

**Newton
International Academy
Barwa City**



**AESN (Addition Education Specific Needs)
Policy**

EYFS and Primary AESN policy

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Mission Statement

“Reflecting on the mission and vision of Newton International Academy it is our determination to provide an environment and an experience in which learning, and the growth of expertise can take place, within a supportive, stimulating, happy and co-operative community.

Respecting each child's unique personality, experiences, interests, strengths, and areas of development, we aim to maximise the development of our children and to work towards realising their individual potential. To this end teachers will monitor children's progress and provide appropriate experiences and tasks to stimulate, challenge and reinforce learning. In doing so, teachers will identify both, children of exceptional ability and children who display significantly greater difficulties in learning than their peers".

Aims of SEN Provision in Newton International Academy

In providing for children with special educational needs, several whole school aims will be addressed.

These will be to:

- Raise and maintain the self-esteem of children, valued as individuals within the family of the school
- Provide appropriate, stimulating experiences to challenge and support learning in line with the British Curriculum.
- Prepare children for known and unknown situations by developing a range of general skills, including social skills, communication, expression, numeracy, observation, classification, research and investigation, recording, reasoning, and the ability to evaluate evidence and opinion
- Encourage good manners, kindness and respect towards other people and a tolerance of their cultures and beliefs
- Encourage the values of the school.
- Nurture the innate curiosity of children, their sensitivity, creativity, and sense of fun
- Develop in children a sense of responsibility for their own learning and behaviour
- Promote close and supportive links between the home, school, and community.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has 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:

- A significantly greater difficulty in learning than most 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
- Special 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.

Categories of Disability

1. Intellectual Disability
2. Specific Learning Disorders
3. Multiple Disabilities
4. Developmental Delay (younger than 5 years)
5. Communication disorders
6. Autistic Spectrum Disorders
7. Attention Deficit Hyperactivity Disorder
8. Psych-emotional Disorder
9. Deaf/Blind Disability
10. Physical Disability
11. Chronic or Acute Medical Conditions

Roles and Responsibilities

The SENCO

- Work with the Principal and SEN Team to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The Principal

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

Roles and Responsibilities cont'd

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Inclusion

Newton International Academy is fully committed to the principle of Inclusion.

We aim to offer an inclusive learning environment in actively removing the barriers to learning and participation that can hinder or exclude individual pupils. Wherever possible, we try to ensure that pupils with SEN and disabilities have the same opportunities as non-disabled pupils, and that such pupils are not treated differently to others because of the nature of their additional needs.

In some cases, it may be appropriate to withdraw a pupil from mainstream activities. For example, when:

- The child will benefit from some intensive individual or group work, or
- Medical advice indicates that it is unsafe for the child to participate, and some alternative is provided.

However, where such withdrawal is necessary, the general principle that all children will be able to participate in a broad and balanced curriculum will not be compromised and Newton International Academy will act in accordance with its duties under the Equality Act.

Where disability but no SEN is identified, the SENCO will keep an accurate record of the nature of the disability along with the additional supports needed by and provided for the pupil.

Prior to the pupil joining Newton International Academy, the SENCO will liaise with previous school (where applicable) and outside Agencies to assess the needs of the child. Once the pupil has joined Newton International Academy, the teacher who is aware of the pupil's needs and attainments and has a good understanding of their SEN (usually the pupil's class teacher), will - supported by the SENCO - liaise with parents regarding concerns and reporting progress in accordance with SEN Code of Practice.

Identification of Special Educational Needs in Newton International

Baseline testing will take place each September and will be used to screen and assess all the children. Children will be tested again end of term 1 and end of term 2 to evaluate progress. Relevant testing will also be carried out during the year, when necessary. In identifying children with special educational needs, information will also be gathered from various sources, and these may include:

- Behavioural, academic, and social responses to general class interactions, academics work and homework.
- School based assessment
- Previous academic and educational behavioural plans including comments of assessor's ratings.
- Observation of class behaviour.
- Parental input in relation to health, routines, perceptions of the child etc.
- Standardised tests
- Outside agency reports

Teachers who have concerns about a child's learning or who identify a child as having special educational needs will inform their team leader of their concerns as early as possible. Students may need 3-4 weeks to settle in the transition process before being referred.

4 Areas of Need addressed at Newton International Academy:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical Needs

- Social, Mental and Emotional Health

Code of Practice on the Identification and Assessment of Special Educational Needs

In the code of practice relating to special educational needs, the procedure for assessment, planning and provision is set out in three waves. While individual children's development requirements vary greatly and the provision may range from temporary and minor to permanent and major, it is hoped that many children will have their needs addressed in the short term.

Wave 1

Quality First Teaching and differentiation for all

Activities are planned at an appropriate level for a child to learn and achieve success. The child is closely monitored and work is differentiated within the class. This could include teaching Assistant working in the classroom with a small group or an individual child. Teachers differentiate their lesson planning. Records detailing child's needs is accessible for all teaching staff.

