



Waverley School

Additional Educational Needs Policy

INTRODUCTION

This policy is one of a number of policies which sets out the schools' approach to meeting the needs of all pupils and takes into consideration all five strands of the "Every Child Matters" approach set out by the Government, namely: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. It makes clear which pupils will be covered by the policy, what the schools will do and how information will be exchanged with parents.

THE ETHOS OF WAVERLEY SCHOOL

Waverley school recognises that it is every child's right to receive an education that identifies, acknowledges and provides the way in which he or she learns most effectively. Waverley school works for the benefit of each child, planning and setting targets for his or her academic and social progress. Waverley school aims to offer all pupils access to a broad, balanced, relevant and suitably differentiated curriculum.

Most pupils' needs will be met in the classroom by the class teacher through planned, differentiated work. Waverley school will work in partnership with parents and, where necessary, outside agencies to ensure a child's needs are met. Those pupils who need additional support, will be identified through regular assessment and observation. Strategies will then be developed to meet their needs.

WHAT PRINCIPLES UNDERLIE THIS POLICY?

Providing for children who need additional support is based on the following principles:

- Teaching children with additional needs is the responsibility not only of the class teacher but of all the staff who come into contact with these children.
- That the school has a duty to make the best possible arrangements practicable for each individual child within the schools' admissions arrangements;
- That each class teacher will differentiate work in a number of ways which are suitable for each child's learning needs;
- That the school is committed to identifying a pupil's additional needs and that early identification is vital;



- That the school will communicate with parents and/or carers when they believe that a pupil has additional needs;
- That there is a designated team to co-ordinate provision for pupils who have additional needs;
- That the needs of pupils will be regularly reviewed;
- Care will be taken to raise the self-esteem of all children, encouraging a positive attitude and belief in themselves.
- Children who meet the schools' admissions criteria will be admitted to the school provided the appropriate level of provision is available to meet their individual needs.¹

PARTNERSHIP WITH PARENTS (OR CARERS)

At all stages of the additional needs process, the school will work in partnership with the parents. We will seek the views of parents in terms of identification and progress made and will seek to develop joint approaches that apply in school and at home in meeting their child's particular individual needs.

WHICH PUPILS MAY BE AFFECTED BY THIS POLICY?

It is helpful to specify which pupils may be affected directly by the Additional Needs policy.

Gifted & Talented

There are many definitions of 'Gifted and Talented'. For the purposes of this policy "Gifted and Talented pupils" are defined as follows:

Gifted - A pupil who excels in one or more academic subjects.

Talented – A pupil who excels in Sports or the Arts.

Waverley defines a Gifted and Talented Pupil as "a pupil who, in some aspect, achieves or has the potential to achieve significantly beyond the majority of children of the same age".

At Waverley, gifted and talented pupils are identified by making a judgement based on an analysis of various sources of information including:

- Assessment results;
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny);
- Self nomination;

¹ It should be noted that as a school, which is outside the Local Authority, the school does not have automatic access to the range of services available in a state-supported school.



- Specialist teacher identification;
- Parental nomination; and/or
- Predicted test/exam results.

Where a pupil has particular talent, the school will make every effort to meet his or her needs but will also discuss with parents or carers whether more specialist tuition may be of benefit to the child.

ADDITIONAL EDUCATIONAL NEEDS

In contrast to gifted and talented identification, there is a definition of special educational needs that forms the basis of legislation in this country. The following paragraph explains the Waverley policy in relation to children with special educational needs. These needs are not usually sufficiently complex or severe to warrant a “statement of special education needs” under the 1996 Education Act. Children who have this “statement” need to ensure that their Local Authority is willing to provide financial support.

Children have a learning difficulty if they: -

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local area.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

As far as Waverley School is concerned, we consider that both groups of children – Gifted & Talented and AEN - have additional needs and require additional support.

ENGLISH AS AN ADDITIONAL LANGUAGE

Waverley School welcomes any child who has English as an additional language. All aspects of this policy apply to any child who has English as an additional language. Every child’s language ability will be measured during their assessment day and if needed the necessary Individual Education Plan will be generated to support that pupil. The parents of the individual pupil will be informed of the process by the school and brought into the process.

NATURE AND LEVEL OF SUPPORT

School Action Stage

This Additional Needs Policy, in conjunction with the other school policies, details how Waverley School will do its best to ensure that the necessary provision is made for any pupil who has additional needs.

1. The school will do all it can to ensure that each pupil makes the best progress possible.
2. All children have an entitlement to a broad, balanced and relevant curriculum, which is planned and differentiated to enable children to:
 - a. Understand the relevance and purpose of learning activities



- b. Experience levels of understanding and rates of progress that bring feelings of success and achievement.
3. Teachers will use a range of strategies to meet the children's needs.
4. Assessment will be used to inform the next stage of learning.
5. Children with additional needs will be made known to all those who are likely to teach them.
6. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have additional needs so that they join in the activities of the school together with pupils who do not have additional provision, as long as this does not impair the effective education of the pupils with whom they are educated.

For pupils with additional needs, their education will take place within the normal classroom wherever possible. When a class teacher or the Learning Success Team identifies a child with particular needs, the class teacher should provide interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum offer and strategies. When it is in the interests of the child to have 'one-to-one' teaching then this may be arranged. Where a pupil has Additional Educational Needs and requires additional support beyond that which can be provided in the classroom, this will be provided as part of the School's Action provision and the school will place the child on the school's AEN register and there may be an additional cost to parents.

The school will draw up an Individual Educational Plan for the pupil (see below) and will develop and review the plan with the pupil's parents or carers.

Individual Education Plan

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include:

- Short-term targets set for the child;
- Teaching strategies to be used;
- The provision to be put in place;
- When the plan is to be reviewed; and
- Outcome (to be recorded when the IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum provided to all children and will focus upon a maximum of five individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be formally reviewed and parent's views on their child's progress will be sought. Wherever possible, the pupil will also take part in the review process and be involved in setting targets.

School Action Plus

If, after working at the School Action Stage, the pupil is still not making adequate progress and external additional support is required, then the pupil will be moved to "School Action Plus".



The triggers for School Action Plus will be that, despite receiving support under the School Action Stage, the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematics skills;
- Has emotional or behavioral difficulties which substantially and regularly interfere with the children's own learning or that of the class group, despite having a behavior management programme;
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service; and/or
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Outside agencies or specialists would be consulted at this stage if they have not already been involved and there may be an additional cost to parents.

Meeting the Needs of Gifted & Talented Pupils

Within the school, the needs of most gifted and talented pupils will be met through differentiated planning and provision, which will allow the pupils to be stretched and to have further and deeper learning opportunities. Wherever additional provision is made, full discussion will take place with parents and care taken to look at the needs of the child in the round. On the whole, the view is taken that within school, different rather than more activities will be provided to challenge the child and that, beyond the school, enrichment will offer a greater variety of stimulation.

For students who are gifted and talented some enrichment activities may take place beyond the classroom at an additional cost to parents.

KEEPING IN TOUCH

The Additional Needs Team together with the class teacher has responsibility for additional needs. They will be responsible for:

- Monitoring and evaluation
- Reporting and record keeping
- Communication with parents

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