

## The Greneway School

### Additional Needs (AN) Policy

September 2015

<b>Policy review:</b>		<b>Sept 15</b>
<b>Reviewed by:</b>	C&A Committee	Sept 15
<b>Ratified by:</b>	Full Governors	Dec 15
<b>Next Review:</b>		Sept 2017
<b>Statutory Document:</b>	Y/N	Yes
<b>Update on Website:</b>	Y/N	Yes
<b>Additional Comments:</b>		

## **Purpose of Policy**

All children at Greneway follow a broad, balanced and inclusive curriculum that is relevant, appropriate and reflects their needs.

'The aim is to develop the talents of all students to the full, to equip them with knowledge, skills and understanding and to help them towards maturity and control over their lives.' (School Policy Statement).

This statement reflects the commitment set out in the Government's Green Paper (2011) "Support and aspiration: A new approach to special educational needs and disability", where it states that all children and young people with SEN or disabilities (renamed Additional Needs (AN) within Greneway school) reach their full potential in school. They should also be supported to make a successful transition into adulthood, whether into employment, further or higher education or training. These principles have since been realised through the new SEND Code of Practice, published in June 2014. This underpins the pedagogy at Greneway, and where our goal is to narrow the gap for vulnerable children, as identified in the Children's and Young People's Plan and provide children and young people with the greatest opportunity to succeed. The principles of the U.N.C.R.C (United Nations Convention for the Rights of the Child) are also articulated within the school policy statement in providing opportunities for the pupils to express their own views in everything that affects their lives and to be fairly listened to. This ethos is also underpinned within the new SEND Code of Practice, emphasising the importance of the child's voice in decisions being made for his/her future.

Pupils should therefore have access to relevant support in order to cater for their specific needs. Whether it's through the differentiation of work and/or input from an additional adult to support academically or from dedicated members of staff and/or outside agencies to support medical or behavioural difficulties, all pupils should be able to access the curriculum and extra-curricular activities which coincides with the SEND Code of Practice.

All pupils have individual and therefore unique requirements, although some pupils will necessitate a greater proportion of support than others and sometimes over a longer period of time. Greneway ensures that there is recognition and forward planning for such pupils, thus helping them to achieve their full potential. Further Greneway aims to provide all pupils with strategies for dealing with their needs in a supportive and encouraging environment, giving them meaningful access to the National Curriculum.

More specifically, Greneway aims to:

- ensure that all pupils make appropriate individual progress
- ensure that all pupils receive the appropriate educational provision which corresponds to the broad, balanced and inclusive curriculum, illustrating coherence and progression in learning.
- ensure all pupils, regardless of their ability have equal opportunity and access to all activities delivered by the school, as far as is appropriate.
- provide all children with the opportunity to express themselves on matters affecting their lives and to be heard and respected in accordance with the U.N.C.R.C.
- include and inform parent/carers in all stages of planning and supporting their children's development.
- work collaboratively with parents/carers, other professionals and support services for the best interests of the pupils.
- encourage self-esteem, confidence and self-respect in all pupils.
- positively support pupils in helping them achieve and experience success.

- ensure that all staff and governors carry out their responsibilities for Additional Needs effectively and that good practice is maintained.

### **Other school policies**

The AN policy should coordinate and be read in conjunction with other policies, including the curriculum; teaching and learning; equality scheme and assessment and reporting policies. The accessibility plan and the school development plan are also important to this policy.

### **Roles and responsibilities of Staff**

All members of staff have responsibility in meeting the needs of the pupils, in particular those pupils with Additional Needs and this is therefore a whole school matter.

Each teacher has responsibility for providing appropriate resources and employing pertinent teaching strategies in order to support AN pupils effectively.

Members of staff are therefore encouraged to:

- be sensitive to the needs of identified pupils with AN.
- equip themselves with the relevant skills that will best support AN pupils.
- share with colleagues the information and approaches that work best for AN pupils.
- seek advice and guidance from the Leader of Inclusion and other colleagues within RASP (Royston Area Schools Partnership), professionals and knowledgeable others in specific areas e.g. emotional, behavioural and medical matters etc, where further support may be required for pupils.

The governing body, in cooperation with the headteacher, has a legal responsibility for determining the policy and provision for AN pupils. It maintains a general overview and has appointed a representative governor (the Inclusion governor), who takes the lead on this aspect of school.

