

**Deeplish Community Primary School  
Additional Educational Needs Policy  
Updated September 2011**

**Rationale**

The Additional Educational Needs Policy takes account of the Education Act 1996, the Code of Practice 2001, the Special Educational Needs and Disability Act 2001, and the policy of the Local Education Authority.

At Deeplish Community Primary School we are fully committed to promoting inclusion for all children, whatever their ability, gender, race, age or background. All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- The teaching, learning, achievements, attitudes and well being of every child in the school are important.
- Pupils who have Additional Educational Needs should be supported wherever necessary to achieve full access to the whole school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interest of all children and to ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. School proactively seeks support for pupils with additional educational needs as soon as the need arises.

At Deeplish Primary School all staff have a thorough understanding of the EAL needs of our pupils. EAL teaching and learning strategies are firmly embedded throughout the school. Staff are aware of the difference

between an EAL need and AEN. The AEN and EAL coordinators work closely together to ensure that pupils' needs are correctly identified and that an EAL need does not mask an AEN or that a pupil with an EAL need is not incorrectly considered to have AEN.

With regard to these beliefs, the following policy outlines the provision the school endeavors to achieve.

### **The Management of AEN**

The present Co-ordinator for Additional Educational Needs (SENCO) is Christine Roberts and she has the responsibility for the day-to-day operation of the Additional Educational Needs policy.

The Additional Educational Needs Co-ordinator will aim to:

- Oversee the running of the provision for pupils with additional educational needs.
- Liaise with the school's Learning Support Assistants (LSA's).
- Maintain the school's Special Needs Register and all the required documentation.
- Keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents and external agencies.
- Ensure annual reviews for Statemented pupils are completed.
- Meet as appropriate with teachers in respect of special needs issues.
- Review and monitor additional educational needs provision within the school.
- Attend meetings with external agencies regarding individual pupils.
- Liaise with all subject leaders to ensure the needs of pupils with special educational needs are met throughout all the subjects of the curriculum.

- In line with the school's professional development programme help staff access training to meet the needs pupils with Additional Educational Needs.
- Involve the Governing body through written updates in the Head teacher's report to governors.
- Facilitate the smooth transfer of children with Additional Educational Needs to the next phase of their education.
- Ensure that children are assessed in home language (where possible) to inform decisions about possible intervention.
- Following the guidelines stated in the National Standards for SENCOs. Christine Roberts will ensure Additional Educational Needs issues are taken to the Senior Management Team via Penny Burrow, Head teacher.
- Meet with the EMA Co-ordinator to ensure that EAL needs are not confused with AEN needs.
- Meet with Child Protection Officer.

### **Admission Arrangements**

Deeplish Community Primary School welcomes all children including those with Additional Educational Needs, providing that the provision they require is accessible at the school and meets with the efficient education of all pupils and with the efficient use of resources. The Governing body has agreed with the LEA admissions criteria, which do not discriminate against pupils with Additional Educational Needs and its admissions policy has due regard for the guidance of the Code of Practice.

The school is scheduled to be re-sited commencing January 2011; accessibility arrangements have been included in the new design and include disabled access, disabled access toilet facilities, a medical room and a lift to the first floor classrooms.

The current school is on one level with a ramped main entrance. There is a disabled toilet. Most classroom windows have blinds to reduce glare. There are carpeted areas in all classrooms to reduce noise.

## **Analysis of Best Value for ADDITIONAL EDUCATIONAL NEEDS Provision**

The AENCO and the school management team use both quantitative and qualitative analysis in the evaluation of Additional Educational Needs provision. The following methods are used to establish best value:

- Annual QCA, reading, spelling and diagnostic assessments demonstrate individual pupil progress and relative progress.
- Comparative data from standardised tests are used as guidelines for assessing the pupil's ability in working to their full potential.
- Analysis of pupil attendance in relation to progress made
- Monitoring of Additional Educational Needs provision via a range of strategies to gather information on pupils, staffing and systems in place (Monitoring to include staff / pupil interviews, scrutiny of planning and pupil work and lesson observations and regular overview of class additional needs folders).
- Use of Raise Online

## **Identification, Assessment, Record Keeping and Review**

The majority of our pupils will have their needs met through normal classroom arrangements when appropriate differentiation is in place. Some of our pupils, however, will have educational needs which require additional or different provision.

Under the Code of Practice there is no need for children to be registered for Additional Educational Needs unless the school is taking additional or different action. However, children who give rise for concern are still closely monitored.

Assessments made throughout the year are used to inform staff of pupil progress and this is highlighted in the schools tracking system which is used as a focus for the biannual pupil progress meetings. Pupil targets are agreed at a third pupil progress meeting in October in discussion between the class teacher and pupil.

## **School Action**

### ***Identification***

The triggers for intervention through School Action could be the teachers or others' 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 areas 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 reduced by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's special educational needs may be via:

- Liaison with teachers.
- Liaison with pre-school settings.
- Liaison with parents by school parents' meetings and individual contact.
- School-parent / parent-school.
- Liaison with external agencies where pupils may have been known to their service.
- Liaison with external agencies to ask for advice even if pupils are not known to the service.

### **Assessment of Needs**

- Information from the identification stage outlined above.

- Whole-school assessments.
- Diagnostic assessment.
- Pupils referred by teachers as giving cause for concern and therefore meriting assessment and possible inclusion on SEN register.
- Ongoing assessment, review and record keeping of pupils in line with the school's organisation of the Code of Practice.

### **Process for Action, Record-Keeping and Review**

1. Discussion between the class teacher and Additional Educational Needs Co-ordinator to identify the nature of the need and the severity.
2. Appropriate information is gathered from the pupil and any other adult / teacher who has input.
3. Discussion takes place with parents to gather relevant information on the child.
4. **Individual Education Plan:**  
The class teacher writes the IEP which should detail the main area of concern. Targets should be limited to 3 or 4. The targets should be specific, clearly expressed, measurable and achievable by the child within the time stated on the IEP. IEP should be reviewed either termly or twice yearly as appropriate. The IEP should be shared with the pupil and all relevant staff. It should be accessible within the classroom at all times as it will be relevant for supply/ cover teachers.

### **5. Review / Evaluation:**

When possible the class teacher then discusses this with parents at parents evening. Following this review either next the IEP is formulated or it is agreed to remove the pupil from the Additional Needs register.

### **School Action Plus**

### 1. *Identification*

As for School Action, the trigger for School Action Plus has regard to the Code of Practice.

*A child is placed at the School Action Plus Stage when outside agencies become involved with the child.*

The procedure for Action, Record keeping and review is as stated above in the School Action Stage.

It is likely that children will move between the stages of the code of practice and it should be remembered that when a child's name is placed on the SEN register it does not automatically stay there for the remainder of their time in primary school.

## **Statutory Assessment / Statement of Special Educational Need**

### *Identification*

As outlined in the Code of Practice, 'Where a request for a statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern.' The school will provide evidence from:

- The school's action through School Action and School Action Plus.
- Individual education plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum levels.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents of the child.
- Involvement of other professionals.
- Any involvement by social services or education welfare service.

### **Process for Action, Record-Keeping and Review**

1. On receipt of a Statement of Special Educational Needs from the local authority, the Additional Educational Needs Coordinator will formulate an action plan of support/provision.
2. **Individual Education Plan:** as outlined above.
3. **Review / Evaluation:**  
Interim Reviews
4. **Annual Review:**  
Additional Educational Needs Coordinator along with the class teacher / LSA collects information from teachers, parents, child and outside agencies and collates the information prior to the annual review. At the annual review, progress is discussed and either:
  - i) maintain the statement and revert to 2, a continuation of process within school setting
  - ii) request an amendment to the statement
  - iii) request ceasing the statement and revert back to School Action Plus

### **Access to the Curriculum**

To accommodate pupils who are designated as having a special educational need, the school provides a whole school approach:

- A high adult : pupil ratio
- An Additional Educational Needs coordinator (SENCO).
- Learning Support Assistants / Classroom Support Assistants to provide support enabling appropriate access to the curriculum via in-class, small group and individual support.
- Individual teaching programmes designed to meet the needs of each particular child.
- Individualised timetables to accommodate specific needs.
- Specialist equipment (including ICT provision).
- An AEN SLT "champion" - the head teacher.

The school aims to include all pupils with Additional Educational Needs into all the activities of the school as far as it is appropriate. However, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught. E.g. use of quiet room to deliver

speech and language input and input to hearing impaired children, use of precision teaching.

## **Evaluating Success**

### **Additional Educational Needs Records**

The school Additional Educational Needs records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny:

- Special Needs Register
- Strategies to be adopted
- Individual Education Plans
- Individual Education Plans evaluation
- Reviews
- Reports from outside agencies

### **Monitoring of Provision**

Provision for AEN pupils is monitored in the following ways:

- Whole class/group planning and teaching
- Small group/individual teaching
- In-class support
- Use of differentiated teaching/resources/specialist equipment
- Practical use of IEPs
- Target setting
- Pupil progress

This information is used to inform IEP targets; planning for group and whole class teaching; the use of any intervention strategies and the use of support assistants.

## **Parent Partnership**

### **Contact with Parents**

Parents are viewed as partners in their child's education are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The family support worker based in school supports the AENCO in linking with parents.

Further to this, the school operates a policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. The school will seek to engage the services of a translator where requested by parents to ensure partnership in developing strategies to help an individual pupil.

### **External Agencies / Facilities / Support Services**

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to/involved with the school:

- Child psychology
- Speech and Language Therapy
- Sensory and physical impairment
- Emotional and behaviour support
- Education welfare service
- Child care services

- Health services
- Child and Adolescent Mental Health Services (CAMHS)

### **Links with other Schools**

Links are made with High Schools throughout Year 6. Meetings are held with relevant form tutors/ SENCOs to ensure a smooth transition is made. The Learning Mentor and Year 6 staff support the AENCO with transition to Year 7.

Christine Roberts  
September 2011