



Ysgol Feithrin Fairoak

Policy for Additional Educational Needs (AEN)

Rationale:

Fairoak Nursery School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having an additional need have a common entitlement to an active and social curriculum which is accessible to them, and to be fully included in all aspects of school life.

All children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The school ethos is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean, however, that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys,
- minority ethnic and faith groups, Travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled or are sick
- those who are more able and talented
- those who are looked after by the local authority
- those who are in families under stress;
- any learners who are difficult to engage

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her potential. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

Fairoak Nursery School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an AEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children. As part of the work we are doing around Emotional Literacy all the children have a personal centered plan in place devised using information given by the parents and following observations made by key staff.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
3. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
4. To provide full access to the Foundation Phase curriculum through differentiated planning by key workers and the AEN coordinator as appropriate.
5. To provide specific input, matched to individual needs for those pupils recorded as having SEN at **School Action** or **School Action Plus**.
6. To ensure that pupils with AEN are perceived positively by all members of the school community, and that AEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well-equipped in oracy and social development in order to meet the needs of later education.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.

Arrangements for coordinating AEN provision

1. The AEN coordinator will meet with each key-worker regularly to discuss additional needs concerns and to review ILPs.
2. At other times, she will be alerted to newly arising concerns through the additional needs concern form (or informal discussion).
3. The AEN coordinator will discuss issues arising from these forms with the key worker within one week of receiving the form.
4. Where necessary, reviews will be held more frequently than termly.
5. Targets arising from ILP meetings and reviews will be used to inform and support a differentiated programme.
6. The AEN coordinator monitors planning for AEN support within the curriculum planning.
7. The AEN coordinator, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with AEN through classroom observation.
8. AEN support is primarily delivered by key-workers through differentiated teaching methods. Additional support is provided by other staff as needed. This is funded from the school's annual budget. The support timetable is reviewed termly, by the AEN coordinator, and the Headteacher, in line with current pupil needs. It is unusual for a nursery child to have a statement in place however if a child has a statement additional support is funded through individual allocations from the LEA.
9. Key workers, AEN coordinator, Head Teacher and outside agencies liaise and share developments in order to inform reviews and forward planning.

The AEN coordinator is Mrs Angela Lewis who works with the Headteacher and reports regularly to the staff on this area. Deputy AEN coordinator is Mrs Sian Edwards who also takes the lead role in relation to inclusion, supported by Mrs Julie Welsh. The AEN Link Governor is Mrs Carmel Townsend. The Governor with responsibility for More Able and Talented is Mrs Jane Beckett.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The schools' system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the P level descriptions
- Standardised screening and assessment tools
- Observations of behavioral, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school link or LEA which has identified or has provided additional needs

Based on the schools' observations and assessments data and following a discussion between the class key worker, AEN coordinator and parent, the child may be recorded as needing either:

1. Enhanced curriculum support within the nursery
2. Additional support through **School Action** provision
3. Additional support through **School Action Plus** provision
4. Statement of Educational Need

The current criteria for **School Action** and **School Action Plus** are described in 'Criteria for Assessment' (Newport City Council).

1. Enhanced Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole group. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole group planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the key worker and used to inform future differentiation within group planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the group and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress suggested in the Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

2. School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required for communication or interaction needs
- Additional support is required for emotional, behavioral or social development
- Additional support is required for sensory or physical impairments

There are likely to be two groups of children recorded at **School Action**.

1. Children who have needs similar to other children with additional needs within the class, e.g. poor immature communication or self help skills.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the School Action plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualized support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The responsibility for planning for these children remains with the teacher, in **consultation with the AEN coordinator**.

A child receiving support at School Action will have an *Individual Learning Plan*. This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. We use the LEA model with minor adaptations for this purpose. Monitoring will be carried out on a regular basis (at least monthly). Significant achievements and difficulties will be recorded. The AEN coordinator will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

Individual Education Plans will be reviewed at least twice a year, although some children may need more frequent reviews. The AEN coordinator will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the AEN coordinator and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make provision at the **School Action Plus** level.

3. School Action Plus

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at attainment levels substantially below that expected of children of the same age
- Continues to have difficulty in developing communication and self help skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or the learning of other children
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service

A child receiving support at School Action Plus will have an Individual Education Plan. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

4. School request for a statutory assessment – in exceptional circumstances

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LA whose weekly panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making a statutory assessment OR The school will submit evidence in line with LA policy.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the AEN coordinator, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

The Schools Arrangements for SEN and Inclusion In-Service Training

- The AEN coordinator and Deputy AENCo or Headteacher attend regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion Training is provided through staff meetings arranged by the Head-teacher, AEN coordinator or Deputy AENCo
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or group level.

