



Newton British Academy
Barwa City

AESN/EAL Secondary Policy

Policy Date: March 2022

Next Review Date: June 2023

*“An international community of learners striving for
excellence and celebrating success”*

Introduction:

This policy outlines the procedures and approaches in place to provide students with additional academic support. Our approaches and provision are based around recommendations provided by AoBSO and QNSA in their respective inspection reports. Additionally, our methodologies are guided by our diagnosis toolkits (GL SEN Toolkits), our termly RAPs and School Development Plan.

Our policy as set out in this document, aims to enable children with Special Educational Needs who require additional support or intervention and children whose first language is not English, to become fully integrated members of our school community. This will be achieved by careful consideration of the specific needs of each child, by either modifying activities or tasks within the classroom or by providing extra support that will help the child to participate and progress.

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. In order to do this, NBA will identify specific educational needs. Identification of educational needs is central to setting suitable learning challenges for our Special Educational Needs students. Using the continuum of support framework, our school will identify students' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. It is important to look at a student's needs in context, and to use our available resources to support this (for example, indicator checklists built by the SEN Department).

Aims:

- Identification of students with special educational needs and disabilities through a variety of methods to include observations and assessments and to ensure that their specific needs can be met
- Support provided to students with special educational needs will be based on identified needs and be informed by regular reviews of progress as outlined in the Individual Education Plans (in consultation with parents and students)
- Ensuring that all learners make the best possible progress as outlined in their Individual Education Plans by the Class Teacher and AESN Department
- Provide students with the opportunity to express their views and involve them in decisions which affect their education
- Primary responsibility for the progress and care of all students in the classroom, including students with special educational needs lies with the Class Teacher.
- Promotion of effective partnerships and involvement of outside agencies when appropriate to provide statements and other support
- Students with the greatest levels of need will have access to the greatest level of support, and whenever possible, these students will be supported by teachers with relevant expertise who can provide continuity of support

Identification & Support of Educational Needs/EAL

KS3 to KS 5

Wave 1

Quality First Teaching

EAL Placement A/B/C and have one section below 75%

Grade 2 on Termly Report for 2 or more core subjects

Person

Responsible: Class

Teacher

Type of Plan:

Classroom Support Plan

Timeframe:

Short Term

The class teacher is responsible for differentiating the teaching and learning effectively to meet the needs of all students in the class. The class teacher recognises the student is below the expected grade and is not responding appropriately to the standard differentiation provided. In this instance the Class Teacher sets an In Class Individual Education Plan (IEP) to incorporate further bespoke differentiation and strategies to help the student to make academic progress in line with grade expectations. This IEP is developed by the teacher for an individual student and is reviewed and adjusted after 8 weeks/after termly assessments. A student will be removed from an In-Class IEP once they have achieved the expected (Grade 3 which is 50-57%).

Parents are met with where the IEP is shared, actions agreed and signed by all adults. The IEP must be shared with the child with child friendly SMART targets.

This is informed by but not limited to:

- ***Teacher observation records***
- ***Pastoral Notes***
- ***In class quizzes/assessments***
- ***Key Objective Trackers***
- ***Parent and pupil consultations***
- ***Baseline Assessments***
- ***Termly Reports***

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| <p>Wave 2</p> <p>Short Term Interventions</p> <p>EAL Placement A/B/C and have scored below 75% in two sections</p> <p>Grade 1-2 on Termly Report for 2 or more core subject</p> <p>Person Responsible: Class Teacher AESN/EAL Dept.</p> <p>Type of Plan: School Support Plan</p> <p>Timeframe: Case by case basis</p> | <p>In class intervention will be set by the AESN Department with specific focus groups and individual in-class support where required. An Individual Education Plan will be written and implemented by the AESN Department who will also provide in class support as outlined in the IEP. The aim of Wave 2 is to provide students with support to progress towards grade expectations. Diagnostic assessments and EAL Placement assessment will be conducted to determine the student's current level in relation to their grade level. This IEP is reviewed and adjusted after 8 weeks where the student will be retested (in week 8) using the same diagnostic assessments and EAL Placement assessment. A student will be removed from Wave 2 intervention if they have progressed to working within the grade 3 level. Support will commence with an In-Class IEP developed by the class teacher.</p> <p>Parents are met with where the IEP is shared, actions agreed and signed by all adults. The IEP must be shared with the child with child friendly SMART targets. This is informed by but not limited to:</p> <ul style="list-style-type: none"> • <i>Teacher observation records</i> • <i>Pastoral Notes</i> • <i>In class quizzes/assessments</i> • <i>Key Objective Trackers</i> • <i>Parent and pupil consultations</i> • <i>Baseline Assessments</i> • <i>Termly Reports</i> |
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| <p>Wave 3 Long Term Needs</p> <p>EAL Placement A/B/C and have scored below 75% in all three sections.</p> <p>Grade U-2 on Termly Report for 2 or more core subject</p> <p>Person Responsible:</p> <p>Class Teacher AESN/EAL Department School Counselor</p> <p>Type of Plan:</p> <p>School Support</p> <p>Timeframe:</p> <p>Long Term – Ongoing throughout the academic year</p> | <p>Wave 3 intervention will involve withdrawal from lessons where students will work in group, individual or paired sessions with the AESN/EAL Department. Wave 3 interventions also include students who require external academic support.</p> <p>This level of intervention is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports or statements from outside professionals (as appropriate). The aim of Wave 3 is to provide students with support to progress towards their grade level expectations. Diagnostic assessments will be conducted to determine the student’s current level in relation to their expected grade level. This IEP is reviewed and adjusted after 8 weeks where the student will be retested (in week 8) using the same diagnostic assessments and EAL Placement assessment. A student will be removed from Wave 3 intervention if they have progressed to working within their expected grade level.</p> <p>Parents are met with where the IEP is shared, actions agreed and signed by all adults. The IEP must be shared with the child with child friendly SMART targets.</p> <p>This is informed by but not limited to:</p> <ul style="list-style-type: none"> • <i>Teacher observation records</i> • <i>In class quizzes/assessments</i> • <i>Pastoral Notes</i> • <i>Key Objective Trackers</i> • <i>Indicator checklists</i> • <i>Diagnostic assessments in literacy/numeracy</i> • <i>Parent and pupil consultations</i> • <i>Formal observation of behaviour if necessary</i> • <i>Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural</i> • <i>Functioning, adaptive functioning etc.</i> • <i>Any reports or statements received from outside professionals</i> • <i>Termly Reports</i> |
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Outline of Staff Responsibilities:

Secondary SMT:

Overall responsibility for the day-to-day management of provision with the AESN Co-ordinator to:

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles Co-ordinate teachers' work to ensure continuity of provision for all students
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, students and external professionals/agencies
- Ensure that effective systems are implemented to identify students' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of students with special educational needs, and ensure that all school staff (class teachers, special education teachers teaching assistants and support teachers are clear regarding their roles and responsibilities in this area

AESN/EAL Teacher will be responsible for:

- Overseeing the day-to-day operation of the AESN department
- To ensure current practises match school policy
- Co-ordinating provision for children with special educational needs
- Organises the timetable for support teaching
- Liaising with and advising Subject Teachers, Teaching Assistants and Support Teachers with regard to supporting children with special needs
- Liaising with parents of children with special needs
- Monitoring and evaluating the AESN/EAL provision
- Management of an updated AESN/EAL register/data on SiMs
- Management of digital data and folders
- Development of a strategic termly overview
- Supporting the implementation of the tracking system at a whole-school primary level to monitor the progress of children who receive additional support
- Keeps teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals
- Participates in and or oversees the drafting of IEPs, IBPs and classroom support plans with the relevant persons.

Subject Teacher:

Effective teaching and learning are critically important for all students, and especially for those with special educational needs. Meaningful inclusion implies that all students are taught in stimulating and supportive classroom environments where they are respected and valued. Class teachers have first-line responsibility for the education of all students in their classes. Accordingly, class teachers must ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some students whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these

needs. All Subject teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of students with special educational needs. These include:

- ***Collaborative/Team teaching and learning within the classrooms***
- ***Collaborative problem-solving activities***
- ***Pair/Group work***
- ***Differentiation***
- ***Interventions to promote social and emotional competence***
- ***Varying the level, structure, mode of instruction and pace of lessons to meet individual needs***
 - ***Adapting lessons to take account of students' interests***
 - ***Matching tasks to students' abilities and needs***
 - ***Adapting and utilising resources, including the use of technology***
 - ***Aspiring towards suitably challenging learning outcomes and assessing accordingly***

AESN/EAL Teachers and Support Staff:

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of collaborative/team teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through classroom placement with additional teaching delivered through in-class or withdrawal support models.

Some students with more complex and long-term needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs, including multi-disciplinary assessment when necessary.

The type of support offered depends on the student's individual needs and takes the form of:

- ***Curriculum support***
- ***Life and/or social skills training***
- ***Language barrier***
- ***Communication and/or language development***
- ***Behaviour modification programmes***
- ***Assistance with sensory modulation***
- ***Development of anger management strategies***
- ***A combination of some/all of the above***

Special education teachers, in consultation with class/subject teachers, should plan their interventions carefully to address students' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small

incremental steps to address each pupil's specific needs on a weekly basis. Outcomes for students should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.

Parental Involvement:

Good parental engagement is a critical factor in enhancing outcomes for students with special educational needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress of the IEPs. Our school will consult with parents when developing and reviewing the Individual Education Plans for the children with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

The Parents can prepare for and support the work of the school by:

- *Supervising, assisting with, showing interest in homework set*
- *Reading and telling stories to their child/children*
- *Listening to and giving supportive feedback on oral reading*
- *Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers*
- *Signing and returning consent forms to the school regarding withdrawal for support teaching*
- *Keeping the Class Teacher informed of any home factors which may be affecting their child's progress*
- *participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning*
- *Helping children to develop their organisational skills*
- *Helping children to look after schoolbooks and other resources which are loaned to the children for use at home*

Whole School Strategies to minimise learning difficulties:

As a school we strive to minimise learning difficulties. To support this, we have the following strategies in place:

1. Early Intervention:

We believe it is important to identify and assess children with special needs as early as possible so that effective interventions can be put in place. Baseline and screening tests are administered in all year groups. Students who present with scores below expected level are highlighted and monitored by their Class/Subject Teachers. If a support plan is deemed necessary the parents of these students are invited to attend an initial meeting to discuss the proposed plan with the relevant staff members and are invited to contribute to the plan.

Targets are also set for completion at home. Support and ideas on how to instigate these plans at home are provided to the parents. These plans run on an 8 week cycle.

2. Parent Workshops:

Throughout the school year parent workshops take place to share aspects of the curriculum and programs being followed by the school. Support from the AESN team and School Counsellor is provided where appropriate.

3. Diagnostic Testing:

We use the GL Testwise Assessment to conduct diagnostic tests to both identify learning needs and provide focused intervention.

The Testwise Assessment from GL Assessment, is developed in order to support schools in their assessment of the needs and progress of children and young people with AESN/EAL. Testing cover the following areas:

- *Dyslexia*
- *Reading*
- *Literacy*
- *Working Memory*
- *Mental health and Well Being*