

# **POLICY DOCUMENTATION**

## **2017– 18**



<b>POLICY</b>	<b>Individual Needs</b>
<b>RESPONSIBILITY</b>	Assistant Vice Principal - Inclusion
<b>LAST REVIEWED</b>	May 2018



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# Individual Needs

## PRINCIPLES

The Academy believes that the entitlement to a broad, balanced, relevant and differentiated curriculum is a *right* for all and should not be constrained by age, gender, creed, race, physical disability, special education needs or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment.

Equality of opportunity, thoughtful and effective assessment and testing, parental involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision, for all scholars.

The Academy is committed to ensuring that every scholar who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All scholars are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all scholars will already have the ability to meet them.

## AIMS

- To ensure that every child has an equal opportunity to participate in all aspects of Academy life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the scholars.
- To raise staff awareness of the needs to highly tailor work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the scholar wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEN.
- To identify as early as possible those scholars with SEN and the nature of their needs.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To ensure that any withdrawal support is temporary and determined by the class teacher and INCO in accordance with the SEN Code of Practice.

## Whole School Commitment

Meeting the individual needs of scholars is the responsibility of all staff in the

Academy. Staff development and training must be at the heart of effective provision for individual needs.

- All staff will accept personal responsibility for the education of exceptional learners and this should be reflected in the professional development of all staff.
- We will put in place collaborative teaching and co-operative action-research and evaluation, vital for the development of effective provision which is in harmony with legislative requirements and progressive educational ideas.

The belief that is expressed in Circular 5 of the Education Act 1988 underpins the Individual Needs departmental philosophy:

*Participation in the National Curriculum by students with special educational needs is most likely to be achieved by encouraging good practice for all students. Special educational needs are not just a reflection of students' inherent difficulties; they are often related to factors within schools, which can prevent or exacerbate some problems. For example: schools that successfully meet the demands of a diverse range of Individual Needs through agreed policies on teaching and learning approaches are invariably effective in meeting special educational needs.*

The Academy believes in the principle that each scholar should have a broad and balanced curriculum and that it is not enough for the curriculum to be on offer; it must be fully accessed by each individual scholar.

Additionally, the Academy recognises that it is vital to measure the outcomes of every scholar in line with the five-year strategy 2004.

## **PRACTICE**

- Identifying individual educational needs of all scholars in every area of the curriculum, including personal needs.
- Assessing the exact nature of the individual need in order to guide future educational provision.
- Making provision consistent with meeting those individual educational needs: this provision will take a variety of forms including:
  - teaching styles which promote full inclusion and challenge in all classrooms
  - administrative systems which promote inclusion
  - curriculum support
  - individual support
  - scholar grouping
  - flexible learning programmes
  - counselling
- Monitoring and recording individual progress and the strategies and interventions used to achieve that progress.
- Evaluating and reviewing individual progress and the strategies used to achieve that progress.
- Using results to guide further educational provision.
- Provide meaningful information for staff, scholars and other organisations on scholar progress.
- Disseminating of information within the Academy and within other educational establishments where appropriate.

### ***Vulnerable scholars***

The Individual Needs Department recognises the importance of their role in listening to all scholars who are vulnerable for whatever reason. The staff recognise that some children's vulnerability may make them more at risk from abuse. As such, IN plays a vital role in ensuring all scholars feel that they are listened to and that their concerns are taken seriously (see Safeguarding and Child Protection).

### ***SEN Support***

The INCO is consulted about any scholar for whom any teacher has concerns. An Academy record of scholars with SEN is maintained and updated termly by the INCO.

Parents/carers are informed of any action, which the Academy proposes to take.

The class teacher has overall responsibility and will:

- Have already provided highly tailored work and made use of any in class support.

- Have gathered information about the scholar, and made an initial assessment of the student's needs in consultation with the INCO
- Provide increased differentiation of class work exploring ways in which increased support might meet the individual needs of the scholar
- Monitor and review the student's progress

The INCO takes the lead in co-ordinating the student's special educational provision, consulting the class teacher, who remains responsible for working with the scholar in the classroom.

