



## Additional Educational Needs Policy

**Written by:** Senior Leadership Team

**Date written:**

**Amended/Reviewed by:** Senior Leadership Team and Teaching and Learning Committee

**Review date:** March 2017

**Date agreed by FGB:**

**Next Review date:** March 2018

### Principles

*Every young person will have the opportunity to maximise her/his life chances by experiencing a positive learning environment which:*

- communicate with them
- will meet their needs
- has high expectations
- offers respect and dignity
- encourages independence
- is challenging but supportive
- works in true partnership with their parents/carers
- provides excellent teachers, communication support workers, learning support staff and therapists who work co-operatively together.
- offers a broad, balanced and relevant curriculum based within the Early Years Foundation Stage and the National Curriculum which is differentiated as appropriate

### Aims:

- to meet the additional educational needs of every child at Blanche Nevile School, and to provide early intervention and assess the Additional Educational Needs of every child in the pre-school provision at Blanche Nevile.
- to assist each child in attaining her/his maximum potential within all areas of development,
- to build on the strengths and support the needs of each individual child.
- To provide a rich, stimulating, happy, secure, safe, healthy and clean environment.

### Context

Blanche Nevile School is a specialist environment which provides early intervention and ongoing education to Deaf children. There is a significant cohort of children attending Blanche Nevile who have Additional Educational Needs. When considering actions for these pupils, as well as thinking about the whole child, we also take into account the SEND Code of Practice 2014's broad areas of need and support:

- Communication and Interaction
- Cognition and Learning,
- Social Emotional and mental health
- Sensory and / or physical needs

We recognise that other areas may impact on progress and attainment, such as attendance, health and welfare, English as an Additional Language, being in receipt of Pupil Premium Grant, being a Looked After Child and being the child of a Serviceman/woman.

This policy recognises that all school policies, structures and systems relate to the Special Educational Needs and Disabilities (SEND) of our pupils.

*John Doe 4/7/18*

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE 2013
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England Key Stage 1-4 framework document 2014
- Safeguarding Policy
- Teachers Standards 2012

#### **Provision for pupils with Additional Educational needs**

- Careful consideration is given to the groupings of pupils in class to support the learning and interaction of the pupils.
- The number of pupils in classes is carefully monitored to meet the needs of the children.
- Staffing ratios are carefully considered, to maximise the children's learning opportunities.
- A consistent approach to teaching and learning, classroom layout and visual resources is used across the classes to ensure the children make progress during their journey through the school and to reduce anxiety at times of transitions.
- staff work closely with the Speech and Language therapy team to ensure that communication programmes are put in place for all pupils with additional educational needs.
- If necessary the children have Behaviour Support Plans which are regularly reviewed and shared with parents/carers.

#### **Identification and Review of Pupils' Additional Needs**

- All children are given a baseline assessment on entry to Blanche Nevile. This will initially identify any additional needs. Where appropriate, additional funding may be requested from the funding authority at this stage.
- Teachers continually assess the pupil's educational needs and identify areas where additional input is required. (See assessment policy)
- Children's Education, Health and Care Plan summary targets or Student Action Plans are set by the class teacher or subject teacher and Speech and language therapists with input from all staff who work with a child. These are reviewed termly
- The advice of the funding authority's Educational Psychologist is sought for specific assessments related to formal assessment, advice on learning styles and behaviour support issues.
- Children who have Statements of Special Educational Needs/Education, Health and Care Plans (EHCP) have these reviewed on or before the anniversary of the Statement or EHCP date.
- The school follows procedures for reviewing pupils as laid down in the SEND Code of Practice.

#### **Curriculum**

Through the National Curriculum 2014 and the Early Years Foundation Stage, a broad, balanced, relevant and differentiated curriculum is offered.

Where pupils are working below Level 1 in Key Stages 1 and 4 a semi-formal curriculum is followed, with a focus on readiness to learn

Assessment, planning, recording and reviewing are an integral part of the process.

#### **Links with Other Agencies**

Blanche Nevile works in close liaison with:

- Those providing therapy services and the Disabled Children's teams from funding authorities
- Deaf CAMHS
- Other schools for Deaf children