

# Foxmoor School Policy for Pupils with Additional Needs

## **Introduction**

*This is a statement of the aims, principles and strategies related to Special Educational Needs and Disabilities SEN&D and it is designed to ensure full entitlement to the educational provision within the school. It was developed through a process of consultation with teaching staff and Governors. The Policy will be reviewed annually.*

*The Additional Needs Policy at Foxmoor School has due regard to the Code of Practice ( 2001 ) which emphasises that SEN & D (AEN) provision is appropriate only for pupils requiring action that is additional to or different from normal activities in the classroom.*

There are four dimensions of need SEN & D Code of Practice

- Cognition and Learning.
- Behaviour, Emotional and Social.
- Communication and Interaction:
  - a) Speech, Language difficulties;
  - b) Autistic Spectrum Disorder.
- Sensory and Physical:
  - a) Hearing Impairment;
  - b) Visual Impairment;
  - c) Physical and Mental difficulties.

*This policy ensures that:*

- provision for a child with AEN matches the nature of their needs;
- there is regular recording of a child's AEN, the action taken and the outcome.

The Policy is also in line with the reform of the children's services in 'Every Child Matters' and 'Removing Barriers to Achievement' published in February 2004.

## **Extended Learning Team**

### *(Additional Needs)*

Mrs N. Maycock	SENDCo (AENCo)
Ms M. Barcham	Inclusion coordinator Key Stage 2
Mrs N. Nunn	Inclusion coordinator Key Stage 1
Mrs A. Winstone	S.E.N. Administrator
Mr A. Halsey	Able, Gifted or Talented Coordinator

Governor with responsibility for pupils with Additional Needs: t.b.a.

The number of children with Additional Educational Needs, including those with Statements or Education Health Care Plans (EHCPs), is recorded on the Special Educational Needs Register which is updated termly by the SENDCo.

### **Aims and Statement of Inclusion.**

*The school is committed to all aspects of inclusion and we aim to meet the individual, varied needs of all pupils so that every child has the support and encouragement necessary to achieve their full potential.*

All children are part of a class for the whole year. They will join in the activities of the school together and have access to the National Curriculum.

All children, including those with Additional Educational Needs, will be organised in a number of different ways including: mixed ability, same ability, and mixed gender and friendship groups.

A differentiated curriculum is planned, delivered and assessed to ensure that all individual needs are addressed, whether they relate to areas for development or the extension and enrichment of learning opportunities for the able, gifted or talented.

Children may be withdrawn from class to work in focus groups to address their particular needs.

#### ***Foxmoor School has a whole school approach which:***

- acknowledges that pupil's needs are dynamic and relative; and that pupils may have additional educational needs at any time and for varying amounts of time in their school careers;
- aims to develop in each child the motivation to sustain a high level of effort, despite any difficulties encountered or achievements made;
- aims to ensure that all pupils maximise their abilities in all areas of the whole school curriculum through appropriate educational provision and a culture of high expectation;
- is founded on the collaboration and active involvement of the Head teacher, governors and the whole school staff;
- has a supportive environment, where there is mutual trust and support, so that the school ethos is one where the pupils feel valued;
- ensures appropriate in-service training for the whole school community as well as specific training for those supporting individual pupil's with exceptional needs;
- recognises that AEN is primarily the responsibility of the class teacher.

#### ***Provision is made for the full range of pupils' needs and abilities***

***We endeavour to ensure inclusion by identifying all children who have additional needs through:***

- individual education plans's which are implemented, monitored and reviewed on a termly basis;
- devising individual programmes of work appropriate to the needs of children who have specific needs or are Able Gifted or Talented;
- providing extra support through the planning and delivery of differentiated activities, in Focus Groups, personalised learning and through in class support;
- action to make the curriculum accessible through differentiation, homework, resources, teaching and pastoral support;
- keeping parents fully informed of their child's progress and involving them in activities at home to support their child's learning through any intervention programmes;
- enlisting the help of outside agencies when necessary, following consultation with parents e.g. the Gloucestershire Multi-agency professional teams; and the Advisory Teaching Service for Hearing Impaired , C&I etc., Educational Psychologist and Health Care professionals;
- celebrating individual success by emphasising the importance of children achieving their fullest potential;
- planned use of appropriate I.C.T.

## ***Cognition and Learning***

Many children at some time experience a learning difficulty and as a consequence may show some of the following characteristics –generally the number of them shown by a particular child is in proportion to the severity of the learning difficulty.

The majority of children with learning difficulties:

- + take relatively longer to achieve mastery of any specific learning goal;
- + assimilate relatively little, at any point in time, from conventional teaching;
- + need many more repetitions of new learning before it is successfully retained;
- + need much more practice than others to enable learning to be generalised to new but related situations;
- + lose confidence with the subsequent fall of effort—“If I don’t try, I can’t fail”;
- + have difficulty in following trains of thought and expressing their thinking in a well sequenced manner;
- + have had prolonged experience of failure which can produce emotional consequences such as embarrassment, this can become more complex with time as confusions become compounded;
- + may develop emotional/developmental problems; these can include crying, hiding, stealing, school refusal, physical aggression, destruction of materials, swearing etc.

## ***Communication and Interaction***

*(Speech, Language and Communication / Autistic Spectrum Disorder)*

Usually children with significant communication and interaction difficulties will be identified before school age, or certainly early in their school career. The impact of such difficulties can be considerable: affecting learning, socialisation and emotional development.

Communication and Interaction difficulties cover a wide and complex range of impairments which frequently overlap including:

### ***Speech, Language and Communication***

- + Developmental Language delay.
- + Developmental Language Disorder.
- + Phonological/ speech difficulty.
- + Receptive Language difficulty.
- + Expressive Language difficulty.

## ***Autistic Spectrum Disorders***

Autistic conditions are now generally regarded as disorders of development linked to neurological factors. Children with significant communication and interaction difficulties generally experience, to varying degrees, problems with one or more of three dimensions. This is sometimes described as the triad of impairments, which can affect:

- social interaction and relationships;
- social communication and language;
- social imagination and creative development, with typically restricted and repetitive patterns of chosen behaviour.

These children may require some or all of the following:

- ✚ flexible teaching arrangements;
- ✚ help in acquiring, comprehending and using language;
- ✚ help in articulation;
- ✚ help in acquiring literacy skills;
- ✚ help in using augmentative and alternative means of communication;
- ✚ help to use different means of communication confidently and competently for a range of purposes, including formal situations;
- ✚ help in organising and coordinating oral and written language;
- ✚ support to compensate for the impact of a communication difficulty on learning in English as an additional language;
- ✚ help in expressing, comprehending and using their own language, where English is not the first language;
- ✚ help with social skills.

### ***Behaviour, Emotional and Social development***

*There is a wide spectrum of behaviour that could indicate emotional or behavioural difficulties in a child.*

- ✚ Difficulty sitting still, either deliberate or unconscious e.g. fidgeting, tapping, rocking chair, standing up etc.
- ✚ Difficulty staying in seat, room or school (runs away).
- ✚ Difficulty with focus, concentration and persistence of task e.g. delay starting a task, starting or stopping a task, abandoning the task, creating disturbances or easily are distracted by disturbances, silently failing to follow instructions or do work –signs of withdrawn behaviour which will affect focus.
- ✚ Difficulty maintaining appropriate verbal level e.g. chatting too much, calling out, making noises, verbal abuse, refusal to speak or communicate.
- ✚ Difficulty with aggressive / destructive behaviour e.g. physically hurting self/peers/teacher, losing temper often, stealing, lying, boasting about unreal events, insolence, fighting, defacing work or property, bullying.
- ✚ Difficulty with relationships e.g. may be clingy, manipulative, always at odds with everyone, isolated from others through choice or due to being unpopular or feared.
- ✚ Difficulty with low self-esteem e.g. refer to themselves in a negative way; refuse to take risks; show an inability to be flexible or an over dependence on following instructions literally due to fear of failure or over expectation of parents or teacher; repeat inappropriate strategies; blend into the background; are unassertive.
- ✚ Difficulty with compensatory behaviour that enables them to cope in the short term but may be counter-productive in the long term e.g. compulsive/obsessive behaviour; touching things repeatedly to give security; facial or bodily tics; involuntary twitching which can even become painful; excessive crying, withdrawal and/or refusal to communicate with adults and/or peers.

\*There may be other physical symptoms such as frequent tummy aches etc.

#### **NOTE:**

Children with ADHD, communication disorders such as autism and those who have been bereaved may also show some of the signs listed above but may need different management strategies.

## **Identification and assessment of children with additional needs**

A range of strategies is used to identify and assess children with additional needs. We receive information from other agencies prior to the pupil's entry to Foxmoor.

