

## ***Frittenden CE Primary School***



# **Additional Educational Needs Policy**

**Responsible Committee: Curriculum**

**Reviewed by Governors: May 2013**

**Date due for review: May 2014**

## Frittenden CEP School.

### Additional Educational Needs Policy.

#### SCHOOL ARRANGEMENTS

##### **1. Rationale.**

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with additional educational needs (AEN) at Frittenden CEP School.

Local Authority (LA) guidelines and Department for Education (DFE) Code of Practice, Every Child Matters, the Disability Act and the Equality Act, have been taken into consideration in the formulation of this policy.

Any pupil at some stage of their schooling may develop difficulties that affect their ability to learn at the same rate as their peer group. A pupil is considered to have special educational needs (SEN), if these difficulties continue over a period of time, or they are two years below their peer group in attainment. All children benefit from a well-differentiated curriculum, and this may include attending smaller group activities, or specific skill training.

Most AEN/SEN will arise due to one or more of the following:

- Moderate learning difficulties in more than one area
- Children who are more able or have exceptional abilities
- Specific learning difficulties (dyslexia or dyspraxia)
- Behaviour, emotional and social development
- Speech and language, or social communication difficulties
- Physical difficulties, including visual impairment, or hearing impairment, or sensory difficulties
- Specific medical conditions

This School is committed to welcoming all pupils, and strives to be fully inclusive. We aim to work with the LA to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any additional educational need.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupil's self-esteem and emotional wellbeing.

The school works in partnership with parents. Parents/carers are welcome in school and to play an active and valued role in their child's education. This includes:

- ◆ informal and more formal arrangements for parents to meet with class teachers, Special Educational Needs Coordinator (SENCo) or Headteacher where appropriate.
- ◆ Encouraging parents/carers to inform school of any difficulties that they perceive their child may be having and to work together in finding ways to help their child.
- ◆ The school keeping parents/carers informed regarding additional educational provision.
- ◆ Parents/carers being encouraged to work with outside agencies and being involved in the decision making process.

##### **2. Objectives.**

- ◆ To identify and assess children who we have concerns about as early as possible.
- ◆ To provide a broad, balanced and suitably differentiated curriculum that supports children's needs, through all staff sharing responsibility for AEN.
- ◆ 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 additional educational needs.
- ◆ To promote self-worth and enthusiasm and encouraging independent learning at all age levels.
- ◆ To give every child the entitlement to a sense of achievement.

- ◆ To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- ◆ To work in partnership with the parents and external agencies to provide for the child's additional educational needs.
- ◆ To regularly review the policy and practical arrangements to achieve best value.

### **3. Roles and Responsibilities.**

**Name of SEN Coordinator (SENCo): Tracy Thomas**

We recognise that sharing the responsibility of a child's education includes all members of the school community. Roles and responsibilities with regard to AEN are designated in the following way:

#### **Headteacher:**

- ◆ Allocate roles and responsibilities to staff so that children's educational needs are met.
- ◆ To liaise with staff, support services, parents and pupils.
- ◆ To report to governors on the needs of the AEN children.
- ◆ To ensure that children make progress.
- ◆ To ensure that delegated budgets are allocated to enable AEN pupils to make progress.

#### **SENCo:**

- ◆ To play a key role in enabling strategic development of the AEN policy and provision.
- ◆ To oversee the day-to-day operation of the school's AEN Policy.
- ◆ To monitor the progress of children who have additional educational needs, together with class teachers, teaching assistants, parents and pupils themselves.
- ◆ To work collaboratively with the school community to enable pupil's current additional needs to be met. This could include giving advice on levels of support or on appropriate resources to support learning.
- ◆ To ensure that the AEN Register and the school provision map are updated regularly.
- ◆ To liaise with parents, outside agencies and pupils where appropriate.
- ◆ To report to governors.

#### **Class teachers:**

- ◆ To monitor children's progress and identify children who they have concerns about, liaising with the Headteacher, SENCo and parents/carers.
- ◆ To know which pupils in their class are on the AEN Register.
- ◆ Maintain class AEN files including class provision mapping files and Individual Education Plans (IEPs).
- ◆ To ensure that TAs are supporting pupils in their class, as directed.
- ◆ To provide learning experiences which are appropriate to the needs of the child

#### **Teaching Assistants (under the guidance of the class teacher or SENCo):**

- ◆ Carry out planned activities.
- ◆ To keep records of this work as requested.
- ◆ To support children in class or by withdrawing individuals and small groups as directed.
- ◆ To be aware of the school's AEN policy.

