Newton International Academy, Barwa City

AESN Policy Primary & EYFS

An International Community of Learners, Striving for Excellence and Celebrating Success

Approved by: Senoir Management Team
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Review Cycle: Annual

NEWTON INTERNATIONAL ACADEMY | BARWA

Our Vision
An international community of learners striving for excellence and celebrating success.

Our Mission
We aim to provide the highest quality of education possible for our students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.
To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Aim of Policy
1.To identify at the earliest opportunity all children who need special consideration to support their cognition and learning, physical and sensory, Social, Emotional and Mental Health, and communication and interaction development.
2.To ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
3.To ensure that these children are fully included in all school activities in order to promote the highest levels of achievement.
4.To involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategy adopted by the school.

Definition
A pupil has special educational needs and/or disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them. This may include needs relating to communication and interaction, cognition and learning, social, emotional and mental health, or sensory and physical development.
At Newton International Academy Barwa City, the term Additional Educational Support Needs (AESN) is used to describe pupils who require provision that is additional to, or different from, the support ordinarily available through inclusive classroom teaching.
A pupil is not regarded as having SEND solely because the language spoken at home is different from the language of instruction. Pupils who require support because English is an additional language receive appropriate EAL provision. Further information about the identification, assessment and support of pupils who speak English as an additional language can be found in the school's separate English as an Additional Language Policy.

Newton Group Values

Objectives:

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for AESN.
- To demonstrate that meeting the needs of children's learning and / or behaviour is part of high quality mainstream education.
- To plan for any pupil who may at some time in their education have additional educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support all pupils who will need extra resources and/or teaching help as early as possible.
- To work in partnership with the child's parents to provide for the child's special educational needs.
- To regularly review the policy and practical arrangements to achieve best value.

Roles and Responsibilities

All members of the school community work towards the school aims by:

- Using school procedures for identifying, assessing and making provision for pupils with additional educational needs
- Sharing a commitment to inclusion and a partnership approach to provision

The Principal determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and maintains a monitoring overview of the school's work. The AESN Coordinator works with the Principal to review the policy.

SMT are responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. They will work closely with the AESN department to review individual pupils and procedures.

Co-ordinating and Managing Provision

The AESN department is responsible for:

- The daily implementation of the AESN Policy
- Liaising with and advising teaching staff and teaching assistants on AESN matters
- Co-ordinating the provision for children with AESN
- Overseeing the records of all children with AESN
- Contributing to the in-service training of staff
- Liaison with parents of AESN children
- Co-ordinating and Managing Provision

Informing and Supporting Teachers

Teachers are informed of pupils' identified needs through the AESN Register, Pupil Profiles, provision maps, Individual Education Plans and relevant professional reports. These records identify pupils' strengths, areas of need, agreed targets, reasonable adjustments and recommended classroom strategies.

The AESN Coordinator liaises regularly with teachers and teaching assistants, provide advice and model appropriate strategies where required. Relevant training is provided to help staff understand and meet pupils' specific needs. Information is shared confidentially and only with staff directly involved in supporting the pupil.

All staff members are involved in the development of the school's Additional Educational Support Needs Policy and must be aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with additional educational needs.

If a child's needs are so severe that they cannot be fully met by the AESN department, a Personal Learning Assistant (PLA) can be employed by the parents on behalf of the child. The costs for this are met by the parents and can only be done with their agreement. The parents are responsible for the interviewing and hiring of Personal Learning Assistants, the school can support them with this. The Class Teachers are responsible for overseeing any Personal Learning Assistants allocated to children in their class.

Identification, Assessment and Provision

The AESN resources are purchased via the general school budget and applied for annually via the Principal and SMT.

Action to meet pupil's special educational needs aims to promote independent learning and tends to fall within the following strands:

- Assessment, planning and review
- Grouping for teaching purposes
- Curriculum and teaching methods

This may include development of practice through training and collaborative work with other schools in the group, planning, review and liaison time, improved staff-child ratio and use of alternative resources.

Identification, Assessment and Monitoring

Provision for children with additional educational support needs is a matter for the school as a whole. The Principal, SMT, AESN department and all other members of staff have important day-to-day responsibilities.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three principles for inclusion:

- Setting suitable learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning and assessment

There are four broad areas to special educational needs:

- Communication and Interaction (Language and Autism Spectrum Disorder)
- Cognition and Learning (General Learning and Specific Learning Difficulties)
- Physical and Sensory
- Social, Emotional and Mental Health

We have extended these to 7 main areas of concern:

1. Cognition and Learning
2. Speech and Language
3. Social Communication and Interaction Difficulties
4. Social Emotional and Mental Health
5. Physical/Medical
6. Visual Impairment
7. Hearing Impairment

Providing Curriculum Access and Inclusion

Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Different teaching strategies are used depending upon the nature of the child's needs.

At Newton International Academy we strive to be an inclusive school, engendering a sense of community and belonging through our:

- inclusive ethos
- a broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- different teaching strategies depending upon the nature of the child's needs
- high expectations and suitable targets for all children

Partnership with Parents

Partnership with parents plays a key role in enabling children with special educational needs to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to plan an active and valued role in their child's education.

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 AESN Coordinator 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 AESN Coordinator 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 AESN Coordinator - liaise with parents regarding concerns and reporting progress in accordance with SEN Code of Practice.

Identification of Special Educational Needs in Newton International Academy

Baseline testing will take place each September and will be used to screen and assess all the children. Children will be tested again at the 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, academic 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 and the AESN Coordinator 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, Emotional and Mental Health

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

At Newton International Academy, Barwa, our approach to supporting pupils with additional educational needs is aligned with the Code of Practice and follows a three-wave model of provision: WAVE 1, WAVE 2, and WAVE 3. This structured framework outlines the procedure for assessment, planning, and intervention based on the level and intensity of support required. While the needs of individual children may vary—from temporary and minor to more complex and ongoing—this model is designed to ensure that all learners can access the curriculum and make meaningful progress. It is hoped that many children will have their needs addressed effectively through timely and targeted support.

Tier 1 – Inclusive Quality First Teaching & Differentiation for all

Tier 1 is the foundation of all SEN support and refers to high-quality, inclusive teaching that is differentiated and personalised to meet the needs of all learners.

- Teachers plan activities at an appropriate level so that each pupil can access learning and achieve success.
- This level of provision is available to all pupils within the mainstream classroom.
- No additional interventions or external support are required at this stage.
- Teachers are expected to make reasonable adjustments to their teaching methods and classroom environment to accommodate varying learning needs.

Tier 2 – Targeted Support with Additional Intervention in Place

Tier 2 is a school-based level of additional support for pupils who require more than what is typically offered through Tier 1. It provides targeted interventions to address specific gaps or difficulties.

- Provision goes beyond what is ordinarily available in the classroom.
- Pupils may be withdrawn from class to attend 1-2 small group intervention sessions led by AESN staff, depending on the severity and areas of support needed.
- These pupils do not have a formal diagnosis from an external agency.
- No Individual Education Plan (IEP) is created at this stage.
- Group planning is used for intervention.
- Support and progress are documented in a Provision Map, and a Pupil Profile is created to inform staff of the pupil's needs and support strategies.

Tier 3 – Additional Highly Personalised Support

Tier 3 provides individualised and intensive support for pupils with complex needs that have been formally identified by external agencies, such as Sidra Medicine, Hamad Developmental Paediatrics Clinic, or recognised private medical institutions either in Qatar or elsewhere.

- Pupils at this level have an official diagnosis with a report that was submitted to school, e.g., Autism Spectrum Condition, ADHD, Developmental Delay, or physical/sensory impairments.

- These pupils will have an Individual Education Plan (IEP), which outlines specific, measurable targets across one or more areas of need (academic, communication, sensory, SEMH, behaviour).

- IEPs are reviewed and updated on a termly basis by the SEN teacher in support of the AESN Coordinator.
- A Personal Learning Assistant (PLA) may be assigned, in collaboration with the parents, to provide consistent support for the child throughout the school day. A Personal Learning Assistant (PLA) will be allocated to students identified as Tier 3 only, as these pupils have a formal, medically diagnosed need requiring targeted and sustained support (see PLA Policy)
- Intervention may include 1 - 2 sessions per week, depending on the severity and breadth of support needed.
- Support may be provided in areas such as:
  - Communication and Interaction
  - Cognition and Learning
  - Sensory and/or Physical Needs
  - Social, Emotional and Mental Health (SEMH)
- Some pupils with physical or hearing impairments may be classified as Tier 3 due to the nature of their diagnosis, but they may not require intervention sessions. In such cases, a Pupil Profile will be maintained, but an IEP may not be necessary.

This three-tier model ensures that support is graduated, flexible and responsive to pupils' evolving needs, with a strong emphasis on early identification, collaborative working with families and professionals, and the promotion of inclusive practice across the school.

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 AESN Coordinator. 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.

Each AESN pupil will also have an Individual Pupil Profile detailing their specific needs, preferences, triggers, and learning targets. In addition, a provision map will be maintained and regularly updated, in collaboration with class teachers, to track the interventions and support provided to each child. Parents will also receive a copy of any Individual Education Plans. The AESN Coordinator will retain the original.

According to the hours available and nature of the individual needs, the AESN Coordinator with the AESN team will draw up a timetable to support both students and teachers. This consists of individual or group sessions via withdrawal or in class support. The AESN Coordinator and SEN Teacher, in consultation with the classroom teacher, will complete an Individual Education Plan or Group Plan depending on the needs of the child. Copies will be with SEN/Class teachers and on file in the 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, AESN Coordinator 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 individual education plans (IEPs) or provision map and their effectiveness considered at times of review.
In general, teachers will ensure that:

- Century AI-powered logins and personalised learning pathways will be provided for both in-school and home use, enabling children to access differentiated and flexible lessons in core subjects.
- A Personal Learning Assistant (PLA) may be assigned, in collaboration with the parents, to provide consistent support for the child throughout the school day.
- 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 AESN Coordinator will have 1 Learning Support Teaching Assistants and 2 EAL TeacherS to support learners in class or small groups. The AESN Coordinator, with the support of the LS TA's and teachers, is responsible for the timetable.

Consulting and involving Parents

- Parents will have the opportunity to meet with the AESN Coordinator or SEN teacher during scheduled parent-teacher interview days, which take place three times per academic year. Additionally, parents will be contacted and invited to attend three separate meetings throughout the year to review and discuss their child's support provisions, progress, and Individual Education Plan (IEP).

Further meetings can be arranged at any time upon request by either the parent or a member of staff, to ensure ongoing collaboration and timely support for each child's individual needs.

- 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:

- In certain cases, a student with Special Educational Needs (SEN) may be exempted from French, as studying both English and Arabic—both of which are compulsory subjects mandated by the Ministry of Education—already places considerable cognitive and linguistic demands on the learner. Introducing a third language may be overwhelming and not conducive to the student's overall educational progress. Exemptions from French are carefully considered on an individual basis by the AESN Coordinator in consultation with the Head of Primary and parents.
- Likewise, SEN students may also be exempted from Hard Arabic lessons and, attend Easy Arabic lessons instead. These adaptations are reviewed by Head of Arabic and determined by the the Ministry of Education. The AESN Coordinator and Head of Primary will be consulted and updated during the process.
- 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

Personal Learning Assistants (PLAs) and/or 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 AESN Coordinator

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:

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

The school is committed to ensuring a safe and inclusive environment for all students, including those with Additional Educational Support Needs (AESN). Any form of bullying, including verbal, physical, or online harassment, towards students with AESN will not be tolerated. Staff will take immediate and appropriate action to support affected students, educate peers on inclusivity, and implement intervention strategies to prevent recurrence. (see anti-bullying policy).

Working with other agencies

The school will meet and engage with outside agencies to discuss the welfare of a 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/AESN Coordinator in the first instance. They will then be referred to the Head of Primary.

ADDENDUM 1

When Should a Class Teacher Refer a Student?

A class teacher should refer a student to the AESN (Additional Educational Support Needs) team when they observe consistent or significant concerns in one or more of the following areas, despite the use of quality-first teaching and in-class differentiation:

- **Persistent difficulties in accessing the curriculum**, even with tailored support and adaptations.
- **Delayed progress** in literacy or numeracy, significantly below age-related expectations.
- **Speech, language, or communication difficulties** that affect classroom engagement or social interaction.
- **Social, emotional, or behavioural challenges** that impact learning or the learning of others.
- **Physical or sensory needs** that hinder full participation in school activities.
- **Lack of focus, attention, or motivation** over an extended period despite targeted strategies.
- **Frequent signs of anxiety, emotional distress, or withdrawal** that affect learning
- **Poor fine or gross motor coordination** affecting handwriting, classroom tasks, or movement.
- **Lack of response to interventions** already implemented through Wave 1 (in-class support).

Referrals should be made using the official **AESN Referral Form** available on the AESN Drive, and should be supported by documented evidence (e.g., observations, assessment data, examples of differentiated work, communication with parents).

ADDENDUM 2

AESN Referral Process

1. **Complete a Referral Form**

A referral form must be filled out - available via the AESN Drive – and mailed to the AESN Coordinator.

2. **Initial Observation**

The AESN Coordinator will observe the pupil in class to gain a better understanding of the concerns raised.

3. **Determine Next Steps**

Based on the observation, one or both of the following steps may be taken:

3.1. **Classroom Support** – Strategies and guidance are shared with the class teacher to help support the pupil more effectively through differentiation and in-class approaches. Class teacher to communicate concerns and strategies to parents.