- ✚ Pre-schools
- ✚ Other educational establishments (if the child does not commence their schooling here)
- ✚ Parents
- ✚ Outside Agencies

Termly Screening, and specifically that carried out at Reception, Year 1 and Year 3, identifies areas where children are experiencing difficulties and provides vital information for the teacher. On-going teacher assessment ensures up-to-date records are kept of the children's progress, identifying those who are progressing more slowly than their peers, or achieving less than expected given their oral ability. Behavioural difficulties are also noted. Parents are encouraged to come into school if they have any concerns about their child's progress at school and this may initiate an 'Expression of Concern' being recorded.

## **Links with outside agencies**

At any stage, development may give cause for concern and the following agencies may be contacted by the SENDCo

*Multi-professional teams which include:*

- ✚ Language and Learning Support Service
- ✚ Educational Psychologist
- ✚ Education Otherwise than at School (including PRU)
- ✚ Service for the Visually Impaired
- ✚ Service for the Hearing Impaired
- ✚ Speech and Language Therapists
- ✚ Occupational Therapists
- ✚ Education Welfare
- ✚ Behaviour Support
- ✚ Social Services
- ✚ Any other appropriate bodies

## **Partnership with parents**

Close home / school liaison plays an important role in the progress of the learning of all children, but particularly those with additional needs.

Early identification of a need is helped by parents and teachers sharing concerns about a child's progress. Often the parents' unique knowledge of their child can help pinpoint areas of strength that can be exploited in planning a learning programme.

Parental co-operation in supporting the school's work and supplementing it at home can make an enormous difference to the child's progress. It gives the child a great sense of security and further aids the development of skills and concepts.

Within the structure of the Code of Practice, the parents are formally invited to come and discuss shared concerns about their child and their child's development plan, and to set measurable objectives to be achieved in a given time span. Through the whole process, parents are kept informed and progress is reviewed. If it is decided that the child needs provision in addition to that which can normally be provided, parents will be guided through the formal stages of obtaining an Education Health Care Plan (EHCP).

## **Resources**

There is a planned budget for expenditure, which is the responsibility of the S.E.N.D. coordinator and team. Additional top-up funding is allocated by the LA for each child with a Statement/EHCP.

A range of equipment, games, manuals and reading books has been assembled in the Learning Resources Areas. These materials are specifically available to staff working with groups or individuals who have additional needs. However, all staff may use these resources when necessary.

The Learning Resources Areas and other areas in the school, allow children to be withdrawn from class to receive the focus group teaching they need in order to follow carefully structured literacy and numeracy teaching particular to their needs and learning styles. Focus group lessons follow the same objectives as the class lesson from which they have been withdrawn.

Additional personalised learning for individuals or very small groups takes place at other times of the day.

## **Support teachers and teaching assistants**

There is particular AEN provision for all children who have a Statement or EHCP. The Statement or EHCP will specify the nature of the child's needs and these children are awarded a number of hours per week additional teaching support either from a teacher or Teaching Assistant. Provision follows LA criteria and may be within the child's class, or through withdrawal in small groups or individually.

Support staff may teach children who have specific needs either in or out of the classroom. Class teachers and support staff work and plan together to allow this functional integration to take place and to ensure maximum benefit for the children.

*The role of the AEN support teacher/teaching assistant is:*

- ✚ to enable children on a Statement/EHCP to have access to as much of the National Curriculum as possible;
- ✚ to support children on the AEN register both in and out of the classroom, ensuring that they are always totally part of the school;
- ✚ to support the class teacher within the classroom;
- ✚ to work with the class teacher, plan programmes of work, monitor and record progress;
- ✚ to report on progress to the child's teacher and parents;
- ✚ to assess progress, and cater for the child's changing attitudes to tasks and their ability to cope;
- ✚ to write reports, alongside the class teacher and AEN team, for annual reviews for children with Statements/EHCPs and contribute to the writing of individual's plans.

## **Criteria for withdrawal**

The provision to meet AEN is flexible and responds to individually assessed needs. Having assessed the child's needs, whether it is a learning difficulty, or the needs of an able, gifted or talented pupil, arrangements will be made for suitable support.

Focus groups are organised on a year basis and normally consist of vulnerable children who are not meeting the expected levels of attainment of their peers; this assessment is made after the summer term whole school screening, and the national and optional SATs tests. Pupils are withdrawn and taught in small groups covering the planned class objectives.

For some pupils withdrawal is more appropriate, e.g. when there is a hearing, visual or behavioural problem, or when the child needs to practice gross motor skills. The needs of other children in the class will also be taken into account and a programme for withdrawal and in-class support will be planned and discussed: the aim being to lead to total integration, and inclusion to the whole class activities.

## ***Code of Practice***

The Code of Practice for Special Educational Needs promotes a consistency of approach to meeting children's SEN and places the rights of these children at the heart of the process. The focus is on preventative work to ensure that SEN are identified as quickly as possible and that early action is taken to meet those needs. The Code of Practice (COP) sets out a framework for school-based support and an emphasis on monitoring the progress of children with SEN towards identified goals, including the SEN Disability Act 2001. There are four broad bands of action to meet SEN:

- ✚ curriculum and teaching methods;
- ✚ grouping for teaching purposes;
- ✚ assessment, planning and review;
- ✚ additional human resources.

## ***Graduated Response:***

In order to help children with AEN, a graduated approach is adopted that encompasses an array of strategies and full use will be made of all available classroom and school resources before involving outside resources.

When a child is identified as having AEN, interventions will be provided in the classroom that are additional to, or different from, those provided as part of our differentiated curriculum.

If the school, in consultation with parents, decides that further support is required, this will be organised as previously described (provision for the full range of children's needs and abilities).

## ***Individual Education Plans (IEPs)\* (see note below)***

Strategies employed to enable the child to progress will be recorded and will include information about:

- ✚ short term targets;
- ✚ teaching strategies
- ✚ review date ( to coincide with Parents' Evenings)
- ✚ success/exit criteria and outcomes (to be recorded when progress is reviewed )

The learning plan will be discussed with both parents and child.

Sometimes, after consultation with the parents, the SENDCo, will seek help from the external services on behalf of a child.

The triggers for this stage will be that he/she:

- ✚ continues to make little or no progress over a long period;
- ✚ continues working at National Curriculum levels substantially below that expected;
- ✚ 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 following an Individual Behaviour Management Plan;
- ✚ has sensory or physical needs requiring additional specialist support;
- ✚ has on-going communication or interaction difficulties which impede social relationships and cause substantial barriers to learning.

The resulting new plan will set out fresh strategies for supporting progress that match current needs for attainment, and follow professional advice and/or arrangements. These will be implemented by the class teacher and teaching assistants in the classroom setting and/or individually or in focus groups.

*The following information will be noted in the child's records:*

- + what further advice is being sought
- + the support to be provided for the child pending receipt of external advice

+

***School request for an Education, Health, Care Plan (EHCP)*** If, over time, a child demonstrates significant cause for concern, the school may apply to the LA for a Statutory Assessment of a pupil's needs leading to an EHCP. Parents may similarly request the LA for an Assessment. The criteria for an EHCP are set by the Local Authority.

***The Able Gifted and Talented may also have Additional Needs.***

***Identifying the Able, Gifted or Talented child***

*(see separate policy for Able, Gifted or Talented provision)*

*Foxmoor School aims to identify children of exceptional ability and to ensure that they receive a broad, balanced and relevant curriculum which enables them to reach their potential. An exceptionally able child is likely to show some of the following characteristics:*

- + have at least one area of outstanding ability e.g. very advanced attainment in Maths/English;
- + very advanced ideas or interests; very advanced oral skills;
- + may have the ability to do effective work independently with perseverance and good attention;
- + may show alertness and quick response to new ideas;
- + may have unusual imagination or originality;
- + generally superior on quantity and quality of vocabulary as compared to peers;
- + usually learns easily and readily and is able to handle complex information;
- + may be very advanced or rapid reader.

The Code of Practice changed in September 2014: Statements of Special Educational Needs ceased and were replaced by Education, Health and Care Plans (EHCPs).

Under the new code pupils who previously would have met the criteria for a Statement might not now necessarily be eligible for an EHCP.

Of course, this does not mean that our school has not addressed the needs of these pupils

In the light of the above, the governors revised the SEND policy and established how Foxmoor will respond to the needs of our pupils with Additional Educational Needs and what constitutes the 'School Offer'.

The latter complements the Local Authority offer and is part of the initial stage of the 'Graduated Pathway'.

Details of the Gloucestershire 'Local Offer SEND' and 'Graduated Pathway' can be found at: <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>

This policy has been ratified by the full Governing Body and is reviewed and up-dated annually.

Signed:

(Chair of Governors)