

St Edmund's School Canterbury

Policy for Additional Educational Needs

We believe that every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Every child has unique characteristics, interests, abilities and learning needs. (Salamanca Statement 1994)

This policy outlines our responsibility to children *'who have a significantly greater difficulty in learning than the majority of children of the same age'*. (SEN code of Practice 2001 DfES)

This document is a statement of the aims, principles and strategies for addressing the needs of pupils with Additional Educational Needs at St Edmund's Junior School. This policy was revised by staff during the Lent term 2011 and agreed by the governing body ...
The policy will be reviewed during the Lent term 2013.

Aims and Objectives

We will monitor, identify need, assess, provide and review support as early as possible for pupils with additional educational needs (AEN). We encourage a whole school approach to the provision of support and intolerance of discrimination for pupils with physical, social, emotional and educational barriers to learning. We will involve parents and children in the assessment, delivery and review of support for these needs. We will ensure that all pupils have equal access to a broad and balanced curriculum, differentiated to meet individual needs and abilities. They will be fully included in all activities of the school including extra-curricular activities in order to promote the highest levels of achievement. We recognise that good AEN practice is synonymous with good practice for all pupils.

Resources

The Headmaster, Master and Governing Body of the school are responsible for the education of all the children at St Edmund's School. Inclusive provision for pupils with AEN is also a matter for the whole school staff and is part of the cycle of whole school assessment and review. There are three AEN teaching staff responsible for the management of AEN provision across the school who work in close liaison to provide a continuous service for our children. These are Mrs C Barnes (Abingdon and classes 3-5), Mrs J Vafidis (years 6-8). Mrs S Williams, Mrs J Moorcroft and Mrs N King all work part time in Yrs 9-13. The department has a yearly budget, out of which materials and assessments are provided for the benefit of the children served by the department.

Identification and Assessment

In addition to routine school assessments, and information from feeder schools, parents and external agencies, we will identify and implement appropriate support for any child who may have additional needs as quickly as possible. This will be in consultation with teaching staff and the child as appropriate. We will keep ongoing records of interventions by the school and any external agencies. We will involve services such as Educational Psychology, Occupational Therapy, Speech and language, Paediatric, Welfare, Counselling and orthoptic advisors, amongst others, as they arise to provide further assessments and suggestions.

Provision

In line with other schools we recognise nationally accepted bands of needs and provision for children with AEN.

Areas of need are

- Communication and Interaction
- Cognition and learning
- Physical and sensory
- Behavioural, emotional and social

Levels of provision are

1. Monitoring
2. School Action. In addition to differentiation from the class/subject teacher (in consultation with AEN staff), individual, paired or small group provision will be arranged for children whose needs are additional to and different from the majority of the class. Clear targets will be set and reviewed at least once a term.
3. School Action Plus. If insufficient progress is made at School Action, advice will be sought from external agencies in partnership with AEN staff, parents and students to provide assessments and strategies for learning.
4. Statement of Special Educational Need. This may be granted by the LEA if after the formal process of statutory assessment (in 1% of cases nationally) the learning needs of the pupil are greater than can be addressed by the stages above.

Evaluation and Review of Progress

We will conduct regular reviews of children's progress with team members, teaching staff, parents and children. It is recognised that some children will require support from the AEN department for much of their school career and others may have fluctuating or temporary needs. There is provision for children to be out of their year group occasionally, but generally children are kept with their peers because of the importance of age related social groupings.

Target Setting

We will provide different levels and styles of intervention to match the child's level and type of need. Children are given the opportunity to review their own work in each of the termly reports to parents, as well as being encouraged to take an active part in target setting with staff.

Communication with Parents

We value our partnership with parents and will liaise with parents and children at all stages of decision making.

Parents are informed of pupil's progress through Academic Review cards (ARCs), reports at the end of each term, informal and formal parents' meetings.

Differentiation

Every effort will be made to provide for our children's learning to take place in class through differentiation, in discussion and advice with AEN staff as needed. Where this does not adequately address all the needs of the child within the class, provision will be made for either individual, paired or small group work, for a limited or extended period of time, with regular reviews. We recognise the importance of adapting multisensory teaching styles to reflect the diverse learning styles of our pupils. We encourage the use of a variety of ways of recording information including written, pictorial, recorded spoken and the use of appropriate ICT.

EAL Children

Children who do not have English as their first language are not regarded as having a learning difficulty but they may need assessment and support from the EAL teachers, Mrs R Kroiter and Mrs K Lambert. They are able to offer skilled EAL tuition, advise staff on how best to differentiate work and provide helpful information on cultural differences and issues.

Exceptionally Able Children

See the 'Policy for the Gifted and Talented'.

Professional Development

We will ensure that all staff are aware of each child's needs by verbal communication as well as providing confidential information on the school database for all relevant staff to consult. We will ensure that AEN staff and mainstream teaching staff are provided with opportunities for regular in-service training within the school and beyond. Links are maintained with other schools and other organisations for our mutual benefit and training, including the Canterbury SENCO Forum.

Arrangements for Exams

In line with other schools, we will arrange for any exceptional access arrangements for school and public exams. Possibilities include disapplication, extra time allowances, larger print etc, in consultation with parents, the child, school staff and external agencies.