



S.E.N. Policy

Reflecting on the mission and vision of Newton International School 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 Special Educational Needs if they have a learning difficulty which calls for Special Educational Provision to be made for them. Children have a *learning difficulty* if they have significantly greater difficulty in learning than the majority of children of the same age.

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 special 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 special 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 AESN Policy and must be aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special 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 school on behalf of the child. The costs for this are met by the parents and can only be done with their agreement. 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 Head of Primary.



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 special educational 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.

All teachers are teachers of children with special educational needs.

This is therefore a whole school responsibility.

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

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 focussed 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 literacy 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. An Individual Education Plan (IEP) may be required which suggests alternative learning strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups. 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 at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy 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.

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 Muraikh 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.

The school will:

- Ensure that all parents are made aware of the school's arrangements of special educational needs, including the opportunities for meetings between parents and the AESN department
- Involve parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher
- Provide access to the AESN department to discuss the child's needs and approaches to address these needs
- Undertake annual reviews for children with IEPs.

Voice of the Child

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They 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 special educational needs policy and provision is evaluated through:

- Monitoring of classroom practice by the AESN department and Key Stage Coordinators
- Termly review of provision by Key Stage Coordinators and Class Teachers
- Analysis of pupil tracking data and test results for individual pupils and cohorts
- Termly monitoring of procedures and practices by SMT

Complaints

Any complaints regarding the Special Educational Needs Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the AESN department. If they feel their child's needs are still not being met, they should make an appointment to see the Head of Primary.



Appendix 1: Cause for Concern Form and Instructions

Cause for Concern

Name of Child _____ Class _____

<p>1. Reason for Concern Date _____</p>
<p>2. Key Stage Co-ordinator's advice Date _____</p> <p>Needs to see: AESN: Yes/No EAL: Yes/No Social Worker: Yes/No</p>
<p>3. SMT approval to see Social Worker Date _____</p> <p>Signed:</p>
<p>4. AESN, EAL, Social Worker's Results/Conclusion Date _____</p>
<p>5. Next steps:</p> <ul style="list-style-type: none">••• <p>Review Date: _____</p>



How to use the Cause for Concern sheet

- If you have a child with difficulties in your class (social, behavioural, academic, etc.) fill out **Box 1**.
- Contact your Key Stage Co-ordinator and give the the Cause for Concern sheet. They will give you advice or steps which you can take. However, the KS co-ordinator may feel that this is a child who needs to be referred to AESN, EAL or the Social Worker and will pass the form on to the relevant department. (If the child is to be referred to the Social Worker, SMT approval must be obtained first). The KS co-ordinator will complete **Box 2**.
- The parents should be contacted at this stage and the steps taken or any referrals should be discussed with them and any necessary permissions obtained. *(In some cases the KS co-ordinator may wish to be present at this meeting)*.
- The KS co-ordinator will make arrangements for the child to see AESN, EAL or the Social Worker.
- Results are discussed with AESN, EAL or the Social Worker of their initial findings and the information passed on to the parents. **Box 3** – to be filled in by AESN, EAL or the Social Worker.
- Next Steps **Box 4** – to be filled in by AESN, EAL, Social Worker or Class Teacher – as to how the problem is to be dealt with in school and outlining the child's targets. It is important to set a review date.
- A copy of this form should be made available to the parents if appropriate and both the class teacher and the relevant department (AESN, EAL or the Social Worker) should also keep a copy.

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, APPs, etc.
5. Social Worker



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. If referral is made by AESN, EAL or the Social Worker, 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 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 Social Worker will be responsible for keeping records of Shadow Teachers and pupils in the school.

Procedure for the Provision of a Shadow Teacher

Stage1

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

1. The class teacher
2. The parents of the pupil
3. The AESN or EAL department
4. Assessment results e.g. Entrance Tests, APPs etc
5. Social Worker

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

Stage 2

1. The referral will be made to the SMT who will authorise the Shadow Teacher provision

Stage 3

1. The Class Teacher will meet with Parents outlining concerns and requirements
2. The Parents will be responsible for recruiting their own Shadow Teacher. (The school can give Parents details of a recommended agency).
3. The Class Teacher will determine the suitability of the Shadow Teacher and liaise with the parents directly.
4. The school will bear no responsibility for payments to the Shadow Teacher.

Stage 4



1. The provision of the Shadow Teacher will be reviewed regularly by the school.

I have read, understood and accept the procedures.

Parent Name:

Parent Signature:

Date:

Date

Dear

Provision for

I am writing to you with regard to provision for (*child..... Class*). We have already met and discussed the possibility of a shadow teacher for him/her, but unfortunately, you have not felt able to take up this option of further support for them. I have discussed his/her progress with (*Class teacher*) and our AESN department and looked at his/her work and assessment results, which unfortunately show us that (*name*) is not able to fully access the curriculum for this year group.

Despite the extra support given by our AESN department, (*Name*) is going to continue to struggle with the work in Year ? without any extra support in the classroom or by consolidating previous work by moving down to Year? for the remainder of this academic year. If you feel you cannot support us by agreeing to one of these solutions for (*Name*), then we will have no option but for him/her to repeat Year ? next year – 2014/2015.

I hope that you can appreciate that we have to consider what is best for (*Name*) in order for him/her to make progress with us here at Muraikh School.

Thank you for your continuing support. Please do not hesitate to contact us if you wish to discuss this further.

Yours sincerely

Principal
E-mail:

