



Special Educational Needs Inclusion and English as an Additional Language Policy

This Policy is for the whole school including the EYFS

Aims

Annemount School aims to provide a welcoming environment and appropriate learning opportunities for all children in our care. We will endeavour to provide for children with Special, Additional Educational Needs (SEN) as well as English as an Additional Language (EAL) and will make reasonable adjustments to meet the needs of these pupils.

We will consider the individual needs of children when planning and we aim to provide a curriculum which is accessible and provides an opportunity for all children to learn and make progress, according to their interests and needs.

We recognise the importance of early identification and assessment of children with special and additional educational needs, which is particularly important in the Early Years.

We recognise the vital role of parents in the identification, assessment and response to their children's special educational needs. We aim to work in partnership with parents and meet with them on a regular basis; valuing their views and contributions.

We are committed to collaborating with outside agencies to ensure a multi-disciplinary approach to meeting children's special educational needs.

Role of Parents

At Annemount we work closely in partnership with parents and greatly value their contributions. Parents are invited to Care and Concern meetings with the SENCO/Head Teacher, Geraldine Maidment, to discuss their child's progress. We keep parents fully informed about how the school is seeking to meet their child's needs.

English as an Additional Language

The curriculum may also be adapted to suit individuals who are learning English as an Additional Language. We work closely with parents to ascertain the child's level of language and understanding in their mother tongue and endeavor to plan activities that are appropriate for the child. Teachers may also use visuals and concrete materials to support the child's learning.

Teachers in the EYFS endeavor to provide opportunities for children to use their home language in play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in English language, as far as is reasonable.

The Curriculum in the EYFS

Children with SEN or EAL are regarded as full members of our community and we offer an inclusive provision to all our children. All children have full access to the environment, resources, staff and activities. If a child demonstrates limited access to the curriculum, we may make recommendations to parents to support their child. Children with SEN and EAL engage in the activities on offer in our school together with children who have not been identified as having SEN or EAL. The curriculum is planned to meet the known individual needs of all children in the EYFS and careful choice of resources is made to facilitate access

to the curriculum for all children. We adapt our materials and teaching styles to help children with different individual needs to learn.

Identification and Review

Children are closely monitored by their teachers. If there are any concerns regarding learning, attentiveness, behaviour or physical development, detailed focussed observations are carried out as evidence of the specific concern.

A Care and Concern Meeting will then be called between the Parents and Head Teacher/SENCO.

A plan of action is then established. This may include referrals to specialists. Targets are put in place, which will consider the views of those involved in the child's development including the teacher, the parents and the child. Targets that are put in place at home and school are monitored and reviewed.

Education Health and Care Plan

The school will comply with all local arrangements and procedures when applying for High Needs Block Funding and/or an Education Health and Care Plan and will ensure that all pre-requisites for application have been met.

Pupils with an Education Health and Care Plan will have an Annual Review of their statement/plan.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance.

Special Educational Needs Coordinator

The Special Educational Needs Inclusion Co-ordinator (SENCO) is Geraldine Maidment. The SENCO is responsible for overseeing the provision for children with SEN. The SENCO liaises with the staff about children's needs and will liaise with outside agencies regarding the needs of children, following consultation with parents.

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy and will maintain a record of all the children at Annemount who have been identified as having SEN, EAL.

The role of the SENCO includes:

- Co-ordinating provision for pupils identified with SEN, EAL
- Liaising with parents
- Advising teachers
- Managing other classroom staff involved in supporting learners
- Overseeing records for SEN/EAL pupils
- Contributing to the in-service training of staff
- Monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- Setting manageable targets for children with SEN/EAL
- Reviewing progress of all learners on the provision map and any concerns with regard to the school's provision through:
 - Analysis of the whole-school pupil progress tracking system
 - Maintenance and analysis of a whole-school provision map
 - Pupil progress meetings with individual teachers
 - Discussions and consultations with pupils and parents

In-Service Training for Staff in Relation to Special Educational Needs.

Annemount is committed to training its staff to meet the needs of the children as far as is possible and reasonable. Whole school provision will be reviewed regularly by the SENCO/ Head Teacher who will identify the training needs of the teaching staff.

Evaluation

We review our SEN policy regularly and evaluate the effectiveness of:

- Systems for identifying and assessing children with special educational needs;
- The provision made to meet children's special educational needs;
- The record-keeping for children with special educational needs; and
- The allocation of resources for children with special educational needs.

Confidentiality

All reports/ written information referring to a child is never shared unless agreed by parents. All specialist teachers and support staff are informed of the importance of confidentiality. Information discussed between professionals at school should not be shared unless agreed by all the professionals involved.

Concerns and Complaints Regarding Provision for Children with Special Educational Needs

Any concerns or complaints about SEN provision by parents should be addressed in line with the schools Complaints Procedure.

Date: July 2021

Date of next review: July 2022