The trigger for SEN Support:

- A decision made following testing, assessment or parental concerns that shows that current differentiation of class work is not sufficient to ensure adequate progress
- A decision by the INCO following discussions between class teachers and parents/carers indicate that intensive early intervention is necessary

The INCO in consultation with the class teacher will:

- Review all the available information and collect any additional information from any other appropriate agencies
- Decide whether to seek further advice and/or support the class teacher to draw up an individual education plan (IEP) including specific targets
- Make arrangements for monitoring progress and set a review date

### ***Working with External Agencies***

The INCO takes a leading role, working closely with the student's teacher and sharing responsibility for the scholar with external specialist services relevant to the student's needs.

The INCO (in consultation with the Principal and class teacher) will:

- Review all the available information and contact appropriate external advisory agencies
- Consult parents/carers and obtain their permission to submit a referral form
- Collect any additional information from any other appropriate agencies
- Decide whether to seek further advice from other agencies
- Support the class teacher to draw up a Mountain Support Profile to include specific targets
- Make arrangements for monitoring progress and set a review date

### ***K Codes***

Scholars that are identified as having an individual need at Range 2 or above are identified in school by the use of a K code. These codes are given for any need within the 4 categories:

- Cognition and Learning
- Physical and Medical
- Communication
- Social, Emotional and Mental Health

### ***Education and Health Care Plan***

In rare cases the conclusion may be reached that, having taken action at SEN Support to meet the learning needs of the scholar, those needs remain substantial and cannot be effectively met within the resources normally available to school. The Academy may therefore draw the scholar to the attention of the Local Education Authority (LEA) with a view to a formal assessment under the 1993 Education Act.

The Academy will be required to state clearly the reason for the referral and submit the following information:

- Recorded views of parents/carers and where possible the scholar, on the earlier stages of assessment, action and support to date.
- Any relevant medical information.

- Where appropriate, evidence relating to Social Services involvement.
- Mountain Support Profiles.
- Review of each profile indicating decisions made as a result of progress towards targets.
- Evidence of involvement of outside specialists.

Once the formal assessment is completed, an Education Health Care Plan may or may not be issued.

**Able, Gifted & Talented scholars (AG&T)** scholars with particular gifts and talents must be recognised, monitored and stretched if they are to reach their full potential.

Definition	Key criteria
An able scholar is one who exhibits higher level of ability than most scholars in their year group	<ul style="list-style-type: none"> <li>▪ Achieving Level 5 or equivalent on entry in English and/or Mathematics for classes 2021 and 2022, or 106 or above for all other year groups</li> </ul>
A gifted scholar is one who demonstrated a significantly higher level of ability than most scholars in their year group	<ul style="list-style-type: none"> <li>▪ Identified as 'able' as per the criteria above</li> <li>▪ Top 10% attainment on entry in the core subjects</li> </ul>
A 'talented' scholar is one who shows a marked aptitude in any of the physical, creative, musical or performance areas	<ul style="list-style-type: none"> <li>▪ Teacher assessment &amp; nomination</li> <li>▪ Significantly high attainment in at least one 'talent' subject (including MFL)</li> <li>▪ Participation in regional or national teams as appropriate</li> </ul>

### Provision for AG&T scholars

- Maintaining an accurate and up to date AG&T register:
  - Closely monitoring and reacting to the progress of scholars on the AG&T register and providing intervention, including monitoring, for underachievers (able and gifted scholars will target 5 levels of progress by the end of Year 11).
  - Monitoring AG&T scholars' participation in key opportunities and events, including scholar leadership roles, and providing encouragement and support where necessary.
- Differentiated teaching materials, resources or tasks within lessons this should be evident within SoW and lesson plans.
- The setting of scholars across the curriculum so that lessons can cater precisely for the needs of the learners in each lesson.
- Aspirational target setting (at least 4 levels of progress).
- Providing opportunities to become independent learners through the stretch projects:
  - Differentiated tasks, reading materials and outcomes for those identified as Gifted.
  - Additional mentoring and support.
- Subjects providing master classes as appropriate.
- Planning additional studies options for those scholars identified as talented in a particular subject.
- Providing opportunities for scholars to showcase and celebrate their talents in school.
- Providing opportunities for AG&T scholars to become scholar leaders, attend conferences and be used in peer education where possible.
- Providing 1:1 mentoring for AG&T underachievers when needed.
- Visits to university to ensure aspirations are high.
- Specialised activities and visits which challenge thinking and skill development.
- Scholars can also be identified as Gifted within the context of their group and a specific subject and this will be reflected in the highly tailored lesson planning and monitoring of individual teachers and departments.

