

# ONCHAN PRIMARY SCHOOL

## Additional Needs Policy

Mission Statement:  
Inspiring minds to ignite lifelong learning

Cross reference this Policy with the  
(DRAFT) SEND Code of Practice 2019

## ONCHAN PRIMARY SCHOOL

### Additional Needs Policy

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

This policy applies to children who:

- ◆ Have Special Educational Needs
- ◆ Medical needs
- ◆ Disabilities
- ◆ Reflect social and cultural diversity
- ◆ Have attendance difficulties
- ◆ Are young carers to sick relatives
- ◆ Use English as an additional language
- ◆ Have recently moved to this country or may be refugees or asylum seekers
- ◆ Are Looked After Children
- ◆ Live in poverty or may be homeless
- ◆ Are bereaved
- ◆ Are traumatised
- ◆ Present with safeguarding concern

## School aims

Onchan School aims:

- ◆ To value everyone equally in an inclusive accessible environment
- ◆ To take a positive approach in developing the self-confidence and self-esteem of all the children at our school.
- ◆ To help pupils to develop lively, enquiring minds and the ability to question and argue rationally.
- ◆ To provide a curriculum which is broadly based, relevant and meets the needs of individuals.
- ◆ To bring out the best in children at our school and support the development of life skills for a successful future.
- ◆ To ensure the development and consolidation of basic skills in Literacy and Mathematics
- ◆ To allow each child the opportunity to meet their potential in happy, caring and fun surroundings, promoting high standards for all.
- ◆ To create a stimulating and challenging environment, which is supportive, secure and caring.
- ◆ To create a school community in which children, parents, teachers and governors work together for the common good.
- ◆ To help pupils understand the world they live in and our part in the local, national and global community.
- ◆ To listen to and value the views of parents and to work in partnership with them. To enable all members of the school community to participate in aspects of school life in a consultative environment.
- ◆ To encourage respect, resilience, resourcefulness, responsibility, remembering, rising to a challenge and risk taking in a safe and stimulating learning environment.

## Objectives

Onchan School will:

- ◆ Ensure implementation of government and DESC inclusion recommendations;
- ◆ Ensure the school's Additional Needs policy is implemented consistently by all staff;
- ◆ Ensure any discrimination or prejudice is eradicated;
- ◆ Identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- ◆ Ensure all pupils have access to an appropriately differentiated curriculum;

- ◆ Recognise, value and celebrate pupil's achievement, however small;
- ◆ Work in partnership with parents/carers in supporting their child's education;
- ◆ Guide and support all staff, governors and parents in inclusion issues.

**Definitions of Inclusion** The DESC have defined an inclusive education service as:

- ◆ Inclusion is a process by which school, the DESC and other stakeholders, develop their cultures, policies and practices to include pupils;
- ◆ With the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream schools;
- ◆ An inclusive education service offers excellence and choice and incorporates the views of parents and children;
- ◆ The interests of pupils must be safeguarded;
- ◆ School, DESC and other stakeholders must actively seek to remove barriers to learning and participation;
- ◆ All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential;
- ◆ Mainstream education will not always be right for every child all the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage.

### **Managing Inclusion and Additional Needs**

We endorse the IOM DESC statement that **all teachers are teachers of children with Additional Needs.**

Mandy Gravestock is currently in post as the SENCo. Her role is to:

- ◆ Work positively with all members of the school community to promote inclusion for all regardless on their needs;
- ◆ Induct new staff in the school's commitment to additional needs;
- ◆ Monitor and assess inclusion and additional needs provision across the school;
- ◆ Work with staff to identify barriers to learning and provide staff with appropriate strategies;
- ◆ Share inclusive expertise with, and support the professional development of classroom teachers and SESO/ESOs;
- ◆ Purchase appropriate resources.
- ◆ Identify, purchase when required and develop programmes of support for pupils who require significant intervention;
- ◆ Work with all staff to monitor pupil progress;
- ◆ Monitor the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of additional needs;
- ◆ Liaise with and support parents and carers;
- ◆ Co-ordinate cross-phase/cross-school transition in relation to SEN;
- ◆ Co-ordinate external specialist provision;

Children with Complex Needs in the Specialist Provision Centre (SPC) are overseen by the Unit Manager - Mrs M Carshagen./Hayley Annett

Onchan School is committed to early identification in order to meet the needs of children with Additional Needs. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Support Staff or outside agencies. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily/reaching the Threshold. Teachers will then consult the SENCO to consider what else might be done - the child's learning characteristics; the learning environment, the task and the teaching style should always be considered.

Teaching staff will also use the COLI (Continuum of Learning and Inclusion), DATA, Onchan Pathway and Intervention Summary materials to help them to identify and monitor children who may have a additional educational needs or disability and which of the categories of additional needs a child may need support with. The guidance is also used to assist teachers and Support Staff when planning suitable interventions, and quality first teaching strategies to support children. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent interventions do not lead to adequate progress then the teacher will consult further with the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Additional Needs and the child would be registered as receiving appropriate additional support. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the COLI as advised by the department. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher and the Support Staff are responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO, class teachers and Support Staff will update all records of provision and impact of that provision after analysis of the data.

A chronology will be entered and kept on Arbor.

**ASSESS** - The teacher and SENCO will consider all of the information gathered from within school about the pupil's progress, alongside island data and expectations of progress. From this, we will identify the child's current attainment and achievements. This may involve taking advice from the SENCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are required to be involved directly with the pupil, parental consent will be sought prior to referral.

**PLAN** - Pupils and parents will be involved in the planning process as much as possible. This means that the pupil and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. Plans will be written, including appropriate interventions, strategies and provision to help the child achieve their outcomes. Children may undertake specific intervention programmes such as Literacy intervention, Speech and Language interventions, to name but a few. Parent will be required to sign these plans prior to the commencement of the intervention.

**DO**- The strategies and interventions agreed will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW**- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning.

There are some organised extra-curricular clubs and activities which all children have access to. Additional provision or adjustments may need to be organised for particular pupils in order to ensure their inclusion.

Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure we meet the full range of pupils' needs, staff are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to pupils' diverse needs by:

- ◆ Creating effective learning environments
- ◆ Securing pupils' motivation and concentration
- ◆ Providing equality of opportunities through teaching approaches
- ◆ Using appropriate assessment approaches
- ◆ Setting suitable targets for learning.

Teachers take specific action to provide access to learning for pupils with special educational needs by:

- ◆ Adopting a child centered approach;
- ◆ Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- ◆ Planning for pupils' full participation in learning activities;
- ◆ Helping pupils to manage their behaviour and to take part effectively and safely;
- ◆ Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

### **External support**

Sometimes the school involves the support from external agencies when they are able to contribute to removing barriers to learning and participation. The SENCo liaises with these agencies and plans for how advice will be implemented in school. This would involve agencies like Speech and Language Therapy, Occupational Therapy, Educational Psychology and Child, Adolescent, Mental Health Service (CAMHS), Sensory Support Service, Physiotherapy, Rebecca House, and, when required, Social Services.

### **Inclusive provision**

The school offers a continuum of provision to meet a diversity of pupil's needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum. Additional pupil support is available in classes that have children who are deemed as Higher Level Needs, provided by Senior Educational Support Officers (SESOs).

A wide range of intervention programs, are available to all pupils who require additional support in specific curriculum areas but also with social, emotional, behaviour needs and also sensory/physical needs. Intervention programs are organized, which details who will be delivering the programs and to which children. Children are carefully assigned to programs following progress meetings between key members of staff.

## **Assessment**

We believe that all children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school makes use of a range of assessments, for the assessment of pupils with additional educational needs. Assessment for learning guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

Using assessment information and additional data collected through the termly data input, the SENCo alongside the Assessment Co-ordinator and class teachers formulate plans for interventions across the school, thereby ensuring that all pupils' needs are met effectively.

## **Evaluating the SEN and Inclusion Policy**

The inclusion policy will be reviewed annually in order to:

- ◆ Analyse progress towards aims and objectives of the policy;
- ◆ Evaluate the effectiveness of inclusive provision;
- ◆ Update staffing roles and responsibilities;
- ◆ Refer to new legislation and/or DESC initiatives;
- ◆ Contribute to the school self-review evaluation form.

**Adoption date:** August 2020

**Review date:** September 2021

**Senior member of staff responsible:** JO RICHARDSON (Head teacher)

**Designated members of staff:** Mandy Gravestock (SENCo), Mareli Carshagen /Hayley Annett(SPC) **All Governors are an intrinsic part of the school and we look for their support in this Policy.**

Mandy Gravestock and Mareli Carshagen/Hayley Annett attend Governors meetings to update on SEN data as required.