### **The headteacher has responsibility for:**

- the management of all aspects of the school's work, including provision for pupils with AN
- keeping the governing body informed about SEN issues
- working closely with the AN staff within school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

### **The Governing body will ensure that appropriate mechanisms are in place to ensure that the necessary provisions are in place to support pupils with AN**

- AN provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with AN
- all staff are aware of the need to identify and provide for pupils with AN
- pupils with AN join in school activities alongside other pupils, as far as is reasonably practicable and compatible with their needs and the efficient education of other pupils.
- they have regard to the requirements of the SEND Code of Practice (June 2014)
- parents are notified if the school decides to make additional needs provision for the child

- they are fully informed about AN issues, so that they can play a major part in the school self-review
- they approve appropriate staffing and funding arrangements, and oversee the school's work for pupils with AN
- the quality of AN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

### **The Leader of Inclusion is responsible for:**

- overseeing the day-to-day operation of the policy
- liaising with, and advising all members of staff
- helping staff to identify pupils with AN through detailed observations and assessments and feeding back with advice that could support the pupil
- supporting members of staff in devising strategies and recommending appropriate materials to support pupils with AN, including the preparation of Assess, Plan, Do and Review (APDR) documents where specific targets can be drawn up and monitored
- gathering information, preparing and coordinating the reviews of Education, Health and Care (EHC) plans, where pupil, parents and outside agencies are invited to attend
- gathering information, preparing and writing requests for EHC plans for pupils who find it difficult to access the curriculum
- coordinating the provision for pupils with AN
- working closely with parents of pupils with AN in order to share information, including strategies, that will best support the pupil.
- Attending, and if necessary leading, 'team around the family' (TAF) meetings which emerge from Common Assessment Frameworks (CAFs)
- liaising with outside agencies, where arranging and coordinating meetings between members of staff and parents is required to provide and maintain partnerships, which consequently benefit the pupil.
- maintaining the school's Inclusion documents and monitoring the APDRs throughout the school
- assisting in the monitoring and evaluation of progress of pupils with AN through use of school assessment information e.g. teacher assessments; SATs and pre and post assessment of intervention programmes.
- keeping staff updated on AN pupils either during INSET days; staff meetings or through morning minutes.
- managing and training teaching assistants and training teachers where appropriate.
- liaising with and gathering information from SENCOs/Leaders of Inclusion/INCOs in the First schools and Upper school in order to help provide a smooth transition from one school to another
- meeting with other SENCOs/Leaders of Inclusion/INCOs in the area, on a termly basis, to assess Exceptional Needs Funding applications and to provide a support network which can in the medium and long term support pupils with SEN.
- Providing programmes of work for pupils with AN as and when appropriate
- Informing all staff of any national and local AN changes to policies and/or documents and procedures

### **Class teachers are responsible for:**

- including pupils with AN in the classroom and for providing an appropriately differentiated curriculum. They can draw upon the Leader of Inclusion's advice with relation to assessments and strategies to support inclusion.
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with AN
- keeping the Leader of Inclusion, Head of Year and Headteacher updated on new information about AN pupils
- giving feedback to parents of pupils with AN

### **Teaching assistants should:**

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with AN
- feedback to teachers and Leader of Inclusion about pupil's responses to strategies and approaches used in supporting the identified pupils.
- have a good knowledge of the pupils they have been specifically asked to work with
- provide feedback for the Leader of Inclusion about pupils with AN
- raise any concerns they might have about other pupils

### **Identification, Assessment and Review**

Identifying a pupil with AN arises through a variety of means. They can be flagged up through:

- the advice and school records of Royston's feeder First schools which may include APDRs, PSPs (pastoral support plans); health care plans; CAFs(common assessment Framework); medical records and EHC plans.
- The advice and school records of pupils from other authorities which may include APDRs; PSPs; health care plans; CAFs; medical records EHC plans
- Admission acceptance forms completed by parents
- discussions with parents or carers
- reports from external agencies e.g. Child Development Centre; Speech and Language services etc.
- additional information from the headteacher or senior member of staff
- observations from members of staff, which are subsequently followed up by the Leader of Inclusion through further observations and assessments.