➤ **Please note: For some children, the process may end at Step 3.1 if targeted classroom strategies are sufficient and progress is observed. Steps 3.2–7 are followed only if further intervention is required.**

3.2. **Parent Meeting** – If the concern is more significant, a meeting is held with the parents, class teacher and AESN Coordinator/SEN Teacher to discuss next steps.

During the meeting, the pupil's strengths, challenges, and observational findings are discussed.

If deemed necessary, an external assessment is recommended—this can be arranged by the parents or with the support of the AESN Coordinator (for Sidra Hospital).

4. **Parent Permission for Withdrawal**

Parents sign a consent form allowing the pupil to be withdrawn from class for additional support. This may range from 1–2 sessions per week, depending on the level and areas of need.

5. **Individualised Support**
The SEN Teacher meets the pupil and arranges interventions tailored to their specific needs.

6. **IEP Development**
For pupils identified as Wave 3, an Individual Education Plan (IEP) will be created and reviewed termly by the Class Teacher, AESN Coordinator and SEN Teacher in collaboration with the parents and child.

7. **Personal Learning Assistant (PLA) Assignment**
For Tier 3 students with an official diagnosis, a Personal Learning Assistant (PLA) may be assigned (if needed) to provide daily support:

- The PLA may be sourced and employed by the parents (with screening and support from the AESN Coordinator) or appointed by the school with parental agreement.
- While employed by the parents, the PLA is expected to follow the guidance of the Class Teacher and collaborate with the AESN Coordinator to ensure consistent and appropriate support for the child.
- All PLAs are required to sign in and out daily at the AESN Office.

Appendix 1 - AESN Referral Form

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NIA AESN Intervention Referral Form

Pupils Name		**Home Language**	
Class & Year		**Siblings at NIA**	
D.O.B		**External Report Attached**	YES/**NO**

Reasons for referral			
Fighting		Dramatic Change of Behaviour	
Lying		Worries	
Bullying (Victim/ Bully)		Daydreams/fantasizes	
Disrespectful		Grief	
Defiant		Fears	
Impulsive		Sadness	
Hyperactive		Always tired	
Chews (paper/clothes/hair)		Motivation	
Makes odd sounds		Inattentive or Easily distracted	
Poor motor skills		Withdrawn	
Self-harm		Cries easily for age	
Peer relationships		Anxious/nervous	
Social skills		Low self-esteem	
Personal hygiene		Over confident	
Family concerns/ Neglect		Self-image/ confidence	
Academics		Non-touchable/ pulls away	
Absences		Nervous/ anxious	
Work habits/organisation		Perfectionist	
Completion of assignments/homework		Aggression/ anger	
Student is mute		Hearing difficulty	
Poor basic phonic ability		Poor blending / decoding of sounds	
No/Very Little English		Anger/Aggressiveness	

Academic Ability			
Low	**Middle**	**High**	**Gifted**

Actions/Strategies Taken			
Observations/ Pastoral notes		Activities adjusted for time	
Peer Support/ Buddy System		Meeting(s) with parent/guardian	
Modified Activities (LA, MA, HA, MAT)		Reward system/behaviour chart	
Times tasks using countdown timer		Positive reinforcement	
Bespoke curriculum		Seat changes	
Strategies driven by intervention (IEP)		Baseline. Summative Assessments	
Other please state:			

Parental Communication

Support Required			
EAL		Support Teacher	
SEN		School Counsellor	
Phonics		Other (please state)	

Teacher Details (responsible for referral)			
Teacher (name and signature)		Date	

Internal Use Only				
Date Referral Received				
Priority	Low (availability)		High (ASAP)	Additional Notes
Support				
EAL	Small group Intervention		Person Responsible	
	Group Intervention			
WAVE 1 SEN	In class support by teacher		Person Responsible	
WAVE 2 SEN	In class support by AESN Teacher Withdrawal AESN Teacher		Person Responsible	
WAVE 3 SEN	AESN Withdrawal – 1:1 or Group Sessions (IEP)		Person Responsible	
External Assessmen t Required	YES		NO	

Summary Notes

Signed Off By	
AESN Department (Name, Signature & Job Title)	
Primary SMT (Name, Signature & Job Time)	
Date	

Appendix 2 - AESN Observation Form

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AESN Student Observation

Student name		Location of observation	
Class		Lesson	
Observer name	Chrizaan Kunz	Date	

1. Area of Concern

(Please check all that apply)

- Communication and Language
  - ☐ Listening and Attention
  - ☐ Understanding
  - ☐ Speaking
- Personal, Social, and Emotional Development
  - ☐ Building Relationships
  - ☐ Managing Feelings and Behavior
  - ☐ Self-confidence and Self-awareness
- Physical Development
  - ☐ Gross Motor Skills
  - ☐ Fine Motor Skills
- Cognitive Development
  - ☐ Problem Solving
  - ☐ Early Literacy and Numeracy Skills
- Sensory or Physical Concerns
  - ☐ Visual
  - ☐ Auditory
  - ☐ Motor Skills
  - ☐ Tactile

2. Observation Details

Describe the activity or situation during the observation:

Child's Behaviour and Interaction:

- How does the child interact with peers and adults?
- Are there signs of distress, withdrawal, or aggression?
- Describe any difficulties in communication or understanding.

