



ETHELBERT ROAD PRIMARY SCHOOL

Additional Educational Needs Policy

Governor Responsible:

Siobhan O' Connor

Date adopted:

January 2013

Date of Policy Review:

Reviewed annually

Next review:

September 2014 (to update in accordance with the statutory changes.)

Introduction

This document is a statement of the aims, principles and strategies for provision for children with Additional Educational Needs at Ethelbert Road Primary School. The following documents have been taken into consideration in the formulation of this policy:

- AEN Code of practice DfES 2001 / 2002
- The Education Regulations 1999
- Inclusive schooling DfES 2001
- National Curriculum DfES 2000
- AEN and disability Act 2001

This document provides a framework for the identification of and provision for children with Additional Educational Needs. It is written for the benefit for all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Children at some point in their school life may have additional educational needs. These may include: -

- Children with Additional Educational Needs
- Looked after Children
- Children who have English as a Second Language
- Sick children who may spend long periods in hospital or out of school
- Gifted and Able children
- Refugee children
- Traveller children

We will ensure that the needs of these children are catered for, the appropriate agencies are informed and involved and the principles of inclusion and equal opportunities are upheld.

Ethelbert Road Primary School is fully committed to inclusion and recognises its' responsibilities to provide a broad and balanced curriculum for all pupils. We accept the three principles that are essential to developing a more inclusive curriculum:

- 1) Setting suitable learning challenges
- 2) Responding to pupil's diverse learning needs
- 3) Overcoming potential barriers to learning and assessment.

Aims

Our aims for AEN are to: -

- Identify all children who need special consideration to support their physical, social, emotional or intellectual development.
- Ensure that these children are given appropriate support to allow every child full access to the National curriculum in a positive framework.
- Ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- Involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

Principles and Objectives of Learning Support Policy

The fundamental principles set down in the Code are in agreement with those already established in Kent's own AEN related processes and procedures. In line with Kent Policy and our own school's mission statement we seek: -

- To provide a broad balanced and suitably differentiated curriculum relevant to pupil's individual needs.
- To show an understanding that supporting difficulties in learning and / or behaviour is part of a high quality mainstream education service.
- To be aware that any pupil at some time in their education may have additional educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning within a creative curriculum.
- To be aware that every child is entitled to a sense of achievement and to actively seek ways in which the children can shine
- To identify pupils as early as possible who will need extra resources and /or teaching help within their school career.
- To work in partnership with the child's parents and other external professional agencies to provide for the child's individual educational needs.

Named Person

The named person responsible for co-ordinating learning support at Ethelbert Road is Miss Samantha Fenn, Headteacher. She is supported by Mrs Judith Haylett who is the assistant AENCo.

Strategic Management

The purpose of strategic management is to ensure that each child should realize his or her maximum potential in a caring supportive environment that provides equal opportunities.

All pupils have individual needs. Many of these can be met within the normal environment of the classroom through a differentiated curriculum.

Responsibilities

We believe that all teachers are teachers of additional needs and it is likely to be the class teacher who will be the first person on the staff to become aware of a particular problem.

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school aims by: -

- Helping with the development of this policy.
- Being fully aware of the school's procedures for identifying, assessing and making provision for all pupils with AEN.
- A commitment to a partnership approach to provision.

The Role of the Governing Body

The Governor responsible for having an oversight of the schools additional educational needs provision and monitoring developments is Mrs Helen Clark.

The Governing Body, in co-operation with the head teacher, determines the school's general policy and approach to the provision for children with AEN, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

The Head teacher, as AENCo, and Assistant AENCo work towards the school's aims by: -

- Overseeing provision for children with AEN.
- Keeping the Governing Body fully informed.
- Establishing appropriate staff and funding arrangements
- Daily implementation of the school AEN Policy
- Advising the staff on AEN matters
- Updating the AEN register on a regular basis
- Monitoring the records of AEN pupils
- Organising and minuting the bi-termly School Based Review (SBR)
- Liaison with parents
- Liaison with external agencies
- Ordering of specialist equipment to help AEN children to access the National Curriculum.

Admissions

Ethelbert Road Primary School is a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with Additional Educational Needs, in accordance with the LEA Admissions policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with a Statement of AEN educated in the mainstream, the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Resource Allocation

The Governing Body allocates resources for additional educational needs. The Head teacher is responsible for the use of these resources and the deployment of the designated support staff.

