

Newton British Academy, Al Dafna

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# AESN Policy



### **Definition of AESN**

Children with additional educational specific needs may include those with learning difficulties, emotional and behavioural problems, medical conditions, speech and language difficulties, visual and aural impairments and physical disabilities. In this context a learning difficulty is apparent when a child has significantly greater difficulty in learning than the majority of children of the same age, or when a child's disability limits or denies the child's use of educational facilities. More often these needs will become apparent as a child progresses through the school. Whenever possible, provision for these children will be made by class teachers to ensure that those with additional needs have access to the whole curriculum. Where learning difficulties are most serious additional teaching support will be provided. Generally, priority support will be provided in Mathematics and English.

### **Aims of AESN provision in Newton British Academy, Al Dafna**

In providing for children with special educational needs, a number of 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.

### **The Referral Process**

In Newton British Academy, Al Dafna we have four stages in our Referral process. 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.

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. Each teacher was given a copy at the start of the academic year, or they can be found outside the learning support room. 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 LST 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 Pupil Profile.

#### **Identification of Additional Educational Needs in Newton British Academy, Al Dafna**

Baseline testing will take place in Term One and will be used to screen and assess all the children. Children will be tested again every half term to evaluate progress. Relevant testing will also be carried out during the year, when necessary. In identifying children with additional educational needs, information will also be gathered from various sources and these may include:

- Behavioural, academic and social responses to general class interactions, academical work and homework.
- School based assessment
- Previous academical 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

#### **Planning and Review of Special Educational Needs in Newton British Academy, Al Dafna**

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 provision before **October**. All children will be monitored and concerns registered.

A register, known as the Learning Support Register, will be kept detailing, in year group order, those children who have special educational/learning needs and their priority level. Teachers will keep a copy of the children's IEP's/ GEP's and reviews. These IEP's will also be shared with parents.

### **Priorities**

Low – strategies and advice offered by the LST to the class teacher. Referred back to the class teacher. If concerns arise again the teacher can re- refer at any stage.

Moderate/ High - According to the hours available and the nature of the individuals' needs, the LST will draw up a timetable for the support of teachers in class or for withdrawal of pairs and small groups of children with similar difficulties and ages. The classroom teacher, will complete an Education plan for each child. A copy will be filed in the Learning Support Teachers Files. The LST will read and sign each IEP.

### **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 – neither so difficult as to frustrate or so easy as to bore; skills and knowledge will be introduced in small amounts and in a logical order; concepts will be established slowly through the varied revisiting and practice of knowledge and skills.
- Sensitivity will be shown towards children whose limitation in talking and 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.
- 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.

Next Review May 2022