#### **Governors:**

- ◆ A named governor to have responsibility for the implementation of the AEN Policy. Currently the appointed AEN Governor is Pam Wallace.
- ◆ To have up-to-date knowledge regarding the school's AEN provision, including funding.
- ◆ To ensure that allocated resources are in place to enable appropriate provision for children with AEN.

- ◆ To ensure that the AEN policy is regularly monitored and reviewed, and to report annually to parents on the implementation of the AEN policy.
- ◆ To liaise with the Headteacher/SENCo and appropriate staff.
- ◆ To review the register of Able, Gifted and Talented children.
- ◆ To take an overview of the effectiveness of interventions.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

### **1. Identification, Assessment and Monitoring and Review**

The school is committed to early identification of additional educational needs and adopts a graduated response to meeting AEN in line with the Code of Practice 2001. A range of evidence is collected through the usual assessments and monitoring arrangements. If this suggests that the pupil is not making the expected progress over time, the class teacher will consult with the Senco, in order to decide whether additional and/or different provision is necessary. Children will not be registered or identified as having AEN unless the school is taking considerable additional or different action to usual classroom practice.

#### **A Graded Response to AEN:**

##### **School Action**

*The pupil, despite receiving differentiated learning opportunities, has made little or no progress even when teaching approaches have been targeted particularly on an identified area of weakness. These difficulties have been experienced over time and they are achieving annually well below two sub levels progress. (Kent Criteria for AEN for School Action, KentTrust Website.)*

The pupil will be registered on the AEN Register.

The class teacher will have a record of the different intervention groups in their class. This is recorded on a "Class Provision" map. Class teachers and teaching assistants record additional activities and monitor them regularly. Children at School Action will be formally reviewed and discussed three times a year at Pupil Progress Review meetings between the class teacher, Senco, TAs and if appropriate the pupil themselves.

##### **School Action Plus**

*Despite differentiated learning opportunities together with an individualised programme and/or concentrated support under School Action, the pupil:*

- *has continued to make little or no progress in specific areas over a long period*
- *has continued working at National Curriculum/Early Years Curriculum levels substantially below that expected of children/young people of similar age*

*(Kent Criteria for AEN for School Action plus, KentTrust Website.)*

The school will explore the opportunities for outside agency support, in order to gain a greater insight into what the child's particular barriers to learning are. This may involve:

- ◆ The Senco attending a local inclusion forum team (LIFT) meeting where other educational services such as the specialist teaching service (STS) and educational psychology (EPS) can give advice. If it is felt that the school and pupil would benefit from a co-ordinated intervention from either the STS or outreach support (from a special school), a request will be submitted.
- ◆ A referral to Health ie speech and language therapy, occupational therapy, specialist paediatric services through the Homeopathic Hospital, Social Communication Clinic or the Child and Adolescent Mental Health Service (CAMHS)
- ◆ A referral to other agency services such as Social Services, counselling or other preventative services, through the Common Assessment Framework process (CAF)

Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies is particularly important in order that the needs of the majority of pupils with AEN are met effectively.

The pupil will be registered on the AEN Register.

The class teacher and teaching assistants record additional activities and monitor them regularly as for School Action.

A few children may require a more individualised programme of work, and this will be recorded on an individual education plan (IEP) rather than on group target setting forms. Children at School Action plus will be formally reviewed and discussed three times at Pupil Progress Review Meetings a year between the class teacher, Senco, TAs and if appropriate the pupil themselves.

Outside Agencies may also have their own individual programmes with targets, which are regularly reviewed

### **Statements of Additional Education Needs.**

*Statutory Action is appropriate only for children or young people with long term needs arising from severe or complex learning difficulties that require prolonged inter-agency involvement. Very low rate of / no progress: 0 or 1 point on the QCA scales per year. At the end of KS, the following attainment levels may be indicated: Foundation Stage: P1 – P4/5; KS1: NC W (P1 – P6); KS2: NC Level 1(P1 – NC1c); The degree of discrepancy in attainment usually results in additional difficulties involving social communication, social maturity, behaviour or physical/sensory needs. (Kent Criteria for AEN for Statutory Assessment, KentTrust Website.)*

If it is agreed that the issuing of Statement of AEN is necessary, then the pupil's AEN and provision will be summarised in the Statement document. This will need to be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the Statement of AEN.