The governors always use the entire AEN audit share and can add to this with additional funds from the general school budget.

Identification of Children with AEN

An Additional Educational need is defined as: -

“A significantly greater difficulty in learning than the majority of children of the same age” and / or

A disability which either prevents or hinders a child from the making use of educational facilities of a kind provided for children of the same age in schools within the area of LEA”. (Including all children KCC)

The class teacher, the pre-school advisor or the child's previous school refers children to the AENCO. When the class teacher becomes concerned about a particular child it is very important that the parents are involved with discussions at an early stage. Once a referral has been made, the class teacher will monitor the child and collate information on the difficulties or characteristics that contribute to the child's additional educational needs, with reference to the following descriptors: -

- Cognition and learning
- Behaviour, social and emotional
- Communication and interaction
- Sensory and physical

On the basis of this profile, the AENCO will identify the appropriate SEN / Gifted and Talented level for the child and discuss with the class teacher how best to help the child.

English as an additional language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Staff recognise that EAL is not 'Special Needs' however a planned programme of support and rigorous monitoring of attainment is required to ensure at least good progress is met.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. We want our pupils to make outstanding progress. We aim to ensure that children 'keep up' rather than 'catch up'. We work hard to narrow the attainment gap between pupil and peers. Pupil Progress is monitored by class teachers and learning support assistants as part of our general teaching and learning. Formal monitoring of Pupil Progress happens 4 times a year (September, December, March and June/July) during our pupil progress meetings. If we have significant concerns about a pupil we will formally monitor their progress every 6 weeks.

Assessment

The class teacher will take into account recent assessments of the child's attainment as evidence of a child's special educational need. In conjunction with this, observations by the class teacher, teaching assistant, parents and outside agencies will be considered. The aim should be to build a picture of the child as a learner within a variety of contexts, both at home and school, in formal and informal situations, social and academic.

Children's physical, sensory, emotional and behavioural needs are assessed in the same way, by observation and discussion with all who are associated with the child. Evidence and assessment will form part of the agreed assessment procedures for the school as outlined in the Assessment and Subject Policy documents. On the whole specific testing that may identify specific areas of need will only take place after a profile of the child has been established.

Gradations of response

We believe in quality teaching first (Wave 1). We differentiate as appropriate for all children and we endeavour to take account of all learning styles in our teaching— this is recorded in our school provision map.

School Action – Wave 2

We arrange the additional and different provision required to enable children to make adequate progress. This is the key indicator to determine the graduated response. The provision is recorded on the class provision map. (See T-drive, AEN, Provision Mapping folder)

The class teacher makes appropriate arrangements for differentiating the curriculum and providing additional support for the child.

School Action Plus – Wave 3

If there is inadequate progress at School Action, the class teacher in conjunction with the AENCO, will assess the child's difficulties using a range of assessments. An Individual Education Plan will usually be devised. The Individual Education Plan may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups. This will involve the support and advice of outside agencies such as Specialist Teaching Services, Educational Psychology & Health Services.

Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies are particularly important in order that the needs of the majority of pupils with AEN are met effectively.

Statements of Special Education

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of Statement of AEN is necessary, then the pupil's AEN and provision will be summarised in the Statement document. This will need to be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the Statement of AEN.

Providing Curriculum Access and Integration.

Ethelbert Road Primary School is committed to the inclusion of learners with difficulties or disabilities into the full life of the school, through: -

- Teaching AEN pupils primarily in mainstream classes.
- Ensuring that all pupils with AEN join in all the activities of the school so far as this is reasonably practical.
- Ensuring that a differentiated curriculum is offered to pupils in accordance with the teaching and learning policy of the school.

Where appropriate this may involve:-

- Liaison with other schools.
- The provision of mechanical and/or communication aids to support learning.
- Adaptation of the material presented to a group or individual within the class.
- The provision of an Individual Education Plan, which breaks learning down into steps manageable by the particular child.
- An IEP aimed at modifying behaviour.
- A Speech Therapy Plan set by the speech therapist.
- Periodic withdrawal either individually or as part of a group.

Suitably differentiated work both in teacher delivery and pupil outcome will facilitate full and equal access to the curriculum. Strategies could include: -

- Working in a variety of groups
- Providing opportunities for success.
- Pupils involved in planning their own learning through self-assessment and target setting.

