



AESN Policy

Newton International School D Ring

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

Policy Title				Additional Education Support Needs				
Policy Number								
Policy Owner				SENDco				
Policy Agreed on				August 2013				
Policy reviewed on				August 2021				
Policy to be reviewed on				August 2022				
Statutory Policy	Yes	No	Website	Yes	No	Google Classroom	Yes	No

Additional Educational Support Needs Policy

Reflecting on the mission and vision of Newton International School D Ring 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.

Definition:

Children have Additional Educational Support Needs if they have difficulty learning at the same pace as most children of the same age and need extra provision in place to support them in accessing the curriculum.

Children must not be regarded as having a learning difficulty solely because English is not their first language. Separate educational provision is made for children who struggle with the English language as an additional language to their own.

Aims:

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

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. They are responsible for reviewing 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

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 shadow teacher 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 shadow teachers, the school can support them with this. The Class Teachers are responsible for overseeing any shadow teachers 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 AESN Co-ordinator.

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
- Behavioural, Emotional and Social

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

We have put into place a Concerns Checker, which allows teachers to drill down to the exact areas of concern, alongside a Wave 1 checklist which provides suggestions for adaptations and interventions that can be put into place to support children within the classroom on a daily basis.

School Action

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 class teacher makes appropriate arrangements for differentiating the curriculum and together with the AESN department provide focused interventions for the child.

The triggers for initial intervention will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school

- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

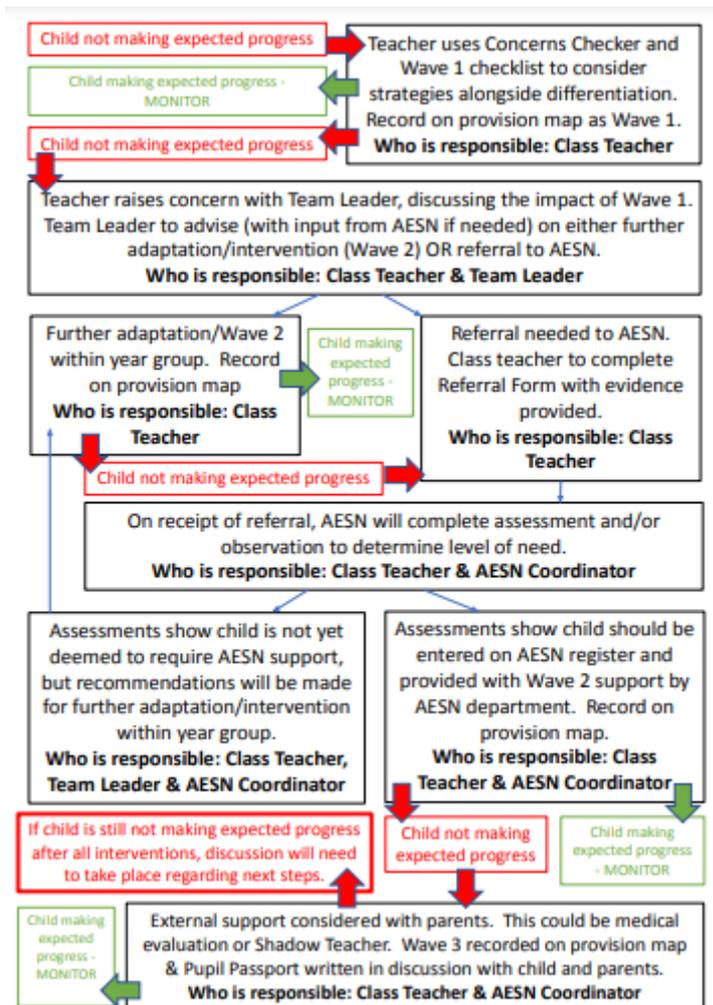
If there is inadequate progress after initial intervention, the class teacher in conjunction with the AESN department will assess the child's difficulties using a range of assessments. Quality first teaching strategies will be recorded as Wave 1 and if support is required from AESN department, this will be recorded as Wave 2 on provision map. Wave 3 children will also have provision recorded on the provision map and a pupil passport created to outline pupil voice and strategies/interventions in place. A shadow teacher may be deemed necessary to supplement support by the AESN department. Parental permission must be sought for the employment of a shadow teacher as they will meet the extra costs of this support.

The triggers for extra support will be that, despite initial intervention, the child:

- continues to make little or no progress in specific areas over a long period
- continues working substantially below expectations compared to children of a similar age
- continues to have difficulty in developing English and mathematical skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Parents are kept informed at all stages of intervention. This partnership and the exchange of information is particularly important in order that the needs of pupils with special educational needs are met effectively.

Our AESN flowchart can be seen below:



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 D Ring 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.

Voice of the Child

Children will be encouraged to participate in all the decision-making processes as appropriate for their age and contribute to their assessment needs and review.

Evaluating Success

The success of our school's additional educational support needs policy and provision is evaluated through:

- monitoring of classroom practice by the AESN department, team leaders and Key Stage Coordinators
- termly review of provision by Key Stage Coordinators, team leaders and Class Teachers
- analysis of pupil tracking data and test results for individual pupils and cohorts
- termly monitoring of procedures and practices by SMT

Appendix 1 - Referral Form

This form is available as a Google Form to allow efficient submission, or can also be submitted on paper.

Google Form Link: <https://forms.gle/bVNfNtxMRN2PhpFb7>



Name of child		Date of birth	
Class		Teacher	
Date of referral		Referred by	

EAL Band (please circle)

A (new to English)	B (early acquisition)	C (developing competence)	D (competent)	E (fluent)
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Areas of concern (please circle all that apply)

Cognition & Learning	Speech & Language	Social Communication & Interaction Difficulties	Social Emotional & Mental Health	Physical/Medical	Visual Impairment	Hearing Impairment
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****Please attach relevant concerns checkers****

Is Wave 1 Provision already in place? Yes No

Please give details of Wave 1 provision:

Is Wave 2 Provision already in place? Yes No

Please give details of Wave 2 provision if applicable:

Have you discussed your concerns with your Team Leader? Yes No

Appendix 2: Shadow Teacher Procedures

Procedure for Procuring a Shadow Teacher

A need for the provision of a shadow teacher may be identified by the following:

1. Class teacher
2. Parents of the pupil
3. AESN or EAL department
4. Assessment results eg Entrance Tests, tracking, etc.
5. SMT

The requirement may be for **Academic**, **Social** or **Behavioural** reasons.

A 'Cause for Concern' form must be completed by the person making the referral (if a parent, then by the Class Teacher) and liaison with the Key Stage Co-ordinator or team leader. If referral is made by AESN, EAL or SMT, then they must arrange the parent meeting together with the Class Teacher. It is important that the Class Teacher is involved in initial meetings with parents.

The Class Teacher (supported by the AESN Coordinator) will meet with the parents to discuss the reasons for Shadow Teacher provision. The Class Teacher is responsible for

providing evidence showing the need for the Shadow Teacher provision. It will be the responsibility of the parent to find and employ a shadow teacher either using the agency recommended by the school or by finding someone suitable privately. They will be responsible for paying the shadow teacher directly. The school will take no responsibility for payments or contracts between parents and Shadow Teachers.

The AESN Coordinator will be responsible for keeping records of Shadow Teachers and pupils in the school.

Appendix 3: Example Provision Map (completed Termly)

Child	Area of need	Baseline	Support provided				Target	Monitoring impact			Where next?
			Wave	Who provides support	Support provided	Frequency of support		Target achieved? Y/N	Able to transfer skills into class? Y/N	Assessment result	
Fred	Cognition & Learning - Spelling & Reading	Can read and spell less than 50% of the first 100 HFW set 1	1	In class - CT and TA	See Wave 1 checklist	Daily	To read and spell 90% of first 100 HFW Set 1	N		Still less than 50%	Wave 2 - small group support
Fred	Cognition & Learning - Reading	Can read less than 50% of the first 100 HFW Set 1	2	TA	Precision Teaching	5 sessions per week, 1 minute each (1:1)	To read 90% of first 100 HFW Set 1	Y	Sometimes	Reading: 95%. Spelling 40%	Now on 2nd set – same target to move to 3rd set need to see more evidence in books of 1st and 2nd set (+ 80% of set 1 and set 2 words spelled accurately in writing over a term)
Fred	Cognition & Learning - Spelling	Beginning Phase 3 phonics	2	AESN TA	Phase 3 phonics group	5 sessions per week, 20 minutes each (group)	To recognise and use the Phase 3 phonemes when reading and spelling	Y	Mostly	Beginning Phase 4 phonics	Exit this provision, to be monitored in class with Wave 1 provision still in place (Phase 3 phoneme mat available to use)
Maria	Speech and Language - speech sounds	Unable to pronounce sounds clearly	1	In class - CT and TA	See Wave 1 checklist	Daily	To have clearer enunciation	N	Sometimes	Still unable to pronounce t and p	Wave 2 - support from AESN dept
	Speech and Language - speech sounds	Unable to pronounce t and p clearly	2	AESN lead	Lips scheme	4 sessions per week, 20 minutes each (group)	To pronounce t and p clearly at least 90% of the time	N	Sometimes	Is improving, but still not frequent enough	Wave 3 - after discussion with parents as to how we have put in support that hasn't had an impact, they have agreed external support is needed and have made an appointment for Speech Therapy
	Speech and Language - speech sounds	Unable to pronounce t and p clearly	3	External speech and language support	Speech Therapy	1 session per week, 20 minutes each (online 1:1)	Provided by external agency				
Dave	Social Communication & Interaction - interaction with peers	Isolated - doesn't interact with peers	1	In class - CT and TA	See Wave 1 checklist	Daily	To interact with peers at least once or twice per day	N	Sometimes	Shown some improvement, but not as much as would expect based on others	Wave 2 - social group help. Parent permission sought.
	Social Communication & Interaction - interaction with peers		2	AESN TA	Social group	5 sessions per week, 20 minutes each (group)	To become more confident to interact in a small group situation	Y	Y	Much more confident in class and happy to interact with peers	Exit this provision, to be monitored in class with Wave 1 provision still in place and the odd drop in from Celia to check on him

