

## Additional Educational Needs Policy

**Written by:** Senior Leadership Team

**Date written:**

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

**Review date:** June 2019

**Next Review date:** June 2020

 3/7/19

### Aims and Objectives

Blanche Nevile School is a specialist school providing early intervention and on-going education to Deaf children. A significant number of children attending our school have Additional Educational Needs (AEN).

We will:

- 'Use our best endeavours' to meet the additional educational needs of every child
- Help each child to attain her/his maximum potential within all areas of development
- Build on the strengths and support the needs of each individual child
- Provide a rich, stimulating, happy, secure, safe, healthy and clean environment
- Develop and work with each pupil's preferred mode of communication
- Set high expectations for all pupils and all staff
- Encourage independence
- Be challenging and supportive
- Work in true partnership with parents/carers
- Make arrangements to support pupils with medical conditions

### SEND Code of Practice 2014

Our practice is guided by categories of need identified in the code:

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

In addition, 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.

### Identification and Review of Pupils' Additional Needs

- All children are given a baseline assessment on entry to Blanche Nevile. This will identify any additional needs. When necessary, additional funding will be requested from the funding authority.
- Teachers continually assess the pupils' educational needs and identify areas where additional input is required. (See assessment policy)
- Children's Education, Health and Care Plan summary targets are set by the class teacher or subject teacher and Speech and Language therapists with input from all staff working 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.
- Assessment Places are offered to pupils who do not have an EHCP because they may be new to the country or their specific needs have not been identified.

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

We offer a broad, balanced and relevant curriculum based on the Early Years Foundation Stage Guidance and the National Curriculum (2014) - this is differentiated to meet the needs of individual pupils.

Where pupils are working significantly below age related expectations (ARE) a semi-formal curriculum is followed, with a focus on readiness to learn and life skills.

We review our practice regularly to ensure that:

- Careful consideration is given to the groupings of pupils in class to support the learning and interaction of pupils.
- The number of pupils in classes is carefully monitored to meet the needs of the children.
- Staffing ratios are carefully considered, to maximise 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 with reference to their statements/EHCPs.
- Risk assessments are in place for pupils with challenging behaviour. These will be reviewed regularly and shared with parents/carers.
- Teachers, communication support workers, learning support staff and therapists to work co-operatively together.
- We work collaboratively with external agencies including:
  - Those providing therapy services and the Disabled Children's Teams (DCT) from funding authorities
  - Deaf CAMHS
  - Other schools for Deaf children

### **Responsibilities (as set out in the Code of Practice)**

#### **Governing Bodies must:**

- In conjunction with the Headteacher decide the school's general policy and approach to meeting pupils' special education needs for those with and without an EHCP
- Have regard to the SEND Code of Practice
- Ensure the school has met their Equality Act duties for pupils with disabilities
- Ensure the school co-operates with the Local Authority in developing the local offer.

#### **Classroom and subject teachers should:**

- Focus on outcomes for the child: be clear about the outcome wanted from any SEN support or intervention.
- Be responsible for meeting special educational needs: Use the strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

#### **Additional adults should:**

- Work in partnership with the classroom/subject teacher and the to deliver pupil progress and narrow gaps in performance.
- Focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- Provide a significant part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

### **Relationship to other policies**

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:

- Statutory Guidance: Special educational needs and disability code of practice: 0 to 25 years
- Equality Act 2010: advice for schools DfE 2013
- Children and Families Act 2014
- The Special Educational Needs and Disabilities Regulations 2014
- The National Curriculum in England Key Stage 1-4 framework document 2014
- Safeguarding Policy
- Keeping Children Safe in Education September 2018

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

### **Relationship to Other Policies**

The school policy on the curriculum embraces policies and procedures for Admissions, Assessment, Careers, Charging, Collective Worship, Equal Opportunities, Health and Safety, Homework, Performance Management, Equality, School Visits, Special Educational Needs and Disabilities, Relationships and Sex Education, Behaviour Policy; BSL and Teaching and Learning.

