Newton British Academy, Al Dafna
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AESN Policy

<u>**Newton Al Dafna**</u>

<u>AESN - Learning Support Policy</u>

<u>**Introduction**</u>

The document is a statement of the aims, principles and strategies for supporting the teaching and learning of pupils with Special Educational Needs and Disabilities (SEND) at Newton Al Dafna.

The policy was developed through a process of consultation with the Senior Management Team, teaching staff and classroom assistants with reference to the National Curriculum Framework for Primary schools, Curriculum Guidance for the Foundation stage and the SEND Code of Practice.

<u>**What are Special Educational Needs at Newton Al Dafna?**</u>

Children have special educational needs if they have a learning difficulty which requires special educational provision to be made for them.

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 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.

Aims of AESN provision in Newton British Academy, Al Dafna

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 NBA, Al Dafna
- To support the learning of all AESN students in order 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 AESN 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

The SENCO is responsible for:

- developing and overseeing the implementation of the school's SEN strategy and policy
- carrying out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- working with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans
- providing regular updates on pupil progress and meeting with parents and teachers.
- making referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists.
- providing advice, guidance and training to classroom teachers on supporting pupils with SEN

- supporting teachers to develop schemes of work and learning programs for pupils with SEN
- supporting teachers to develop and implement effective teaching and behaviour management approaches in the classroom
- managing and give advise on the school budget and resources for SEN provision
- developing and maintaining systems for keeping pupil records, ensuring information is accurate and up to date
- analysing school data and develop appropriate strategies and interventions
- managing teaching assistants and support staff to improve pupil progress and attainment
- keeping up to date with national and local policies related to SEN and cascade information to colleagues.

Identification

The school uses a range of tools to identify any special needs that children have. Staff monitor the standard of achievement through:

- information from parents
- Teacher observations and marking of daily work
- Early learning goals
- Phonics Assessment
- PIRA and PUMA tests

Learning Support Referral System.

1) The class teacher is to track a pupil's progress and make informal observations of the pupil's progression, behaviour or causes for concern. Monitoring of a pupil should take place over a number of weeks with the class teacher recording observations and taking notes.

2) If a pupil becomes a cause for concern the class teacher is to inform their team leader who will give the class teacher support strategies or suggest that they refer the pupil to the learning support department.

3) If referral to the learning support department is necessary then a Learning Support Referral Form should be filled in. On the form the class teacher must clearly state the pupil details, the reason for the referral and interventions that have already been tried. This form then needs to be taken to the Learning Support room.

4) The learning support teacher will come and observe the pupil or take them for an assessment. The SLT will then either refer the pupil back to the class teacher with further interventions to try or the learning support teacher will place the pupil into the learning support program. This will involve regular monitoring of the pupil, LS intervention sessions and setting SMART targets for the pupil with the production of an Individual educational Profile.

Referral Form Guidelines

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

- Listening
- Speaking
- Reading
- 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 AESN 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.

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

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Sometimes, this process will suggest the need for additional testing from an outside agency. Please complete as specifically and briefly the "Reason for referral" narrative and the reverse side of the referral titles "interventions attempted".

Students Name:		Class:	
Name of teacher referring:		Age of pupil:	
Date of referral:		Pupil DOB:	
Any documented Learning/Behavioural Difficulties:		Home language:	

Specific Area of support required:

(Please rate each area of concern from 1-5, with 1 being 'low concern and 5 being 'high concern')

Area of concern.	Rating	Any further comments.
Reading • Word recognition • Phonics • Comprehension		
Writing • Handwriting • Spelling • Composition		
Speaking • Vocabulary		

Listening • Understanding language • Using Language		
Behaviour • Attention Span • Impulsivity • Social Skills • Noise Sensitivity • Coping with change • Repetitive behavioural patterns		

Please check the interventions attempted:

Individual instruction		Adapting lessons for child's learning style (VAK)	
Scaffold work			
Modify tasks		Peer support	
Adjust for time			
Parent conference		Other? Please explain.	

Any other comments?

_____

_____

_____

Teacher signature _____   Team Leader signature _____

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 either an AESN teacher or TA. 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 needs and their priority levels. All AESN students will have an AESN file that will contain all assessments and relevant documents pertaining to their AESN needs. These files will be accessible through the AESN department. Class teachers will keep a copy of the children's IEP's (Individual Education Plan) and reviews. These IEPs will also be shared with parents.

How is AESN support 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 either an AESN teacher or TA
- 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.

Monitoring and Evaluating the Policy
This policy will be reviewed in light of changes in legislation or practice, by the Senior

Management Team, teaching staff and classroom assistants with reference to the National Curriculum Framework for Primary schools, Curriculum Guidance for the Foundation stage and the SEND Code of Practice.

Reviewed November 2023