



Ysgol Betws



Additional Educational Needs Policy

A Definition of Additional Educational Needs

The term 'additional educational needs' (AN) covers a range of different kinds and degrees of difficulties and disabilities including:

- physical
- intellectual
- emotional / behavioural
- linguistic
- the needs of the highly gifted

Learning difficulties can range from mild to severe and may be temporary or permanent. It is estimated that some 18% to 20% of a school's pupils may be in need of special needs provision. Of this total, 2% may have statements of special educational needs (*Report of Warnock Commission 1978*). Pupils with AN are so designated because they need provision over and above what the school normally provides.

The first *Code of Practice* came into effect on September 1st 1994 and was later replaced by *Special Educational Needs Code of Practice for Wales*, effective from April 1st 2002. It provides and recommends a graduated framework so that schools can meet their responsibilities in terms of identification, assessment and provision for pupils with special education needs.

Additional Needs Co-Ordinator (SENCO)

The SENCO at the present time is the Deputy. The SENCO's duties are outlined in the Code of Practice. The Headteacher also has a role to play in the day to day management of provision for children with AN.

Aims of Special Needs Provision

The school supports the principle that the cardinal purpose of education is the same for all pupils. Curriculum provision for additional needs children must satisfy, in all aspects, the same curriculum criteria as for all other children. Provision should be broad, balanced, relevant and differentiated.

All children have a fundamental right to equality of opportunity and full access to the National Curriculum.

Pupils have the right to have their needs identified and assessed as early as possible in their school careers. This assessment should lead to immediate intervention.

All assessment should be seen as a collaborative activity between:

- pupils
- parents
- teachers
- outside organisations

AN provision should be continually monitored evaluated and modified accordingly.

Admission Arrangements and Special Facilities

These arrangements are the same for all pupils – children are admitted in the term preceding their fourth birthday. The school does not specialise in any area of AN, but all areas of the school is accessible for those with disabilities.

Identification, Assessment and Provision

All pupils are entitled to The National Curriculum, and programme of study for each key stage should be taught in ways appropriate to their abilities.

The class teacher is initially responsible. The teacher works closely with the child in a classroom situation and modifies teaching methods, expects differentiated outcomes enabling the child to work towards achievable targets.

Children who appear not to be making progress either generally or in a specific aspect of learning need AN intervention. The child's parents should always be consulted and kept informed.

The Code of Practice suggests a 'graduated' model for the identification and provision of AN. Initially the school should intervene through *Early Years Action* in the Early Years setting and *School Action* in the Primary phase. If the intervention (usually differentiated work or some extra support from classroom staff) does not enable the child to make satisfactory progress the SENCO may need to seek advice and support from external agencies. These forms of intervention are referred to as *Early Years Action Plus* and *School Action Plus*. If this is not effective to enable the child to progress satisfactorily, then the SENCO, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate.

Primarily the class teacher identifies the child's difficulties, gathers information and engages in discussion with the SENCO, parents and child. Information may be reviewed from time to time and further information gathered.

Standardised tests, National Curriculum attainments, class records, Assessment Profiles, observation of behaviour etc... may all be used to define pupils' difficulties in observable terms. Support, and assessment, can also be undertaken by outside agencies as the Educational Psychology Service, behaviour support services, teachers of hearing and visual impairment.

Individual Education Plans may be drawn up and implemented if the needs of the child require that course of action. The procedure is class based and should set curricular priorities, targets and learning objectives and should be reviewed regularly.

Learning difficulties can be defined by the following criteria:

- Low attainment in one or more of the following specific areas – reading, spelling, writing or numeracy.
- Significant discrepancies between levels of literacy and / or numeracy and levels of general intellectual ability.
- Low attainment having no clear external relationship or cause.
- Failure to make normal progress.
- Specific difficulties within the areas of auditory and / or visual information processing which cannot be explained by sensory loss.
- Positive indications of specific difficulties in literacy and / or numeracy performance.
- Difficulty with sequential memory.

If a child has been statemented, the LEA may provide additional support. The school will provide a provision map for all other pupils.

All children with AN will be taught within the mainstream organisation of the school. From time to time children with AN may be taught on a one to one or small group basis outside the classroom. These children are entitled to the same balanced and broadly based curriculum. Subsequently, teachers must plan appropriate programmes of work within the existing curriculum framework and subject areas. Focus groups will be formed.

Differentiation strategies will be used to help children to reach achievable targets in their learning programme.

Gifted and Talented pupils go to AVS once a month, to attend the BLUE SKIES programme.

Monitoring / Review

The SENCO reviews and monitors progress and the effectiveness of special help. AN children should be included on a AN register which must be updated regularly. Review meetings should be held and involve the SENCO, teachers and parents.

Partnership with Parents

Parents should be fully involved with any school-based action for their child. The school informs parents when they first identify AN and maintains an active partnership with parents. Parents also have a responsibility to communicate effectively with the professionals to support their children's education, alerting them to any concerns they have about their child's learning provision. Both parties need to fulfil their obligations under home-school agreements which set out expectations on both sides.

