



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD

email: OnchanEnquiries@Sch.im

tel: 01624 673465

Additional Educational Needs Policy

At Onchan School, 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 Additional Educational Needs
- Any diagnosed medical needs
- Disabilities
- Reflect social and cultural diversity
- Have attendance difficulties
- Are young carers to sick relatives
- Have English as an additional language
- Have recently moved to the Isle of Man or may be refugees or asylum seekers
- Are Looked After Children
- Live in poverty or may be homeless
- Are bereaved
- Are traumatised
- Present with a safeguarding concern

Our aims

We aim to:

- Value everyone equally in an inclusive and accessible environment
- Take a positive approach in developing the self-confidence and self-esteem of all the children at our school
- Help pupils to develop lively, enquiring minds and the ability to question and argue rationally
- Provide a curriculum which is broad, relevant and meets the needs of all children
- Support the development of life skills for a successful future
- Ensure the development and consolidation of Literacy and Mathematical skills
- Allow each child the opportunity to aim to achieve
- Create a stimulating and challenging environment, which is supportive, secure and caring
- Create a school in which children, parents, teachers, governors and community work together to support our pupils
- Help pupils understand the world they live in and our part in the local, national and global community
- Listen to and value the views of all and work in partnership with them.
- Promote high standards

Objectives

Onchan School will:

- Ensure implementation of government and DESC inclusion recommendations, including ensuring all staff complete relevant training
- Ensure the school's Additional Needs policy is implemented consistently by all staff
- Ensure any discrimination or prejudice is removed or challenged
- Identify barriers to learning and participation make provision to meet the diversity of needs
- Ensure all pupils have access to an appropriately differentiated curriculum

Onchan School Values

Compassion - Integrity - Endeavour - Courage - Respect



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- Recognise, value and celebrate pupil's achievements
- Work in partnership with parents/carers in supporting their child's education
- Guide and support all staff, governors and parents in Inclusion issues
- Hold pupil progress meetings
- Report annually on progress
- Communicate appropriately with parents and carers
- Ensure that the Rights of the Child are observed and that each child has a voice in their continued education and development
- Fully utilise the Onchan Pathway

Definitions of Inclusion

The DESC have defined an inclusive education service as:

- *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 additional educational needs can be successfully included in mainstream schools*
- *An inclusive education service which offers excellence and choice and incorporates the views of parents and children*
- *The interests of pupils being safeguarded*
- *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*
- *Modified timetables will be provided for those children who are struggling with their present full timetable*

Managing Inclusion and Additional Needs

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

The role of the SENCO is to:

- Work positively with all members of the school community to promote Inclusion for all regardless of their needs
- Induct new staff in the school's commitment to additional needs (See School Induction Policy)
- Monitor and assess Inclusion and additional needs provision across the school and their impact
- Work with staff to identify barriers to learning and provide staff with appropriate strategies
- Develop and share individual risk assessments for identified children
- Develop and oversee timetables
- Deploy ESO/SESO support to best meet the needs of the children
- Monitor interventions and their effectiveness
- 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 and assess impact
- Liaise with and support parents and carers
- Co-ordinate cross-phase/cross-school transition in relation to SEN
- Co-ordinate external specialist provision
- Map provision and support

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- Support staff and provide feedback
- Work closely with the SPC manager
- Liaise with other professionals

Role of Teaching Staff

Onchan School is committed to the early identification of AEN in order to meet the needs of all children. 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 expected level for their age and stage of development. 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. Staff will follow the Onchan Pathway. (Appendix 1)

Teaching staff will use the COLI (Continuum of Learning and Inclusion) (Appendix 2), the pupil attainment and achievement data, Onchan Pathway and Intervention Summary materials, to help them to identify and monitor children who may have an additional educational need or disability and which category of additional needs a child may need support with. The guidance is also used to assist teachers and Support Staff when planning suitable interventions. Progress for children will be achieved by focusing on Quality First Teaching, classroom organisation, teaching materials, teaching style and differentiation. Interventions are monitored. If progress is limited then the teacher will consult further with the SENCO to review the strategies that have been used, and further modifications made. Regular contact is maintained with parents/carers and where necessary a child will be placed on our register of Additional Needs and receive intervention and 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
- Fails to make progress with wider development or social and emotional needs
- Fails to make progress in self-help, social and personal skills

All staff have access to the COLI via Teams. 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 the impact of that provision. Data analysis will inform future interventions. All information will be recorded on Arbor. A chronology of interventions, meeting etc will be entered and kept on Arbor.

ASSESS - The teacher and SENCO will consider all 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 fully involved 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 Maths and Literacy interventions, Speech and Language interventions, Emotional Literacy etc. Parent will be required to sign these plans prior to the commencement of the intervention.

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DO- Strategies and interventions agreed will be implemented and progress monitored using the school's assessment systems, including 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.

Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively, to facilitate achievement. 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 additional educational needs by:

- Adopting a child centred approach with an awareness of individual pupil needs
- Planning for pupils' full participation in learning activities
- Helping pupils to manage their behaviour and to take part effectively and safely
- Utilising support staff affectively
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning
- Working with outside agencies for advice and support

External support

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 how advice will be implemented in school. This would involve agencies, including 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.

Assessment

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

The school makes use of a range of assessments, for the assessment of pupils with additional educational needs. Assessment for learning strategies enable teachers to decide where the pupils are in their learning, their progress and their targets.

Using assessment information and additional data collected through the termly data input, the SENCo alongside class teachers and support staff, formulate plans for Interventions across the school, thereby aiming to ensure that all pupils' needs are met effectively.

Extra-Curricular Provision

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, to ensure their inclusion at lunchtimes and/or break times.

Provision

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The school offers a continuum of provision to meet a diversity of pupil's needs. Although all 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 which have children who are assessed at Complex Needs.

A wide range of intervention programs are available to all pupils who require additional support with specific curriculum areas, social, emotional and behaviour and/or sensory/physical needs. Children are carefully assigned to intervention programs following progress meetings between key members of staff.

Participation in school trips and visits

All children, regardless of their additional needs, will have the opportunity to participate in trips and visits. Appropriate risk assessments will be completed by the class teacher and staffing provision will be adjusted to ensure that those children who require further support have the right level of support. In certain circumstances Parents and Carers may be asked to assist in offsite visits to support their child. This is a modification for effective Inclusion.

Evaluating the AEN and Inclusion Policy

The inclusion policy will be reviewed annually in order to:

- Evaluate the effectiveness of inclusive provision
- Update staffing roles and responsibilities
- Refer to new legislation and/or DESC initiatives

Re-adoption date: November 2023

Review date: August 2024

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

This policy should be read in conjunction with the following Onchan School policies:

- Behaviour Policy
- Anti-Bullying Policy
- Inclusion Policy
- SPC Policy
- Equality and Diversity

Appendices

Appendix 1 - Pathway for children with SEN Onchan School

Appendix 2 - Continuum of Learning & Inclusion for Schools

Appendix 3 – The Rights of the Child

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