### **Admission arrangements**

There is close liaison between the 3-tier schools in Royston. Prior to transfer from First school to Greneway, there are visits to the feeder school by the Leader of Inclusion, Head of year 5 and often the Headteacher. These visits give opportunities to observe and identify pupils with AN, and discuss further detail with the class teacher and SENCO of that school. The Leader of Inclusion is also invited to any First Schools EHC plan reviews in the year preceding transfer to Greneway.

Greneway receives the complete records of children from First Schools. These are read by relevant staff and information disseminated accordingly. These profiles include IEPs, teacher

assessments, professional reports and any relevant information regarding the child, including Statements where appropriate.

After the first couple of weeks of settling in, the pupils in year 5 are assessed by their form teachers and feedback is given to the Leader of Inclusion particularly with relation to any pupils who might be a concern. Standardised reading and spelling assessments are administered within the first half term in order to ascertain the needs of each pupil and whether further support may be required, especially those pupils who are deemed as being 2 years or more behind their chronological age. Cognitive Assessment Testing (CATs) is also carried out in order to assess pupils general ability in spatial ability and verbal and non-verbal reasoning Pupils with emotional, behavioural or medical difficulties are also closely monitored and given additional support, where necessary, whether through strategies within school or the services of external agencies.

Where pupils are admitted to school at other times, the Headteacher advises the year leader, form teacher and Leader of Inclusion where appropriate. The Leader of Inclusion, in consultation with the form teacher and Head of Year, will make appropriate assessments, subsequently offering further support if necessary.

### **Collaboration with other agencies**

Just as Greneway has very close links with First schools to ensure a smooth transition for year 4 pupils to year 5, the relationship between Greneway and the Upper school in Royston is also strong. The SENCO from the Upper school is invited to meet with the Leader of Inclusion in the Summer term, to discuss year 8 pupils with Additional needs and make decisions about how support and progress can be maintained for those pupils with AN, thus ensuring a smooth transition. The Upper school SENCO is also invited to EHC plan reviews of any year 8 pupils.

SEN cluster meetings for the Royston area are held once a term for SENCOs and other external agencies in order to continue close contact and provide a forum in which new initiatives, strategies and applications for exceptional funding can be discussed.

Greneway has close links with a number of outside agencies who offer advice and support to pupils, parents and staff. However, these agencies are only contacted after discussion and consent is given by parents of pupils with whom there is concern. The process of attaining appropriate outside support is then initiated through the Single Service Request system. If more than one agency is required to support a pupil then a CAF is often considered on the advice of the Headteacher.

### **Arrangements for supporting pupils and monitoring their progress**

Pupils may be identified at any time of their school life at Greneway, as having a specific need. Once acknowledged, and after consultation with form teacher; Head of Year, Leader of Inclusion, parents and pupil, suitable provision will be administered that best supports the pupil, where possible. The type of support available, whether it is academic, emotional, medical or behavioural, may be in the form of:

- more specifically differentiated work within class
- use of particular resources that provides more effective access to the curriculum
- 1:1 support with a teacher; Leader of Inclusion; T.A or professional from an external agency
- group work with a teacher; Leader of Inclusion; T.A or professional from an external agency

Pupil progress is then monitored through one or more of the following:

- the review of an APDR, which should be attended by parents, pupil and Leader of Inclusion
- EHC plan reviews (where relevant)
- regular teacher assessments in the relevant curriculum areas
- feedback from TAs, other members of staff and parents
- analysis of pupil tracking data and test results
- ascertaining value-added data for pupils with Additional Needs
- monitoring classroom practice

### **Arrangements for Complaints**

Should pupils or parent/carers be unhappy with any aspect of provision, they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Leader of Inclusion and/or Headteacher. We would hope however, that through meaningful and constructive discussion that any problem can be resolved. Nevertheless, in the event of a formal complaint, parents should follow the procedure in the school's complaints policy.

### **Arrangements for monitoring and evaluation of AN within Greneway School**

The success of the school's AN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the Leader of Inclusion with relation to TA support and by senior members of staff through performance management
- analysis of pupil tracking data and test results for individual pupils and cohorts
- value-added data for pupils on the Inclusion register
- the school profile and the prospectus, which contains the required information about the implementation and success of the AN policy
- the school's annual AN review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal.