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# Lanesend Primary School

## Additional Educational Needs Policy 2021 Statutory Policy

Signed: ..... Date:  
(Headteacher)

Signed: ..... Date:  
(Chair of Trustees)

**Review Date:** January 2022 (Yearly)

**Reviewed By:** Child-Centred Group and Board of Trustees

Lanesend Primary School  
Additional Educational Needs Policy

**Policy to promote the inclusion of children with Additional Educational Needs  
at Lanesend Primary School.**

Rationale

Within this policy we use two terms:

- **Special Educational Needs (SEN)** is the widely used term for *learning difficulties* that require extra educational provision. The term 'Special Educational Needs' (SEN) has a legal definition.

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*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 the majority of 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 " (Special Educational Needs and Disability Code of Practice 0 to 25, Department for Education & Department of Health 2015)*

**Additional Educational Needs** encompasses the broad range of challenges children may experience across their *learning, health and care*. At Lanesend Primary School we use the term Additional Educational Needs in recognition of children's broader needs.

The aim of this policy is to set out how we as a school support our children with additional needs in their learning both in school and at home.

All of our children are individual and special to us and we aim to ensure they enjoy their learning experiences.

Being an inclusive school is very important. It means that we try our very best to provide the right needs for every child.

- **Gifted education** is a broad term for special practices, procedures and theories used in the education of children who have been identified as remarkable. There is no standard global definition of what a gifted student is and at Lanesend Primary School, we embrace and celebrate the gifts and talents of every child.

In 2011, the National Association of Gifted Children published a position paper that defined what a gifted student is.

*Gifted* describes individuals who demonstrate outstanding aptitude or competence in one or more domains. *Aptitude* is defined as an exceptional ability to learn or reason.

*Competence* is defined as documented performance or achievement in the top 10% of the population.

We have written a separate school policy to capture our school's rationale, aims, aspirations and provision for children who demonstrate 'exceptional skill(s) or talent(s)'. We identify our children as either Remarkable Children, in relation to their attainment and achievements.

Remarkable skills and talents are found across all spheres of learning and development, embracing a number of domains including academic, cross-curricular and extra-curricular learning and development. The Remarkable Children Policy can be read on its own, or in conjunction with the Additional Educational Needs Policy.

### **Our promise to our children:**

*We will listen carefully to you and your comments.*

*We will plan support to help you learn*

*We will listen carefully to you and hear you about how you learn and develop best.*

### **Our Promise to families/guardians:**

*We will listen to and hear your concerns and those of your child.*

*We will communicate with you and work in partnership with you if you have concerns about your child.*

*We will work with you to meet the needs identified.*

### **Introduction – What are Additional Educational Needs?**

Children with additional educational needs may have learning difficulties that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. They may need extra help because of a range of needs, such as thinking and understanding, physical or sensory, emotional, behavioural or speech and language.

Many children will have additional educational needs of some kind at some time during their education. A few children will need extra help for some or all of their time in school. Additional educational needs could mean that a child has difficulty and requires support with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying

- Making friends or relating to adults
- Behaving appropriately in school
- Organising themselves
- Some kind of sensory or physical need which may affect them in school

## **Aims**

The aims of this policy are:

- To fully implement the SEND Code of Practice and Children and Families Act 2015 and the Equality Act 2010;
- To ensure that all children have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- To ensure that the additional educational needs of children are identified, assessed and provided for;
- To identify the roles and responsibilities of staff in providing for children's additional educational needs;
- To ensure that families are able to play their part in supporting their child's education and to ensure that the child has a voice in the process.

## **Educational Inclusion**

At Lanesend Primary School we aim to offer our children the best possible education. We have high expectations of all our children and aim to remove barriers to learning and participation. We want our children to feel that they are valued members of our school community.

Staff respond to children's needs by:

- Ensuring that "life skills" are at the core of our children's learning;
- Providing support for children who need it across the curriculum;
- Planning to develop children's understanding through the use of senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping to manage their emotions, particularly trauma, stress or anger;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma, stress or anger;
- Celebrating achievement at all levels;
- Communicating with families and colleagues regularly on individual and group progress;
- Identifying the need for a CAF (Common Assessment Framework) for the child and the family in and out of school.
- Identifying safeguarding concerns for the child and acting accordingly.

## **Identification and Assessment**

The early identification of additional educational needs is vital.