## Responsibilities

- The Senior Leadership Team will ensure AG&T scholars have access to a challenging curriculum model and ensure that the Academy has extremely high expectations of all scholars especially those identified on the AG&T register.
- The Assistant Vice Principal will ensure that the progress of AG&T scholars is carefully monitored and will put into place intervention where needed. The Senior Advisors will liaise with parents/carers regarding supporting scholars at home and keeping them up-to-date with the provision within the Academy.
- Heads of School will ensure that schemes of work are written in line with Academy expectations and have clearly identified opportunities for AG&T scholars and that the progress of scholars is closely monitored providing praise and intervention where needed. Heads of School will also ensure scholars experience master classes as appropriate.
- Classroom teachers will use data to ensure scholars have a learning experience which allows them to make progress within a lesson often through providing opportunities to work independently and cultivating a classroom where deep questioning and relevant enquiry are highly valued.

## **Scholars with English as an additional language**

At Dixons McMillan, we believe that all newly or recently arrived bilingual learners have a right of access to the full curriculum, and that provision for newly arrived EAL learners should not be separate but should be integrated into all subject areas.

Learners of EAL make the best progress within a whole-school context where scholars are educated with their peers. Provision needs to be based on a meaningful assessment of pupils' prior knowledge and experience as well as language skills. Scholars learning EAL are generally taught in the mainstream class alongside their peers. Newly arrived pupils are usually given additional help in learning English during collective learning time, using specialist resources supported by the New Communities team within Bradford. Classroom teachers have responsibility for ensuring that pupils can participate in lessons. Where appropriate, we will also set up small group withdrawal classes to provide more focused support.

A Language Support Plan will be drawn up to include additional support where appropriate and tailored teaching strategies. This will be made available to all staff. The plan's purpose will be to enable the scholar to access as far as possible each subject in a way appropriate to their level of ability so that they can realise their full potential.

## **Scholars with low levels of literacy and/or numeracy**

Scholars with particular literacy or numeracy needs must be recognised, monitored and supported if they are to reach their full potential. The Academy recognises that it needs to provide various intervention packages to meet individuals' needs where gaps in learning exist which hinder scholar progress. The following interventions will be delivered:

### **McGraw-Hill English decoding intervention**

Identified scholars in Year 7 and 8 will receive three extra literacy lessons per week. During these sessions the Intervention teacher/s will deliver structured lessons which aim to improve scholars' reading skills, specifically their decoding and fluency skills. Scholars will be introduced to new vocabulary through reading a variety of different texts and answer questions to assess their understanding of these texts. At various Mastery Assessment points, scholars will answer questions on texts and will read aloud as many words from the text as they can to assess their accuracy and fluency. The impact of this intervention will be measured through the Mastery assessments; overall English levels awarded by the student's English teacher each Cycle throughout the academic year; and chronological reading age assessment tests, which will be administered at the start and end of the academic year.

Identification for the McGraw-Hill English intervention process will:

- Involve scholars who have gained below 95 (or equivalent) in their English KS2 examinations
- Allow English and Intervention teachers to recommend scholars based on subject specific assessment data

## McGraw-Hill mathematics

Identified scholars in Year 7 and 8 will receive three extra numeracy lessons per week. During these sessions the intervention teacher/s will deliver sessions which aim to improve scholars' knowledge, skills and understanding. McGraw-Hill maths provides intensive support for scholars who have difficulty with mathematical concepts, rules, and mathematical reasoning. Scholars sit a placement test which identifies which program they should follow. There are 3 programs: Corrective Mathematics, Connecting Maths Concepts, and Essential Mathematics. The content starts with basic information and systematically increases in complexity, enabling scholars to solve more complex problems. The program focuses on helping scholars to:

- Learn and retain facts
- