

Cedars School of Excellence

Additional Support Needs Policy

Policy Owner: Mr F Speirs
Valid from Session: 2018-19



Rationale

The aims of Cedars School, as stated in the prospectus, emphasise that each child should be provided with an education that will satisfy their needs and develop them as fully as their capacity will allow. Furthermore it is stated that the school aims to provide an environment in which each child feels secure and sure of being understood; and that equal opportunities for all children to participate in all aspects of the curriculum and in every aspect of school life will be exercised throughout the years of education in this school. To meet the above aims each child must be provided with an education which provides for the needs specific to them.

Educational Needs

“The aims of education are the same, whatever the advantages or disadvantages of the boy or girl concerned. The aims are, first, to increase a child’s knowledge of the world they lives in and their imaginative understanding both of the possibilities of this world and of their own responsibilities in it; and secondly, to give them as much independence and self-sufficiency as they is capable of, by teaching them those things they must know in order to find work and to manage and control their own life. Children have manifestly different obstacles to overcome in their path towards this double goal. and for some the obstacles will be so enormous that the **distance they travel will not be very great**. But for these children **any progress at all is significant**” (“Meeting Special Educational Needs” A brief guide by Mary Warnock).

To approach the twin goals of understanding and independence, a child must receive an education which provides for the needs specific to them so that they, individually, may make progress towards these goals. In the provision of such needs it may be possible that the child will require special help, either temporarily or permanently, to prevent or overcome the educational handicap.

Aims

To identify the source or sources of a child’s additional support needs and the degree to which their learning is affected by them.

To provide an appropriate education to meet the needs of the child so affected.

Principles

Classroom organisation

The methodologies employed in a classroom should be differentiated according to the ability of the children in the class. Small groups or individual learning would provide the context for differentiated methodologies.

Appropriate Curriculum

The curriculum content should be matched to the level of the pupils.

Appropriate Resources

Resources should be matched to the ability level of the pupils.

Hidden Curriculum

Language, attitudes behaviour and relationships must be positive to the child. All children must be treated fairly and equally.

Identification

Daily observation and continuous assessment will be done by class teacher. Assessment in P2/3 with MIST and in early Secondary using CAT.

Support

Levels of support will increase in intensity according to the needs of the pupil.

Management

The main responsibility for the progress of children with additional support needs lies

- With the class teacher.
- Between the two class teachers in a team-teaching partnership.
- With learning support staff.

Class teachers will be released for consultation with the Head Teacher to ensure that Individual Educational Programmes are managed consistently.

The Head Teacher will contribute to the implementation of this policy.

Parents will be consulted and informed from earliest stages.

Monitoring, Evaluating and Reporting

The Head Teacher will be responsible for liaising with staff and for the monitoring and evaluation of programmes set.

The regular evaluation of this policy will be carried out by the Head Teacher in consultation with staff as appropriate.

Appendix 1: Procedures Related to ASN

Definition and factors giving rise to ASN

In Cedars School we define Additional Support Needs as the needs of a child which, temporarily or permanently, cause them to have difficulty in accessing the mainstream curriculum of their group or class. We aim to secure an education for each child which is directed to the development of their personality, talents, mental, and physical well being so that each child may achieve their fullest potential. In this we aim for our educational provision to facilitate the highest possible level of achievement for each child.

We recognise that many factors give rise to either permanent or temporary issues in education. For example, the learning environment, family circumstances, disability or health needs, and social and emotional factors. We recognise our responsibility to identify and assess, as well as implement procedures which can remediate the difficulties experienced. Additional Support Needs may only be for a short duration due to illness or social and emotional factors, or they may be more pervasive and long lasting due to disability or health needs.

In recognising support needs, we also aim to recognise the gifts and abilities which the child may have.

We aim to use the small size of the school to ensure identification of, assessment of, and to make provision for additional support needs.

Methodology and Ethos

The ethos of Cedars School aims for every child to be able to achieve to their maximum potential and to be supported and rewarded in so doing. Our house championship reward system and prize giving ceremony celebrates the success of all pupils through 'points', certificates, and trophies. Many trophies presented at prize giving recognise areas of achievement which are not strictly academic.