Children with Statements will be formally be reviewed and discussed three times a year between the class teacher, Senco, TAs and if appropriate the pupil themselves. These children will usually have an IEP.

### **Annual Review of Statements of SEN**

If a child has a Statement of SEN the Statement will be reviewed annually. The Annual Review will be chaired by the SENCo, invitations sent and reports submitted by those working with the child, including parents.

The Annual Review sets targets for the following year, which are included in the child's IEPs. It is an opportunity to share the success the child has made, or raise concerns about progress.

## **2. Monitoring and Evaluating SEN Provision**

Monitoring the effectiveness of our provision for pupils identified as having AEN is carried out in the following ways:

- ◆ Monitoring of classroom practice by the Headteacher and subject co-ordinators
- ◆ Analysis of pupil tracking data and test results.
  - Entry and exit data linked to intervention
  - For individual pupils
  - For cohorts
- ◆ Value-added data for pupils on the AEN register
- ◆ The School Improvement Plan (SIP)

### **3. Complaints.**

Any complaints regarding the AEN 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 SENCo. If they feel their child's needs are still not being met they should make an appointment to see the Headteacher. If however, parents are still concerned they may contact the governor responsible for AEN and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service. The School will inform parents of these services.

### **4. More Able Pupils**

We also recognise that AEN covers more able pupils and track their progress as any other vulnerable group. We expect all pupils to make a minimum of 14 points progress in KS2. More able pupils are identified at the beginning of each academic year based on previous year's attainment and progress. More able pupils' progress is then tracked three times a year in reading, writing and maths. The class teacher is responsible for providing appropriate differentiation to ensure more able pupils are challenged and extended.

If a child is 'gifted' or 'talented' in any other area of the curriculum such as sport, art or music we will notify the parent and signpost to external clubs and providers. We will do all we can within school to nurture and celebrate a child's individual talent and ensure their development is encouraged. We keep a gifted and talented register.

Reference is made to a number of documents:

- ◆ SEN Code of Practice (2001)
- ◆ Inclusive Schooling: Children with Special Educational Needs, Statutory Guidance, Nov 2001, DfES
- ◆ The National Curriculum DfES 2000
- ◆ SEN and Disability Act 2001
- ◆ Every Child Matters 2004
- ◆ Disability Act 2005
- ◆ Equality Act 2010

## Appendix 1.

### **Characteristics of under achievers**

- anti-school
- orally good but written work poor
- apparently bored
- restless and inattentive
- absorbed in private world
- tactless and impatient with slower minds
- friendly with older pupils
- self critical
- poor social relations with peers and teachers
- emotionally unstable
- outwardly self-sufficient

### BUT ALSO

- creative when motivated
- quick to learn
- able to solve problems
- able to ask provocative questions
- persevering when motivated
- given to abstract thought
- inventive in response to open ended questions

### **Gifted Children**

- are perceived to be significantly more advanced in one or more areas of the curriculum, than their peers.
- are able to handle complex information easily and readily
- are quick to make use of new skills and knowledge in other contexts
- indicate an ability to pursue tasks purposefully to a high standard without assistance
- may have unusual imagination or originality
- are able to anticipate meanings and ideas
- may discuss certain topics with perception
- may be superior in quality of vocabulary and use of language
- have a highly developed sense of humour
- have extensive general knowledge
- show exceptional curiosity and alert observation
- ask many provocative questions
- listen to only part of an explanation
- when interested become absorbed for long periods
- are more than usually interested in 'adult' problems
- are keen to adapt and improve objects and ideas
- criticise constructively
- are unwilling to accept authoritarian pronouncements without critical examination
- demonstrate that mental speed is faster than physical capabilities
- prefer talking to writing
- daydream
- are reluctant to practice skills already mastered
- read rapidly and comprehend
- show sensitivity and empathy towards others
- are quick to solve problems and take initiative