Providing Access for Children with Physical Disabilities

Parents of pupils with disabilities are asked to discuss the details of the disability, as soon as the child is offered a place at the school. Any necessary arrangements will need to be made to enable the child to participate fully in all lessons and activities. These may include: -

- Consulting specialist agencies
- Briefing staff
- Obtaining special equipment
- Making minor adaptations to the building
- Re-arranging the classroom furniture
- Employing support staff

We have disabled access through the rear of the building. We also have a care suite with disabled toilet, changing bed and shower facilities.

INSET (In-service education and training)

- The AENCo and/or Assistant will attend appropriate courses and conferences as they arise
- The AENCo and/or Assistant will attend regular meetings for AENCOs
- Other teachers and Learning Support Assistants will attend AEN courses, which interest them and have particular bearing on the children they are supporting.
- In house staff training during staff meetings and inset days for specific training needs – this may

involve visiting external specialists, e.g. Behaviour Advisor

- Governors will be informed of school-based training and will be invited to attend.

External Agencies

Parents are always informed when the school consults an external agency that becomes involved with their child. The school has regular liaison with, and support from the following external agencies: -

Education Support

Support can be requested from:

- Educational Psychology Service
- Specialist Teaching Service (STS) – The STS are split into four strands: - Behaviour; Cognition and Learning; Communication and Interaction; Physical and Sensory. Members of the STS attend the SBR or can be contacted when the need arises. They work with the school on supporting the progress of individual and groups of children. Their support involves pupil observation and assessment, advising the AENCO, class teachers and teaching assistants on strategies and support issues and on occasion they may be involved with setting up or reviewing IEPs. In the case of a child being at risk of exclusion the Behaviour Specialist teacher will assist the school in the writing of a Pastoral Support Plan (PSP).
- Minorities Communities Achievement Service (MCAS) – This Service is available to pupils for whom English is not their first language.

Medical/Health Service Support

- School Nurse – The School Nurse visits the school regularly
- Speech and Language Therapist – The Speech therapist attends the school once or twice a term. Programmes of support are devised and when necessary children are assessed.
- Occupational Therapy Service – The Occupational Therapist assesses and plans programmes of intervention for children who have fine or gross motor needs.
- General Practitioner and Health Visitors – Parents are asked to visit their G.P. initially if the school is concerned about their child's health.

Social Support

- Social Services – This service is involved when deemed necessary.
- Educational Welfare Officer (EWO) – The EWO is available to advise the school and make home visits to parents.
- Family Welfare Association – The FWA is a national charity which provides practical, emotional and financial support to individuals and families. They work with children both in and out of school and with their families to help overcome difficulties causing anxiety and stress.

Partnership with Parents

- Ensuring that all parents are aware of the school's arrangements for AEN, including the opportunities for meetings between parents, class teacher and AENCo.
- Informing parents when a child is placed on the AEN register and offering an opportunity for discussion and exchange of information.
- Informing a parent when a child is moved up or down the AEN register following the termly pupil progress meeting.
- Valuing the parents' wishes for the child is paramount unless they are directly contradictory to the advice of other experts. In such other circumstances the school would work to achieve a compromise position acceptable to all.

Liaison with other schools

- Making every effort to contact nursery classes and playgroups for discussion of children with AEN before they enter the Reception class.
- Contacting the previous school of any child with AEN entering the school at a point other than the reception to determine how the child will be inducted and to enable us to benefit from previous knowledge of the child.
- At transfer, a meeting with the representative of the receiving school is usually arranged so that information concerning the educational needs of the child can be discussed.

Evaluating success

The success of the school's AEN Policy and Provision is evaluated through:

- Monitoring of classroom practice by AENCO/HT and subject coordinators
- Analysis of pupil tracking data and test results
- For individuals
- For Cohorts
- Value added data for pupils on the AEN register
- Monitoring of procedure and practice by AEN Governor
- School self-evaluation
- SMT meetings
- The School Plan

Complaints

(Refer to the Complaints policy)

Any complaints regarding the AEN Policy or the provision made for children with Additional Educational Needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the AENCO. If they feel their child's needs are still not being met they should make an appointment to see the Headteacher. If, however, parents are still concerned they may contact the Governor responsible for AEN and / or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service.