Teachers are continually assessing their children's progress, both formally and informally. They identify children who may have a particular need; academically, physically, socially or emotionally. They also identify Remarkable children and discuss vulnerable groups with the school SENCO and Inclusion Officer when needed. These discussions identify the progress and attainment made by each child and ensure relevant interventions are put in place.

Regular consultation between teachers and the AEN Team ensures that children's needs are identified and acted upon. Families may also raise concerns about progress with their child's class teacher and this will be shared with the Inclusion Team to identify next steps. Families are requested to notify the school if their child has a disability or has been diagnosed with a learning or behaviour need.

## **Action and Learning Support**

Appendix 1 provides details of the range of learning support programmes currently available in school that aim to support and aid children who would benefit from a boost in acquiring different skills.

Teachers, Learning Support Assistants (LSAs) and Key Workers will liaise with families regarding the delivery of children's learning support programmes and the progress that has been made as a result.

Working within the guidelines of the Special Education Need & Disability (SEND) Code of Practice (DfE 2015), Lanesend Primary School will provide a graduated approach of action and intervention which is described below:

- **Quality First Teaching**

All children have the right to expect a differentiated curriculum to allow them to access their learning. Most children's needs are met this way.

If a child is not progressing as expected or they have an additional need which requires support from internal and/or external professionals the child will be placed on the AEN register once parental consent has been sought.

- **AEN Register**

On the school's management system (SIMs) children will be logged under one of the following:

- Special Unit
- Specific Learning Difficulty
- Moderate Learning Difficulty

- Severe Learning Difficulty
- Profound and Multiple Learning Difficulty
- Behaviour, Emotional and Social Difficulty
- Speech, language or Communication Need
- Autistic Spectrum Disorder
- Visual Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Other Difficulty or Disability
- No Specialist Assessment

A 'Personal Plan' will be introduced at the point of a child being placed on the AEN register after families have completed a consent form. A 'Personal Plan' details the child's specific needs, internal and external agencies involved with their educational needs and support. Targets are set by the child's teacher and reviewed with children and families on a half termly basis. The 'Personal Plan' will also have any recommendations and targets set by external professionals for instance a speech and language therapist or physiotherapist. The Personal Plans are housed on the school's online provision map, EDUKEY.

All support, learning support programmes and referrals to professionals will be discussed with families on a regular basis. Families are also encouraged to communicate with the school with any concerns and/or worries they may have regarding their child's needs and support given.

- **Educational, Health and Care Plans**

In a number of cases, a child's needs are severe and/or complex or progress has been limited despite extensive intervention; the school or the family may feel further support is needed. At this point, a request for a statutory assessment is made via the Local Authority. External agencies, the school and families submit written evidence about the child's needs. The Local Authority uses this evidence to decide if it is appropriate for a 'Education, Health and Care Plan (EHCP) to be issued. The EHCP document sets out details of the provision made to support the child's learning.

- **Risk Assessments**

Risk assessments are to be completed for all children with any additional need that has social, emotional or behavioural difficulties or any child that is deemed as vulnerable either due to their social development or medical condition. Each risk assessment will be reviewed every term.

- **Safeguarding**

**In addition to the schools Safeguarding Policy the Safe Guarding and Disabled Children's Practice Guidance is adhered to. *Safe Guarding and Disabled Children* is non-statutory practice guidance. It is supplementary to the Government's statutory guidance *Working Together to Safeguard Children*.**

The practice guidance sets out why disabled children are more vulnerable to abuse and these are summarised below:

- Many Disabled Children are at an increased likelihood of being socially isolated with fewer outside contacts than non-disabled children.
- Their dependency on families for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour.
- They have an impaired capacity to resist or avoid abuse.
- They may have speech, language and communication needs which may make it difficult to tell others what is happening.
- They often do not have access to someone they can trust to disclose that they have been abused.
- They are especially vulnerable to bullying and intimidation.
- Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home, but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day to day physical care needs.

Any concerns raised by staff, adults or families are dealt with following the schools Safeguarding Policy.

### **Co-ordination of SEN Provision:**

Appendix 2 details the roles and responsibilities of those parties involved in school in the co-ordination of SEN provision, namely: the Head teacher, AEN Team, all staff and Trustees. Their roles and responsibilities will be undertaken in partnership with families, and where applicable with external agencies and professionals.

The Special Educational Needs Coordinator (SENCo) is supported by a Specialist Dyslexic Teacher, Family Support and Safeguarding Lead, the Inclusion Officer, AEN Assistant and the Family Liaison Officer.

At Lanesend Primary School, in addition to actions and learning support programmes, we hold regular Planning Meetings, where external agencies are invited into school. This forum provides the opportunity for all staff to seek additional professional advice about the best strategies to support our children.

### **Local Offer**

The school and the Local Authority have published their Local Offer and SEND report. Please see both for more details.

## Training

All members of staff take part in ongoing continuing professional development (CPD) and receive training relevant to their role.

## Data Protection

Children's SEN files are securely held in school. These files contain all documents sent and received regarding the child's educational needs and their 'Personal Plans'.

All documentation is confidential and subject to '*Data Protection Act 2018*'. The **Data Protection Act 2018** is the UK's implementation of the General **Data Protection Regulation (GDPR)**. Everyone responsible for using personal **data** has to follow strict rules called '**data protection principles**'. They must make sure the information is: used fairly, lawfully and transparently. All information is held in strict confidence.

## Partnership with Families

The school recognises that families have a vital role to play in helping their children realise their potential. The school will promote this partnership by:

- Ensuring that families are aware of the school's arrangements for SEN, including the opportunities for meetings between families and Inclusion Officer by outlining the arrangements in the school's brochure and website.
- Discuss concerns with families prior to placing children on the SEN register.
- Offering formal consultation between the Inclusion Officer and the families of children on the SEN register, to discuss the child's needs and approaches to addressing them. Strategies that will be used in school and suggestions for parental support will be shared at this time.
- Holding Parental surgeries and termly report meeting days provide an opportunity for discussion about individual children.
- Children with a statement/EHCP and high needs children are invited to half termly Personal Plan meetings with professionals.
- Personal Plans are reviewed half termly with one target covering the episode of support.

## Child Participation

In our school, we encourage children to take responsibility and to be involved in decision-making. Children are involved at an appropriate level in setting targets for Personal Plans and reviewing their progress. Children with an Education Health Care Plan (EHCP) are supported to capture their views on a half termly basis through our Pupil Voice proforma. They are also invited to their Annual Reviews and asked about

their successes and next steps in learning. Their views are always taken into account, through the Pupil Voice, if they are unable to attend.

### **Links with other schools and education settings**

On transition from pre-school or when a child moves to their next school or at any other time of transfer, the Inclusion Officer liaises with the schools to ensure that effective arrangements are in place to support children appropriately.

### **Monitoring and Evaluation**

The AEN Team monitors and tracks the movement and progress of children within the AEN system of the school and provides staff and Trustees with summaries of these findings. The schools provision map is used to demonstrate the progress and impact that each child's provision is having on their attainment levels in school. The AEN Team reviews and revises the AEN policy in line with the current Code of Practice.

This policy will be reviewed annually in conjunction with the link Trustee and families.

## APPENDIX ONE - School delivered Learning Support Programmes

This list includes examples of the range of learning support programmes that are used in school. The programmes that are delivered each term reflect the needs of our children.

### List of provisions:

<p><b><u>Emotional Provision:</u></b></p> <ul style="list-style-type: none"> <li>• Self regulation – 5 Point Scale (1:1)</li> <li>• Anxiety Gremlin 5-9 (1:1 or small group)</li> <li>• Anxiety Gremlin 10+ (1:1 or small group)</li> <li>• Anxiety and worries intervention (small group)</li> <li>• Big A – explaining ASD (small group)</li> <li>• Hearth Math (small group)</li> <li>• Lunch time check in/daily check in (1:1)</li> <li>• Daily emotion Check in (1:1)</li> <li>• Identifying emotions in self and others (small group)</li> <li>• Self esteem – happy in my skin (1:1 or small group)</li> <li>• My anger workbook (1:1)</li> <li>• Anger intervention (small group)</li> <li>• Mindfulness and confidence intervention (small group)</li> <li>• Trick box use (1:1 or small group)</li> <li>• Volcano in my tummy (1:1 or small group)</li> <li>• Getting to know you (1:1)</li> <li>• Friendship and self esteem (small group)</li> <li>• Recognising emotion - surprised and disgust (small group)</li> <li>• Recognising emotions – happy, sad, angry, scared (small group)</li> </ul>	<p><b><u>Social Skills and Interaction</u></b></p> <ul style="list-style-type: none"> <li>• Question cards for discussion time (small group)</li> <li>• Sibling work (small group)</li> <li>• Comic Strip conversations (small group)</li> <li>• Social skills for primary pupils level 1 and 2 (small group)</li> <li>• Friendship intervention – getting on falling out (small group)</li> <li>• Social games (small group)</li> <li>• Socially speaking (small group)</li> <li>• Turn taking (small group)</li> </ul> <p><b><u>STEM/Gifted</u></b></p> <ul style="list-style-type: none"> <li>• Rorys story cubes/Talk 4 writing</li> <li>• Mobi number tiles games</li> <li>• Fast and furious game of observation</li> <li>• Bee Genius</li> <li>• Genius Square</li> <li>• 3D Cubed</li> </ul>
<p><b><u>Life Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Life Skills Upper KS2 small group</li> <li>• Life Skills Lower KS2 small group</li> <li>• Life Skills Year 3 small group with Year group LSA – stranger danger, good friend, healthy and unhealthy</li> <li>• Stranger Danger small group (Year 2-5)</li> </ul>	<p><b><u>Literacy/Maths:</u></b></p> <ul style="list-style-type: none"> <li>• Daily Reading</li> <li>• Guided reading (small group)</li> <li>• HFW (small group)</li> <li>• Word memory recall (1:1)</li> <li>• Year 1 early catch up Maths programme (small group)</li> <li>• Common exception words (small group)</li> </ul>
<p><b><u>Motor Skills:</u></b></p>	<p><b><u>Attention and Listening:</u></b></p>

<ul style="list-style-type: none"> <li>• <b>Gross Motor Skills (small group)</b></li> <li>• <b>Fine motor skills small group – 1. Foundation Skills, 2. Hand skills, 3 Skilled hand use, 4. Visual perception, 5. Handwriting letter formation, 6. Handwriting fluency</b></li> <li>• <b>Touch typing (small group)</b></li> <li>• <b>Physiotherapy resources (1:1 or small group)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lego Therapy Level 1, 2 and 3 (group of 3)</b></li> <li>• <b>Listening intervention (KS1) (small group)</b></li> </ul>
<p><b><u>Food based intervention:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Cookery (small group)</b></li> <li>• <b>Food tasting (small group)</b></li> </ul>	<p><b><u>Speech and Language</u></b></p> <ul style="list-style-type: none"> <li>• <b>Speech and language assessment for speech sound production – then reactive intervention for identified sound.</b></li> <li>• <b>SLOP</b></li> </ul>
<p><b><u>Sensory</u></b></p> <ul style="list-style-type: none"> <li>• <b>Alert programme</b></li> </ul>	

## **APPENDIX 2 – Roles and responsibilities**

### ***The AEN Team is responsible for :***

- overseeing the day-to-day operation of the AEN policy
- coordinating provision for children with AEN
- ensuring there is liaison with families and other professionals in respect of children with AEN,
- managing learning support assistants and the AEN team of teachers,
- advising and supporting other practitioners in the school,
- ensuring that appropriate Personal Plans are in place, that relevant background information about children with AEN is collected, recorded and updated
- Liaising with external agencies including the Local Authorities and educational psychology services, health and social services, and voluntary bodies.

### ***The Headteacher is responsible for:***

- The day to day management of all aspects of the schools work, including provision for children with special educational needs
- Keeping the Board of Trustees informed by working closely with the school's AEN Team and AEN link Trustee.
- Seeking out and sharing best practice with the LA and other schools.

### ***All staff are responsible for:***

- Adapting the curriculum they teach to the needs of individual children
- Developing and implementing the SEN policy
- Knowing the procedures for identifying, assessing and reporting on children with AEN
- Providing support for children who need help in any aspect of the curriculum
- Planning to develop children's understanding through the use of a range of senses and experiences
- Planning for children's full participation in their learning including physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions.
- Promoting social development across all aspects of school life.

### ***The Board of Trustees is responsible for:***

- Appointing a link Trustee for AEN who liaises regularly with the SENCo
- Securing the best possible provision for children with AEN
- Monitoring the effectiveness of AEN provision within the school.
- Reviewing and agreeing the AEN policy and ensuring that it is updated in line with the current Code of Practice.

