



# St Michael's Prep School

## Additional Educational Needs and Disability Policy including children in the Early Years Foundation Stage

Date of Last Review:	September 2019	Review Period:	As required
Date of Next Review:	As required	Owner:	LCO
SEN Governor	TBC	Board Approval	

This policy is written to enable all children to flourish taking into account the Children and Families Act 2014, Equality Act 2010, SEND Regulations 2014, SEND Code of Practice 2015. It also has regard for ISI regulations and DFE guidance September 2019 and KCSIE 2019 and follows the latest guidance from HSE.

### 1. Statement of Philosophy

We believe, at St Michael's Prep School, that we should provide teaching that makes learning inspiring, motivating, and accessible for all our pupils. We endeavour to help pupils develop their skills and abilities intellectually, physically, artistically and creatively. We aim to build independence in all our pupils, regardless of additional needs.

### 2. Identification, Assessment and Provision for Additional Educational Needs:

Definition of Additional Educational Needs and Disabilities (AEN&D) with reference to the SEN&D Code of Practice 2015: A child is considered to have AEN&D if she or he has a learning difficulty that calls for special educational provision to be made for her or him.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than most others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child's progress is monitored throughout his or her time at St Michael's Prep. This is done through teacher assessment, observations, structured interventions, regular well-being

meetings, the 2-year progress check and other computer based diagnostic testing methods. At St Michael's we believe that early intervention is key, and a significant number of pupils have some form of support/provision/intervention at some point during their time at school.

If a teacher has a concern about a child's progress, they will communicate the concern with the form teacher and the Head of Learning Development/AEN Pre-Prep HLTA in the first instance.

### **3. Aims**

- All children have a right to access a full and inclusive education.
- All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution.
- St. Michael's is committed to the early identification of children with AEN&D and to adopting clear and open procedures which are outlined in this policy. St. Michael's is committed to working closely with parents who are fully involved in all decisions that affect their children's education.
- St Michael's will provide, within available resources, the highest possible quality support and inclusive education for children with AEN&D.
- St Michael's will actively promote multi-agency working to support children with AEN&D.

### **4. Purpose**

- To meet the individual needs of all children in our setting.
- To ensure that inclusion, equal opportunities and appropriate support are put into practice.
- To respect the rights of the child.
- To increase awareness and sensitivity of all children, staff and parents as to the needs of all children with AEN&D.

Ms Lucinda Cook is the Head of the Learning Development Department. She coordinates those children with AEN&D in addition to coordinating the educational provision for those with English as an Additional Language (EAL).

### **5. AEN Provision at St Michael's**

The AEN provision at St Michaels 'Graduated Approach':

#### **Wave 1: Quality first inclusive teaching**

The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). QFT is offered to all pupils and includes high-quality everyday personalised teaching. Teachers at St Michael's pride themselves on aiming to deliver multi-sensory lessons with interactive teaching styles, making use of visual, kinaesthetic and auditory/verbal learning. Teachers at St Michael's are committed to adapting lessons to support and be accessible to all pupils they teach.

QFT can be summarised as:

- highly focused lesson with clear objectives
- use of inclusive resources/classroom strategies, for example 'Wonder Box' Resources (see Appendix 1), which are available in every classroom in the school
- high demands of pupil involvement and engagement with their learning
- high interaction with all pupils
- appropriate and challenging questioning, modelling and explaining
- learning through dialogue
- pupils encouraged to access responsibility for own learning and develop independent working skills
- differentiated learning opportunities
- encouragement and praise to engage and motivate pupils.

### **Wave 2: Intervention Groups**

A huge range of structured intervention groups (See Appendix 2) are run across the school. The aim of the intervention is to support and promote the development of the 'whole' child. The interventions fall into four main categories:

- **Cognition and Learning**

e.g. memory, spelling, reading

- **Social, Emotional and Mental Health**

e.g. self-esteem, anxiety, self-confidence

- **Communication and Interaction**

e.g. Speech and Language, social communication

- **Sensory and/or Physical**

e.g. Sensory Circuits

Pupils are invited to attend an intervention group, when it is felt that they would benefit from targeted support in a specific area. Interventions tend to run before school and outside of lessons, where possible we avoid removing a pupil from a lesson to receive additional support. Interventions are run by members of the AEN Department and progress is reviewed regularly. Pupils may attend a range of interventions to help support them across different areas of the curriculum.

### **Wave 3 1:1 Support**

Short term 1:1 structured interventions are sometimes required. Occasionally a child may require ongoing 1:1 support that is beyond 'reasonable adjustment.' In this scenario an Educational Healthcare Plan will be sought. Parents will be expected to fund the 1:1 support during the interim period.

## **6. AEN&D Register:**

The AEN register is fluid, and pupils can be removed from the register when they are able to access the curriculum without additional support. The AEN Register is categorised by the below:

### **Watching and Monitoring (W/M)**

A child may be recorded as W/M when:

- Teachers have highlighted an area of weakness. Progress will be monitored closely, and the pupil may attend one or more structured interventions to help 'plug any gaps.'
- A child has a diagnosis, but whose needs are primarily being met through quality first teaching.

Learning Plans are created on Provision Map (see Appendix 3), outlining challenges the child is facing, and any provision that is in place.

### **SEN Support (K)**

Where a child is identified as having additional educational needs that cannot be met through differentiation/QFT alone the child will be placed on the AEN&D register with the category 'SEN Support'. Progress will be monitored closely, with the aim to close any progress gap, and make greater than expected progress.

Learning Plans are produced for pupils who are categorised as SEN Support. The Learning Plan outlines the child's needs and suggested strategies when working with the pupil. The learning plan also includes current targets, where appropriate. Learning Plans are shared with parents.

### **Education and Health Care Plan (E)**

If a pupil continues to make inadequate progress at this stage and meets the criteria of the Local Authority indicators for requesting an Education, Health and Care Plan (EHP), a request for statutory assessment will be made. Should the child meet the criteria for an EHP staff at St Michael's Prep will work with the relevant agencies (for example educational psychologists, speech and language service, etc.) to support the child and meet his or her needs. The child's progress and needs will be regularly monitored and will be thoroughly reviewed via the annual review process which will involve all relevant parties.

If a child's needs are too complex for the school to be able to offer adequate support the Head of Learning Development will work with the parents and county to find a suitable alternative educational setting.

## **7. Roles and Responsibilities**

### **7a. Role of the Head teacher (Mrs Jill Aisher)**

To oversee and support the work of the Learning Development Department by ensuring that the school is meeting the aims of this policy.

## **7b. The role of our Head of Learning Development (Ms Lucinda Cook)**

The Head of Learning Development is directly responsible for coordinating the AEN&D and EAL provision. In addition, the Head of Learning Development is responsible for overseeing the work of the AEN HLTA in Pre-Prep, and the Teaching Assistants in Prep School.

### **The Role of the Head of Learning Development**

- Co-ordinates the AEN&D and EAL provision across the school
- Helps to identify children with AEN and monitor their progress
- Works with teachers, parents and children in the creation of targets to aim to improve outcomes for children with AEN&D or EAL.
- Is responsible for tracking the progress of children with AEN&D and EAL and identifies whether students within this group are making at least expected or better than expected progress, relative to their starting points. The progress of this cohort will also be compared with the progress of those without AEN&D
- Coordinates and ensures that children receive the appropriate examination concessions
- Helps to implement the appropriate transition arrangements for children with AEN&D, EAL
- Offers support for parents
- Supports staff development through INSET
- Liaises with other agencies including educational psychologists, SALT and other medical professionals where this is not part of a pastoral concern.
- Keeps appropriate records
- Assists staff in making observations and assessments
- Assists staff in planning for those with AEN&D and EAL
- Works closely with Assistant to Head of Learning Development (Mrs Anna-Marie Norris) to update Provision Map and coordinate the intervention timetable in Prep School

## **7c. The Role of the AEN HLTA in Pre-Prep (Ms Wendy Beautridge)**

- Works closely with the Head of Learning Development to ensure full inclusion for all
- Offers support for parents and teachers
- Supports staff development through INSET
- Liaises with outside agencies, where necessary
- Keeps appropriate records
- Assists staff in making observations and assessments
- Assists staff in planning for children with Additional Educational Needs
- Coordinates and leads Pre-Prep Provision and Intervention timetable
- Updates Provision Map

## **7d. The Role of the Teachers**

All teachers are responsible for QFT that provides challenge and support for all. Teachers and support staff need to be aware of the school's procedures for identifying, assessing and making provision for pupils with AEN&D.