The use made of support and facilities from outside the school, including Support Services

- The Educational Psychologist visits the school (according to regular timetable), following discussion with the AEN coordinator, Deputy AENCo and Head-teacher as to the purpose of each visit.
- The LEA Advisory Teachers visit regularly to provide specific information, share resources and provide in-service training.
- Teachers from the Sensory Impairment Service work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a statement. Key workers plan alongside these specialist teachers who also attend and contribute to ILP reviews.
- The AEN coordinator liaises frequently with a number of other outside agencies, for example:
 1. Health Visitor
 2. Community Pediatrician
 3. Speech Therapy
 4. Physiotherapy
 5. Occupational Therapy
 6. GEMS
 7. Hearing/Visual Impaired Services
 8. Preventative Services Officer
 9. Social Services (Designated Child Protection Officer)
 10. CAHMS (Mental Health)

Parents/carers are informed and give written permission before any outside agency becomes involved.

Arrangements For Partnership With Parents/Carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the Headteacher and key worker to meet all parents/carers whose children are being recorded as having additional needs. The AEN coordinator will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- ILP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All ILPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Parents/carers sessions provide regular opportunities to discuss concerns and progress. Parent/carers are able to make other appointments on request.
- Regular communications between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.
- Workshops (LAP, PALS (One Step) Positive Parenting, NAPS, and in the case of MAT children, a specialist programme written and delivered by the Headteacher)

Admissions and Transfer Arrangements

Pre-entry visits are arranged for all children and their parents/carers. The Headteacher is available to discuss any particular concerns. With parental permission, information and advice is sought from settings and outside agencies.

The teacher may receive information from the previous settings for children joining during the year, if there is an SEN issue the Head-teacher or AEN keyworker will telephone to further discuss the child's needs.

Reception teachers from the feeder schools will visit the nursery to discuss all pupils in the summer term. The AEN coordinators from these schools also meet with Headteacher, Nursery Teacher and AEN coordinator to gather information and begin future planning.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the Health Visitor by the Nursery Teacher, Headteacher or AEN coordinator, and referrals will be made as appropriate. (With written Parental Permission).
- Social Service will be accessed through the Social Services Duty desk and staff will alert the AEN coordinator if there is a concern they would like discussed. Reference may need to be made to the Child Protection Policy and DPCP or Deputy DPCP may need to be involved

- There are many organizations supporting SEN. The AEN coordinator maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organizations will be posted on the parents/carers' notice board.

Inclusion Principles

- Fairoak Nursery School values pupils of different abilities and fully supports inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each group, teaching and learning styles and organization will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- The PSWBCD Area of Learning includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organizations on appropriate resources.
- Disabled adults are invited to work with the children whenever possible, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- The resources are reviewed to ensure that it includes books and toys that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering resources with positive images and a positive portrayal of Disabled People as they become available.
- Opportunities to support children with strategies suggested by external agencies.

Evaluating the success of the School SEN and Inclusion Policy

Every year data is kept on the percentage of our pupils with very low attainment, behaviour, accidents and exclusions and carefully monitored to ensure progress. We use this analysis to help us plan our provision map and at the same time, we set new targets for the year ahead, aiming for strategies to be put in place for early identification and intervention strategies for children with low attainment.

The Headteacher gives a written progress report against these targets to the Governing Body, who in turn report to parents/carers through the Governors Annual report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

In January and July, the AEN coordinator will provide information to the Headteacher to add to the report for the Governing Body as to the number of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The Head will report on any whole school developments in relation to inclusion, at the same time, we will ensure that governors are kept up to date with any legislation or local policy changes.

The Annual Report to parents/carers will include the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full Governing Body meetings through sub-committee reports, which are then discussed as necessary.

The AEN coordinator will meet with the AEN governor to discuss Inclusion and current AEN concerns. The AEN governor will lead governor monitoring of the AEN policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through ILP targets, and a summary of the outcomes arising from these targets will be included in the Governors' Annual Report to parents/carers and at the subsequent Governors meeting with parent/carers.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice. Target setting for all pupils takes place daily, half-termly. Annotated samples of work are kept as evidence to support observation assessments.

The policy itself will be reviewed annually by the Headteacher and AEN coordinator.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Headteacher and the AEN coordinator or Deputy AEN coordinator, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

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