

NEWTON INTERNATIONAL ACADEMY

SMASH



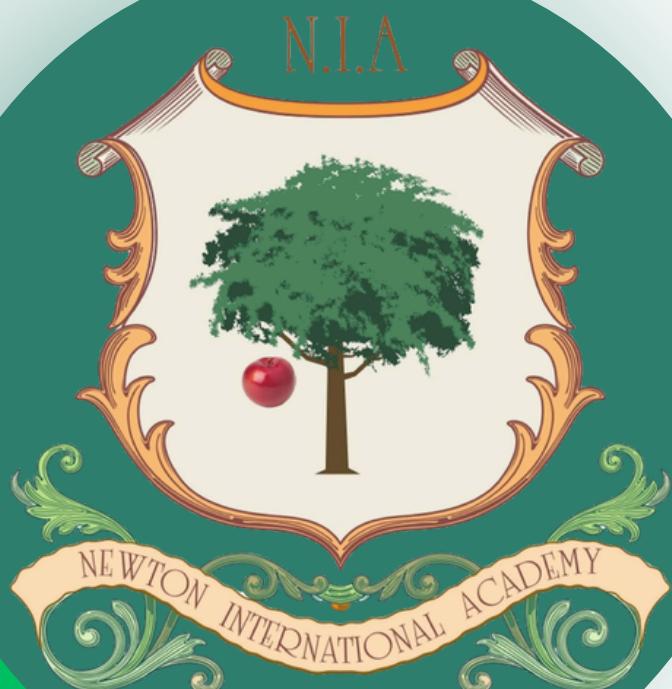
PRIMARY ASEN POLICY

POLICY REVIEWED

July 2025

POLICY TO BE REVIEWED

July 2026





Newton International Academy - Smash

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**"An international community of learners striving for
excellence and celebrating success"**

<http://newtonschools.sch.qa>

Additional Educational Specific Needs (AESN) Policy

**"An International Community of Learners Striving for Excellence and
Celebrating Success."**

An International Community of Learners...

We will achieve this by:

- fostering positive and supportive relationships
- being sensitive to the needs of others
- reaching out to the wider community
- valuing parents as educators
- involving ourselves in community events
- welcoming parents and friends of the school to celebrations and assemblies
- supporting those less fortunate through fundraising
- demonstrating stewardship of both our local and global community

Striving for Excellence...

We will achieve this by:

- following positive class rules and codes of conduct
- discovering and encouraging the talents of every individual
- giving children the opportunity and encouragement to try new things
- recognising that everyone learns in their own different way, making allowances for preferences
- creating a learning culture, classroom community, collaborative and personalised learning
- building self esteem
- delivering quality professional development
- using a range of teaching styles to cater for all abilities and learning styles
- embracing all opportunities to experience the joy of discovery, solving problems and being creative
- embracing new technologies to improve home/school partnership

We will achieve this by:

- issuing written reports and results
- valuing effort and having the confidence to make mistakes
- meeting challenge with openness and bravery valuing an open dialogue between school and home by inviting parents to information evenings and pupil progress meetings

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards

Additional Educational Specific Needs (AESN) What does it mean?

Additional Educational Specific Needs: means giving children extra help or support so they can get the most out of their education.

A student is said to have ‘additional support needs’ if they need more, or different support to what is normally provided in school for students of the same age.

It doesn’t just apply to students who have long-term learning difficulties or disabilities. Children may need additional support for many reasons. Some may need a support throughout their whole time at school. Others may only need support for a short time.

The terms “additional educational specific need” and “additional support needs” can be confusing. Many people think they only apply to children with long-term learning difficulties or disabilities, but children may need support for differing reasons. These include:

- EAL students who need extra support with acquiring English.
- Missing school because of an illness or long-term condition

- Difficulty in controlling behaviour
- Poor attendance
- Having a physical disability
- Being particularly able and/or gifted
- Changing school, a lot
- Having a difficult family situation, for example suffering a bereavement.

Some children need only a small amount of support for a short time. Other children may need a lot of support for a longer period.

AESN and Disability-Our Values and Beliefs

At Newton International Academy SMASH we firmly believe that all children are unique individuals and should have every opportunity to develop to their full potential and strive for excellence in all that they do. As a school we aim to have a flexible approach to children's learning and tailor specific programmes or interventions to fit in with school day. Children feel free to express their opinions and have a voice that is respected and heard. They feel confident to take risks and to learn from mistakes. We acknowledge that some children will need more support to achieve these aims and we will endeavour to tailor the educational environment to allow this to take place. Every teacher at Newton International Academy is a teacher of every child, including those with AESN.

Contextual Information

Newton International Academy is a large school in Wadi Al Banat, Qatar. We currently have 11 Early Years Foundation Stage classes and 25 primary classes. The size of the school and the dedication of all the school staff means that different learning styles can be explored by children and lessons and topics can be planned around children's interests. We have outstanding teaching assistants working within our classes that support the teaching staff to deliver differentiated learning to all pupils including those with AESN.

Aims of AESN provision in Newton International Academy, SMASH

By providing for students with AESN needs, several whole school aims will be addressed. These are:

- To enable all AESN students to access the curriculum on offer at NIA, SMASH
- To support the learning of all AESN students to raise their attainment and engage them in their own individual learning programmes (IEPs). By providing appropriate, stimulating experiences to challenge and support learning in line with the British

Curriculum. Whilst also developing a range of skills; social, emotional, communication, expression, literacy, and numeracy

- To raise and maintain the self-esteem of students and develop their sense of responsibility for their own learning and behaviour
- To provide support, guidance, practical strategies, and resources to all class teachers of AESN students
- To monitor, evaluate and record student progress
- To instil concepts of kindness and respect towards other people and a tolerance of their cultures and beliefs. By integrating the school values into all Learning Support programmes. Whilst nurturing the innate curiosity of our students and celebrating their creativity and sense of fun
- To promote close and supportive links between the home, school, and community.

Identifying AESN's

There are four broad areas of need that will be planned for:

- communication and interaction
- cognition and learning
- social, emotional, and mental health
- sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Newton International Academy, we identify the needs of pupils by considering the needs of the whole child. This will include not just the AESN's of the child, but other aspects of their health and development that may impact on progress and learning. These may include:

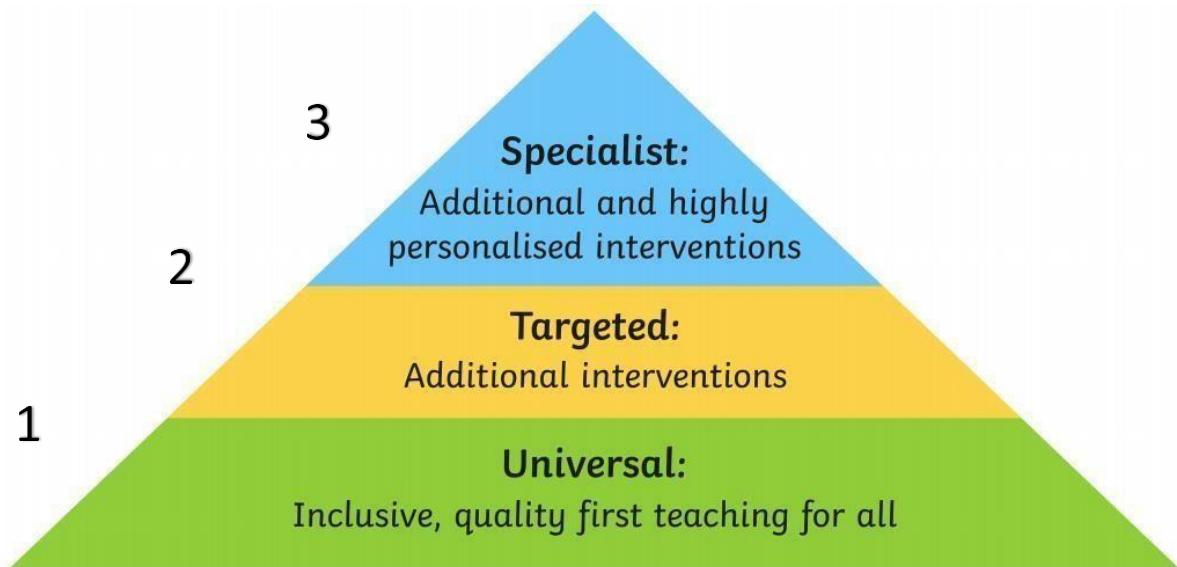
- EAL students who need extra support with acquiring English.
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How is AESN Wave 3 intervention provided?

There is no one holistic way to support students. How support is provided in the class and the wider school will depend on an individual student's needs. Support is provided through the learning and teaching that takes place in class; however additional support might include:

- Short bursts of intensive work, 1 to 1 or in a group, with the learning support teacher.
- Working with a student on a specific learning programme
- Adapting the classroom environment to suit a student's needs
- Providing coping strategies or a quiet/ reflection space to help students with their behaviour
- A class teacher adapting how they teach a lesson (differentiating)
- Adapting learning materials to a student's needs
- Using special equipment or IT

Sometimes different types of support, particularly behaviour support, must be tried and tested to see which ones work best for the student.



A Wave Model of AESN Interventions

Wave 1	
Intervention Type:	Quality First Teaching
Evidence:	<p>6 months below age related expectations D Grade on Termly Report for 2 or more core subjects This is informed by but not limited to:</p> <ul style="list-style-type: none"> • Teacher observation records • Pastoral Notes • In class quizzes/assessments • Indicator Checklists • Key Objective Trackers • Parent and pupil consultations • Baseline Assessments • Termly Reports
Person responsible:	Class Teacher
Type of Plan:	Classroom Support Plan
Timeframe:	Short-Term
Overview:	<p>The class teacher is responsible for differentiating the teaching and learning effectively to meet the needs of all students in the class. The class teacher recognises the student is below age-related expectations and is not responding appropriately to the standard differentiation provided. In this instance the Class Teacher sets an In Class Individual Education Plan (IEP) to incorporate further bespoke differentiation and strategies to help the student to make academic progress in line with age-related expectations. This IEP is developed by the teacher for an individual student and is reviewed and adjusted after 8 weeks/after termly assessments. A student will be removed from an In-Class IEP once they have achieved age-related expectations (C grade).</p> <p>Parents are met with where the IEP is shared, actions agreed and signed by all adults. The IEP must be shared with the child with child-friendly SMART targets.</p>

Wave 2	
Intervention Type:	Short-term Interventions
Evidence:	<p>6 to 11 months below age-related expectations This is informed by but not limited to:</p> <ul style="list-style-type: none"> • Teacher observation records • Pastoral Notes • In class quizzes/assessments • Indicator Checklists • Key Objective Trackers • Parent and pupil consultations • Baseline Assessments • Termly Reports
Person responsible:	Class Teacher AESN Department
Type of Plan:	School Support Plan
Timeframe:	Case by Case basis
Overview:	<p>In class intervention will be set by the AESN Department with specific focus groups and individual in-class support where required. An Individual Education Plan will be written and implemented by the AESN Department who will also provide in class support as outlined in the IEP. The aim of Wave 2 is to provide students with support to progress towards age-related expectations. Diagnostic assessments will be conducted to determine the student's current level in relation to their age/Year Group. This IEP is reviewed and adjusted after 8 weeks where the child will be retested (in week 8) using the same diagnostic assessments. A student will be removed from Wave 2 intervention if they have progressed to working within six months of their chronological age. Support will commence with an In-Class IEP developed by the class teacher.</p> <p>Parents are met with where the IEP is shared, actions agreed and signed by all adults. The IEP must be shared with the child with child friendly SMART targets.</p>

Wave 3	
Intervention Type:	Long-term Interventions
Evidence:	<p>One year or more below age-related expectations</p> <p>This is informed by but not limited to:</p> <ul style="list-style-type: none"> • Teacher observation records • In class quizzes/assessments • Pastoral Notes • Key Objective Trackers • Indicator checklists • Diagnostic assessments in literacy/numeracy • Parent and pupil consultations • Formal observation of behaviour if necessary • Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc
Person responsible:	Class Teacher AESN Department School Counsellor
Type of Plan:	School Support Plan
Timeframe:	Ongoing – throughout the academic year
Overview:	<p>Wave 3 intervention will involve withdrawal from lessons where students will work in group, individual or paired sessions with the AESN Department. Wave 3 interventions also include students who require external academic support. This level of intervention is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports or statements from outside professionals (as appropriate). The aim of Wave 3 is to provide students with support to progress towards age-related expectations. Diagnostic assessments will be conducted to determine the student's current level in relation to their age/Year Group. This IEP is reviewed and adjusted after 8 weeks where the child will be retested (in week 8) using the same diagnostic assessments. A student will be removed from Wave 3 intervention if they have progressed to working within 12 months of their chronological age.</p> <p>Parents are met with where the IEP is shared, actions agreed and signed by all adults. The IEP must be shared with the child with child-friendly SMART targets.</p>

The process by which school identifies and manages children with AESN's

The Code of Practice suggests that pupils are only identified as having AESN's if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have AESN's. Additional intervention and support cannot compensate for a lack of good quality teaching.

- Newton International Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the AESN's most frequently encountered.
- Some children may come to school already having been identified as having AESN's.
- Pupil Progress meetings are held termly between the class teacher and the Learning Support Team. Data is entered into the school tracking system and children who are not making expected progress are identified.
- If a class teacher has any concerns regarding a child's progress, a referral should be made with the Learning Support Team as soon as possible and if necessary, an assessment/observation will be conducted.

Referral Guidelines

Each year, all Class Teachers are asked to identify and refer students which they feel need extra Wave 3 interventions to support them with:

- Listening
- Speaking
- Reading and Viewing
- Writing
- Behaviour Management

The purpose of referring a student for AESN consideration is to provide the referred student the most appropriate educational program at their school site. Referrals do not necessarily mean placement into the AESN programme, but instead it begins the process which allows the "team" effort of the referring teacher, the Learning support staff and other teachers of the student to address the unique needs the referred student may have.

Students with Additional Educational Specific Needs may include students who need extra support with acquiring English or those with learning difficulties, emotional and or behavioural problems, medical conditions, speech difficulties, visual and aural impairments, and physical disabilities.

Please fill in all sections of the referral form with as much detail as possible. This will greatly facilitate the assessment process.

Please attach to the referral form the documentation and evidence (see below) to support your request for additional support.

- Examples of the student's work
- Notes on observations of the student

Referrals submitted without the required paperwork will not be actioned until the documentation and evidence is provided.

The Assessment Process

Baseline testing will take place in Term One and will be used to screen and assess all the students. Those students referred to AESN by their class teacher will be assessed and observed by the learning support teacher. In identifying students with AESN, information will also be gathered from various sources, and these may include:

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

A register, known as the AESN Register, will be kept detailing, in year group order, those students who have AESN's and their priority levels. All AESN student will have an AESN file that will contain all assessments and relevant documents pertaining to their AESN's. These files will be accessible through the Learning Support department. Class teachers will keep a copy of the children's IEP's (Individual Education Plan)/ GEP's (Group Educational Plan) and reviews. These IEP's will also be shared with parents.

Supporting Pupils and Families

Links with other agencies to support the family and pupil will be made available.

We ensure children with SEND can access assessments and adaptations are made to ensure all children are able to perform to the best of their ability. This may include for example, the use of a scribe, enlarged print, additional time for the completion of tests, a reader for relevant tests, the provision of a quiet room or the breaking up of tests into manageable chunks.

Transition – from class to class, across key stages and to another school – including Secondary School will be handled sensitively and with due regard to the needs of the child. Additional support will be discussed with the family and relevant staff to ensure that the emotional, social, cultural, spiritual, and intellectual needs of the child are met.

Good parental engagement is a critical factor in enhancing outcomes for students with special educational needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress of the IEPs. Our school will consult with parents when developing and reviewing the Individual Education Plans for the children with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

The Parents can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in homework set
- Reading and telling stories to their child/children
- Listening to and giving supportive feedback on oral reading
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers
- Signing and returning consent forms to the school regarding withdrawal for support teaching
- Keeping the Class Teacher informed of any home factors which may be affecting their child's progress
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning
- Helping children to develop their organisational skills
- Helping children to look after schoolbooks and other resources which are loaned to the children for use at home

Monitoring and Evaluation of AESN

Regular audits of staff CPD needs, sampling of parent views and pupils' views are carried out throughout the year. Practice is reflected upon during annual teacher appraisal and during lesson observations. Workshops will be provided regularly for staff to attend to be provided with some 'good practice' techniques. It will also be a chance for teachers to discuss new resources, undertake peer evaluations, share success stories, and exploit each other's strengths.

Whole School Strategies to minimise learning difficulties:

As a school we strive to minimise learning difficulties. To support this, we have the following strategies in place:

1. Early Intervention:

We believe it is important to identify and assess children with special needs as early as possible so that effective interventions can be put in place. Baseline and screening tests are administered in all year groups. Students who present with scores below expected level are highlighted and monitored by their Class Teachers.

If a support plan is deemed necessary the parents of these students are invited to attend an initial meeting to discuss the proposed plan with the relevant staff members and are invited to contribute to the plan. Targets are also set for completion at home. Support and ideas on how to instigate these plans at home are provided to the parents. These plans run on an 8 week cycle.

2. Promotion of Literacy/Numeracy:

- Whole school promotion of Reading for Pleasure
- Pie Corbett Talk for Writing
- Guided Reading
- Shared/paired reading
- Story time, library time, Book Week, Book Fair, Class library, visiting authors
- Philosophy for Children (P4C)
- Problem Solving opportunities
- Questioning techniques
- Development of mathematical approaches through White Rose Maths

3. Parent Workshops:

Throughout the school year parent workshops take place to share aspects of the curriculum and programmes being followed by the school. Support from the AESN team and School Counsellor is provided where appropriate.

Reviewing the Policy

This policy will be reviewed annually or whenever there are legislative changes.

Last reviewed July 2025.

Accessibility

Newton International Academy welcomes all children irrespective of disabilities.

The school set over three floors however, there are lifts to enable access to all. All doors are wide enough to accommodate wheelchairs and there is a disabled toilet.

All class floors are lined and conditions for children with hearing impairment are good.

Classrooms are brightly lit, and adaptations are made for children with any visual impairment.

All staff differentiate lessons clearly to ensure all children make at least expected progress. Children with AESN's are carefully monitored and additional input is carefully targeted.

All children with AESN's will have a personalised IEP written and evaluated termly, in which aspirational, yet realistic targets are identified. These are shared with the children and where necessary, the parent.