: All SEMH SLCN
	Narration Throughout the lesson to demonstrate learning so far...reduces missed information. Helps students understand the why and how behind tasks, models, and success criteria.	Ideal to support: All SEMH SLCN
	Building relationships Positive connections with students through consistency including routines. Strong relationships increase engagement, motivation, and willingness to take learning risks.	Ideal to support: All SEMH Autistic Spectrum
	Talk for learning Helps to clarify, rehearse, and deepen student knowledge. Builds confidence, language, and cognitive skills	Ideal to support: All SEMH
	Dual coding Combining words with visuals. Reduces cognitive load, and supports working memory.	Ideal to support: SPLD SLCN MLD



Be curious

Key: MLD – Moderate Learning Difficulty SEMH – Social, Emotional, Mental Health Needs (inc. ADHD) SLCN – Speech, Language Communication Needs SPLD – Specific Learning Difficulties (e.g. Dyslexia) HI – Hearing Impaired VI – Visually Impaired PD – Physical Disabilities

Annex 6 AEN Frequently Asked Questions:



AEN FAQs

1. What is AEN (SEND)?

AEN stands for **Additional Educational Needs**, more commonly known as Special Educational Needs and Disabilities (SEND). We call it AEN as it covers a wide range of additional needs.

2. How will Calthorpe know about my child's needs?

When a student transfers to Calthorpe we receive AEN information from junior schools/previous schools. Whilst at Calthorpe if teachers or tutors have a concern about a student learning or engagement in learning they will complete an Inclusion Referral which is centrally triaged. All referrals relating to AEN will be further investigated by the AEN and Inclusion team as necessary.

3. What should I do if I think my child needs extra support?

In the first instance you should raise all concerns with your child's tutor as the first point of contact. They will then investigate and initiate an Inclusion Referral. Our referral procedure is robust and informative. All classrooms are inclusive and Ordinarily Available Provision (OAP) is demonstrated by all teachers in their support of students in the classroom.

4. What support is available at Calthorpe?

Calthorpe prides itself on Quality First Teaching within an Inclusive Classroom. Teachers have received training on Ordinarily Available Provision (OAP) and support strategies for all students. Some classes benefit from an additional adult depending upon the needs of individuals (LSAs), and some students will be given additional support if needed. If this support is needed in the form of interventions, you will be informed before this start.

5. What if my child has a diagnosis?

Any formal diagnosis such as Dyslexia, Autistic Spectrum Disorder (ASD), and ADHD should be shared electronically with the school via the tutor who will pass it onto the AEN department who will arrange a meeting if it is needed.

6. What if my child has an EHCP?

The EHCP will continue into secondary school via a consultation through the transition. The EHC Plan may be adapted or changed to fit more appropriately with secondary school. Annual Review meetings will continue as normal with regular check-ins with the AEN department.

7. What is OAP?

OAP is the everyday teaching and learning in class that fosters inclusivity and supports our staff to deliver high quality education for all, developing teacher expertise based on the core principles of inclusion with high challenge, high aspiration and high support at the centre of our school culture and ethos.

Annex 7: Glossary of Terms

SEN	Special Educational Needs
AEN	Additional Educational Needs (inter-changeable with SEN)
EHC Plan	Education Health and Care Plans

KS2 – KS3	Key Stage 2 -3
Formal Diagnosis	Diagnosis report provided by a qualified professional
Qualified Professional	Member of Medical Board (GP and Consultant), Member of BACP (British Association Counselling Psychotherapists) CAMHS (Child Adult Mental Health Services)etc.
EBSNA	Emotional Based School Non Attendance

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