Teachers are responsible for devising strategies and identifying appropriate methods to gain the most from the curriculum, seeking support from the Head of Learning Development where necessary. This includes strategies for providing differentiated teaching, for example group teaching. Teachers regularly examine their strategies and methods to see if they can make improvements that will help pupils to access the curriculum. Teachers plan for and effectively deploy Teaching Assistants as appropriate.

There is some overlap between unmet needs and mental health and some children will require pastoral as well as academic support.

### **7e. The Role of the Heads of Department**

Heads of Department are responsible for quality control within their teams through meetings, discussions, observations, learning walks and book scrutiny. They lead inclusivity and challenge underperformance.

### **7f. The Role of Staff Professional Development**

Staff will be expected to be aware of the needs of those children with AEN&D, or EAL. All AEN information is available for staff via Provision Map (see Appendix 2). Staff will use a variety of recommended strategies which will be consistently applied across the school. Training will ensure that staff are informed about barriers to learning, such as Autism Spectrum Conditions, Dyslexia, Dyspraxia, ADHD/ADD, Speech and Language Delay and staff will be given appropriate strategies to support all children with such barriers.

### **7g. The Role of the Child**

Children should be aware that the challenges that they face in their learning are shared by other children and adults within the community of St Michael's Prep and beyond. Children should feel confident that their voice in making plans for their provision is important. Where possible, the child will be involved in the decision-making process. Children will be empowered and able to participate fully in setting up the appropriate provision to help meet their needs.

## **8. Admissions**

See separate Admissions Policy.

## **9. Partnership with Parents and Carers**

The Head of Learning Development, AEN HLTA and Form Teachers work closely with parents to make them aware of any provision that is in place. Where required, parents are offered advice on how they can work with their child at home. The effectiveness of some interventions will depend upon the level of engagement of parents.

Consultation with parents is made informally on a regular basis as well as at Parents' Evenings. Additional consultation is made at either the parents or the school's request at a mutually convenient time.

Those pupils with Learning Plans will be invited to have regular meetings (termly) to discuss progress and set targets, where appropriate.

## **10. Children with English as an Additional Language**

All children with EAL are identified on entry and their language development is closely monitored.

A child is not regarded as having a learning difficulty because the language or form of language of the home is different from the language in which she or he will be taught.

See separate EAL Policy.

## **11. Evaluating the Success of the St Michael's AEN&D Policy**

Governors scrutinise the effective deployment of staff to support additional needs and the progress of children whom they support regularly.

## **12. Additional Policies that inform the SEN&D Policy:**

Equal opportunities

Child Protection and Safeguarding Policy

Admissions Policy

Assessment Policy

Curriculum Policy

EAL Policy

St Michael's Accessibility Plan

Updated January 2014

Review September 2014

Updated February 2015 and Revised February 2016 and June 2016

Updated October 2016

Updated May 2017

**Reviewed and Amended October 2019 (LCO and JAI)**

### Appendix 1 - 'Wonder Boxes'

Every classroom across both the Prep and Pre-Prep has a Wonder Box. The Wonder Box is a box which contains inclusive resources which pupils and teachers can use. Every pupil in the school has access to the Wonder Box.