It is our ambition that all children, regardless of the level of their additional support needs, should be catered for within the class setting and not be withdrawn for additional support other than that which is available for all children.

In our teaching methodology we aim to meet the needs of all learners and to recognise that each child will require a different teaching approach. Some may be visual learners, auditory learners or kinaesthetic learners and we seek to cater for all these styles as best as possible with ongoing class teaching.

Within the curriculum, we aim to allow all pupils to achieve success within their course of study. This may require that the curriculum is adapted to meet the needs of an individual child or group of children. It will also require that all courses are appropriately and adequately resourced.

Identification of Children with Additional Support Needs

Our overarching aim in identifying children with Additional Support Needs is to identify these issues as soon as possible. We would use the following methods to identify additional needs:

- Reports from previous establishments or outside agencies the child has attended
- Anecdotal evidence from a parent or school that the child had previously attended
- Teacher's professional observation of individual children
- Review of formative or summative assessment
- Formal MIST, NGRT or CAT4 tests
- Observation of distress/anxiety/disinterest in a child
- Self referral by child

Once children are identified as possibly having Additional Support Needs, we would:

- Increase observation within the classroom
- Carry out assessments as appropriate
- Discuss and involve parents in decision making
- Discuss and involve child in decision making
- Decide on interventions to be put in place
- Decide whether an Additional Support Plan is required
- Seek the support of outside agencies if appropriate

The overarching concept of "Getting it Right for Every Child" is a common approach across all agencies, coordinated where necessary, that supports the delivery of appropriate, proportionate, and timely help to all children and young people as they need it.

Role and Deployment of Staff

The main function of these teachers is to support, and help in training of class teachers. They will also help with assessment and programme planning where necessary. They will be involved in the evaluation of strategies and in conversation with other agencies and with parents.

Class teachers should be enabled to assist children with additional support needs to access the whole curriculum in primary, or their subject in secondary. Class teachers will receive advice on strategies and materials available to assist integration.

Support is offered to all children in primary, especially with reading. This support may be targeted specifically for a child with additional support needs.

Staff may ask to attend courses they identify as helpful, or may ask for inservice training in specific areas relating to ASN.

Time will be made available for class teacher to meet with the Head teacher and teachers of additional support needs to discuss the needs of pupils who require additional support. Time will also be made available for meetings with parents and other agencies involved with a child.

Monitoring, Support and Record Keeping

It is the responsibility of all class teachers to monitor the progress of all children, including those who have additional support needs. The progress of such children will be assessed with all their peers in consultation with the Head Teacher.

A program of monitoring is in place for all children in the school, including those with additional support needs.

Reporting and recording will also be dealt within the ongoing class recording and reporting procedures, unless the child is unable to access part, or all, of the curriculum. In this case additional assessment and reports would be undertaken.

Parents will be provided with feedback via report cards and parents evenings. Our open door policy also allows parents to request additional information as and when required.

Where children are not able to access parts of the curriculum, they may be provided with an individual educational programme if appropriate. In addition to this, if a child has specific needs but is able to access the whole curriculum, then a description of their needs will be made available to ensure that anyone working with the child is aware of their needs.

Resources

The School has a wide range of resources to help children who have Additional Support Needs. Some of these are physical resources and some of these are technological resources.

Physical resources may include:

- reading schemes
- phonics schemes
- maths support resources (physical materials and worksheets)
- games

- flashcards

All physical Additional Support Needs resources are stored in room 1-08.

Technological resources may include:

- apps to support short term memory, spelling, maths, motor control
- speak selection
- spell check
- magnification/zoom
- assistive touch
- display modifications (e.g. colour change of background / text)
- internet access

The fact that all children have 1:1 access to a computer allows for the highest level of technological support for learning at all times.

In terms of differentiation, we may provide alternative worksheets, task materials, choices within courses, or we may simply differentiate by outcome.

In secondary we offer courses that are specifically designed to support children with additional support needs.