### **Indications of behaviour disorder**

- unable to control impulses to do that which is forbidden
- poor grasp of reality
- marked intolerance of frustration, inability to cope with anxiety

- aggressive outbursts, expressing feelings of extreme hostility to authority figures, and/or other children
- inability to delay gratification
- isolated as individuals, rejecting or being rejected
- aggressive parental models who defy authority
- destruction of own or other children's work and/or possessions
- self mutilation

### **Indications of emotional problems**

- sudden deterioration of work
- restlessness and lack of concentration
- unprovoked aggression
- irritability
- persistent stealing
- attention seeking behaviour
- excessive day dreaming
- fluctuating moods
- lack of co-ordination
- failure to make and keep friends
- hypersensitivity to criticism
- wetting or soiling

### **Indications of hearing loss**

#### Speech

- poor or 'slushy' speech
- missing out 's'
- confusing 't' and 'k' also 'd' and 'g'
- unable to distinguish between 'sh' and 's' also 't' and 'k'
- missing out ends of words
- loud speech
- poor vocabulary

#### School Work

- difficulty in repeating words or sounds
- poor reading
- poor spelling
- poor appreciation of phonics
- generally under-performing
- poor response in oral comprehension
- variation of performance in work from day to day or week to week (this may indicate a fluctuating loss)
- lack of concentration during stories

#### General Behaviour

- not answering questions
- not responding or slow to respond to requests
- carries out requests incorrectly
- does not stop when told
- does not come back when told
- misanswers questions
- constantly asking for questions or statements to be repeated
- keeps saying "Eh" , "What", "Pardon"
- unable to locate sound
- asks neighbour to repeat what teacher has said
- face watching, lip-reading, staring
- turning head to one side to listen
- straining to listen and watch



- does not pay attention
- watching other children before commencing activity
- displaying signs of frustration
- teacher finds that they need to raise their voice to obtain a response
- teacher thinks the child is a dreamer, hears when they want to
- does not listen, or is wilfully disobedient
- parents report concern about the child's hearing

### **Indications of visual problems**

- one eye turns in or out at any time
- reddened eyes or lids
- excessive tears
- encrusted eyelids
- frequent styes

### **Physical**

- headaches in forehead or temples
- burning or itching after reading or desk work
- nausea or dizziness
- print blurs after reading for a short time

### **Behavioural signs**

#### a. - Eye movement abilities - (Ocular motility)

- heads turns as reads across page
- often loses place
- needs finger or marker to keep place
- displays short attention span in reading or copying
- frequently omits words
- repeatedly omits SMALL words
- writes up or down hill
- rereads or skips lines
- orientates drawings poorly on page

#### b. - Eye teaming abilities (Binocularity)

- complains of seeing double
- repeats letters within words
- omits letters, numbers or phrases
- misaligns digits in number columns
- squints, closes or covers one eye
- tilts head extremely while working at desk
- consistently shows gross postural deviations at all desk activities

#### c. - Eye hand co-ordination

- feels things to assist in any interpretation required
- eyes not used to steer hand movements (extreme lack of orientation, placement of words or drawings on page)
- writes crookedly, can not stay on lines, poorly spaced
- misaligns both horizontal and vertical series of numbers
- uses his hand or fingers to keep his place on the page
- uses other hand as a spacer to control spacing and alignment on page
- repeatedly confuses left/right direction

#### d.- Visual form perception

- mistakes words with same or similar beginnings
- fails to recognise the same word in the next sentence
- reverses words and/or letters in writing or copying
- confuses likenesses or minor differences
- confuses same word in same sentence

- repeatedly confuses similar beginnings and endings of words
- fails to visualise what is read either silently or orally
- whispers to self for reinforcement while reading silently
- returns to "drawing with fingers" to decide likes and differences

e.- Refractive status (near sight, far sight or focus problems)

- comprehension reduces as reading continues; loses interest too quickly
- mispronounces similar words as continues reading
- blinks excessively at desk tasks and/or reading
- holds book too closely; face too close to desk surface
- avoids all possible near centred tasks
- complains of discomfort in tasks that demand visual interpretation
- closes or covers one eye when reading or doing desk work
- makes errors in copying from reference book to notebook
- makes errors in copying from blackboard to paper