Example of contents of Wonder Box (Prep School):

<b>Resource</b>	<b>Reason</b>
Barrington Stokes Dyslexia Dictionary	Dyslexia friendly dictionary
Coloured overlays A4 and coloured bookmark overlays	Visual stress and dyslexia used to overlay textbooks, worksheets etc
Coloured mini whiteboards	Visual stress and dyslexia friendly
Ear Defenders	To block out external noise. Help pupils to remain focused on independent work. Also useful for pupils with ADD, ADHD, ASD, SPD.
Privacy desk divide	Help pupils to remain focused on independent work. Also useful for pupils with ADD, ADHD, ASD, SPD.
Target Card	Visual reminder for pupils to set out key targets.
Question cards	Cards that pupils can use to indicate to teacher that they would like to ask a question. Also, useful to help pupils ask relevant questions.
Timers (electronic and sand)	Pupils can use timers to keep them on task, increase independent and awareness of time.
Elastic exercise band	Pupils put on base of the chair. An alternative to 'fiddle toy.' Enables pupils to fiddle with something and get sensory feedback without distracting other pupils. Useful for pupils with ADHD, SPD or pupils who find it easier to concentrate when fiddling with something.
Wobble cushion	To use on seats. Allow for movement that is non-disruptive and improves posture and core stability. Useful for pupils with ADHD and SPD
Magnifying overlay	Magnifying overlay for those pupils with sight difficulties
Red, Orange, Green spot cards	Pupils can use these cards to indicate how they are feeling to the teacher.
Specific Learning Difficulties 'Help Sheet'	Help sheets for teachers, including teaching strategies.



**Appendix 2 – Intervention Timetable**

<b>Day</b>	<b>Before school (8.05am start)</b>	<b>During assembly (8.35am start)</b>	<b>Lunchtime</b>
<b>Monday</b>	<ul style="list-style-type: none"> <li>- ICT Based Interventions</li> <li>- Touch Typing</li> <li>- Wonder Words NPA</li> <li>- Senior Evolve Drop in</li> <li>- Handwriting Year 3</li> </ul>	<ul style="list-style-type: none"> <li>- Phonics</li> </ul> <p style="text-align: center;"><b>Celebration Assembly</b></p>	<ul style="list-style-type: none"> <li>- Nurture Games Group</li> </ul>
<b>Tuesday</b>	<b>NO INTERVENTIONS</b>	<ul style="list-style-type: none"> <li>- Sensory Circuits</li> <li>- Memory Magic</li> <li>- Reading Circle Y7</li> <li>- Reading Circle Y6</li> </ul>	<ul style="list-style-type: none"> <li>- Nurture Games Group</li> <li>- ICT Based Intervention</li> </ul>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>- ICT Based Intervention</li> <li>- Touch Typing</li> <li>- Wonder Words</li> </ul>	<ul style="list-style-type: none"> <li>- Y3 Handwriting</li> <li>- Writing Study Skills (Senior)</li> <li>- Phonics</li> </ul>	<ul style="list-style-type: none"> <li>- Nurture Games Group</li> </ul>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>- ICT Based Intervention</li> <li>- Touch Typing</li> <li>- Challenge Club</li> </ul>	<ul style="list-style-type: none"> <li>- Higher Reading Skills Senior</li> <li>- Language Link</li> <li>- Evolve Junior</li> </ul>	<ul style="list-style-type: none"> <li>- Nurture Games Group</li> <li>- ICT Based Intervention</li> </ul>
<b>Friday</b>	<ul style="list-style-type: none"> <li>- ICT Based Intervention</li> <li>- Touch Typing</li> </ul>	<ul style="list-style-type: none"> <li>- Memory Magic</li> <li>- Sensory Circuits</li> <li>- Phonics</li> </ul>	

### **Appendix 3 – Provision Map**

Provision Map is a comprehensive online tool, which enables one to map and manage AEN provision effectively and efficiently. All staff have access to Provision Map.

#### **Information that Provision Map contains:**

<b>Learning Plans</b>	Learning Plans are created for pupils on the AEN register. Targets are set where appropriate. Learning Plans are in line with the SEND Code of Practice and follow the Assess – Plan – Do – Review approach.
<b>Pupil Passports</b>	Voice of the child. Pupils are invited to contribute views.
<b>Provisions</b>	All provisions and interventions are documented, including targets, tracking and pupils and staff involved
<b>Uploaded documents</b>	External pupil reports and assessments (where parents have given permission) are available for staff to view