Developmental Milestones Observed:

- Is the child meeting expected milestones for their age? Are there delays in specific areas?

Attention and Focus:

- Can the child maintain focus on tasks? Are there signs of hyperactivity or inattention?

Physical and Sensory Responses:

- Are there challenges in movement, coordination, or balance?
- Are there sensory sensitivities (e.g., to noise, texture)?

Strengths and Interests:

- What activities or tasks does the child excel at or are there particular interests that engage the child?

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3. Additional Notes from Staff/Parents

- **Have parents raised concerns?**

- **Are there any strategies already in place?**
- ☐ 1:1 support from the teacher and TA during sessions to provide guidance.
- ☐ EAL sessions 2x a week
- ☐ Positive reinforcement through praise and rewards to build confidence and motivation.
- ☐ Modeling and prompting verbal communication to encourage speech and social interaction.
- ☐ School Counselor
- ☐ Behaviour card or support plan
- ☐ Other

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4. Recommendations

- ☐ Monitor and observe further
- ☐ Parent Conference
- ☐ Refer to School Counselor
- ☐ Develop targeted intervention plans
- ☐ Suggest external assessment or support
- ☐ Other

Additional Notes:

Next Steps:

Observer's Signature:

Date:

Appendix 3 - Individual Education Plan

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Individual Education Plan

Summary Information	
Name of Pupil:	Date of Birth:
Year:	Class:
Class Teacher:	Personal Learning Assistant:
Nature of Additional Educational Support Needs	

Assessment of Educational Performance			
Formal Assessment	Reading	Writing	Math's
Baselines			
Term 1			
Term 2			
Term 3			
Informal Assessment (Information gathered from parents, class teacher, Learning Support Teacher)			
Literacy	Term 1 – Term 2 – Term 3 –		
Numeracy	Term 1 – Term 2 – Term 3 –		
Social Skills & Communication Behaviour	Term 1 – Term 2 – Term 3 –		
Area of Need			

Strategies	
Learning Targets	Class teacher to address: SEN Teacher to address:
	Parents to address: Student to address:

Signed by: Date:

Class Teacher AESN Coordinator

Appendix 3 - Individual Education Plan

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Individual Education Plan

Summary Information	
Name of Pupil:	Date of Birth:
Year:	Class:
Class Teacher:	Personal Learning Assistant:
Nature of Additional Educational Support Needs	

Assessment of Educational Performance			
Formal Assessment	Reading	Writing	Math's
Baselines			
Term 1			
Term 2			
Term 3			
Informal Assessment (Information gathered from parents, class teacher, Learning Support Teacher)			
Literacy	Term 1 – Term 2 – Term 3 –		
Numeracy	Term 1 – Term 2 – Term 3 –		
Social Skills & Communication Behaviour	Term 1 – Term 2 – Term 3 –		
Area of Need			

Strategies	
Learning Targets	Class teacher to address: SEN Teacher to address: PLA to address:
	Parents to address: Student to address:

Signed by: Date:

Class Teacher AESN Coordinator

Appendix 4 - Pupil Profile

Name:	Class:		
Likes:	Things you need to know about me:	Triggers:	
Dislikes:	Photo	Strengths:	
Targets:	Strategies that help me:	Medical:	

Appendix 5 - Provision Mapping (completed termly)

	Where next?								
Monitoring impact	Assessment result								
	Able to transfer skills into class? Y/N								
	Target achieved? Y/N								
Target (remember to be SMART)									
Baseline (give details of assessment)									
SUPPORT	Frequency of support								
	Support provided								
	Who provides support								
	Wave								
Concerns & Other Information									
Medical Condition									
Hearing Impairment									
Physical									
Sensory									
ASD									
SLCN									
Communication & Interaction									
Emotional Regulation									
SMEH & Behaviour									
ADHD ADD									
SLD: Dyslexia Dyspraxia									
MLD									
Cognition & Learning									
Teacher									
Class									
Name (please copy from SIMs/register)									

Area of Need: Tick