Wave 2

Additional Intervention in place

- If a child is struggling to make adequate progress an intervention plan is drawn up by class teacher and SENCO to boost progress. These are different to the ordinarily available resources and provision. This may include small group with support of teaching Assistant.
- Head of Primary is consulted during this process as needed.
- A Personal Learning Assistant (PLA) may be appointed by parents to support the child during his/her school day.
- Head of Primary, Deputy Head Pastoral, SENCO and School Councillor meet informally on a regular basis to discuss students.

Wave 3

Additional highly personalised Intervention

- If more focused strategies and targets are sought from outside agencies then the child would be listed as Wave 3. More focused strategies and targets will be put in place and advice from outside agencies may be sought if necessary. If a referral has been made and a report received by the Class Teacher, Parents and SENCO meet to discuss any implications of the report and Individual Education Plan (IEP) is implemented.
- Parents are kept informed and consulted by the class teacher and/or SENCO
- A review may see child revert to Wave 2 or 1, or remain at Wave 3.

Planning and Review of Special Educational Needs in Newton International School

The on-going task of providing learning experiences for a class involves monitoring the achievements, abilities, and difficulties of each child. Teachers will employ both formal and informal methods of evaluating individuals to ensure suitable differentiation of provision.

In order to give children time to become established in school they will not normally receive special needs provision before **October** in Year One, unless previously identified as having special needs prior to enrolling with Newton International Academy or deemed necessary by the SENco. However, all children will be monitored, and concerns registered.

A register, known as the AESN Register, will be kept detailing, in year group order, those children who have special educational/learning needs. Teachers will keep a copy of action plans and/or education plans and reviews and the parents will also receive a copy of any IEPs. The SENco will retain the original.

If a child is having specific difficulty with the curriculum, the class teacher in consultation with the SENco will monitor the child's progress in class and if required, draw up an action plan with an individual plan of work for the child. Progress will be reviewed regularly against targets outlined in the action plan. Where concerns persist the SENco will consider placing the child at an academic level which suits the child's individual ability and subject to availability of resources, additional help.

According to the hours available and nature of the individual needs, the SENCO with the AESN team will draw up a timetable to support both students and teachers. This consists of group sessions via withdrawal or in class support. The SENco, in consultation with the classroom teacher, will complete either an Individual Education Plan or Group Plan depending on the need of the child. Copies will be with class teachers and on file in AESN office.

Referral for assessments with specialists may be necessary. All high priority students will have an IEP.

It is Newton International Academy's intention that difficulties experienced by children will be addressed and many children who once had special educational needs will be removed from the register, but it is possible that a number of children will require continuing and/or additional action. After consultation of principal, parents, class teacher, SENco and any other relevant party, any children with persistent learning difficulties will be referred to External agencies for Additional Advice.

Addressing Individual Requirements

In attempting to meet the needs of individual children, a range of teaching strategies and classroom management styles may be required. These will be noted in the action plans or group education programmes and their effectiveness considered at times of review.

In general, teachers will ensure that:

- Activities are provided to encourage children to work at their own levels in groups or as individuals – skills and knowledge will be introduced in small amounts and in a logical order
- Sensitivity will be shown towards children whose limitation in talking, listening, reading, writing and number work influence their learning in other areas of the curriculum; appropriate help will be given to overcome such weaknesses.
- Tasks will be as stimulating as possible, and a variety of resources will be used to provide for different learning styles and to motivate each student.
- Children with specific hearing or sights problems will be carefully positioned in the room.
- Whenever possible, children will be made aware of expectations in terms of time, behaviour, work etc. and be encouraged to share the responsibility for their progress.
- Whenever possible progress will be celebrated/rewarded.

- Children with behavioural problems will be carefully positioned in the room to enable all members of the class to progress; if this requires inclusive timeout, it will be short term and with the clear goal of integration as reward for acceptable behaviour.

Organisation and Management

The SENCO will have 3 Learning Support Teaching Assistants to support learners in class or small groups. The SENCO with the support of the LS TA's is responsible for the timetabling.

Consulting and involving Parents

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition to Secondary at NIA

Pupils seeking transition to NIA Secondary must, by completion of NIA Year 6 Primary, have first achieved thirty percent (30%) or higher in all Year 6 Primary core subjects [Maths, English, Science].

In the event that a student does not achieve these grades, parents are informed and invited to discuss alternative educational provision.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Teaching assistants will support pupils on a 1:1 basis **or**

Teaching assistants will support pupils in small groups

Expertise and training of staff

Training will be provided during the year by attending internal and external professional development programmes.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Monitoring by the SENCO

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All our extra-curricular activities and school visits are available to all our pupils, including all ECA clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Social Worker/School Counsellor available
- Pupils with SEN are encouraged to be part of all school activities

We have a zero-tolerance approach to bullying.

Working with other agencies

The school will meet and engage with outside agencies to discuss welfare of child. Any advice or programmes suggested will be implemented where possible.

Complaints about SEN Provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO in the first instance. They will then be referred to the head of primary.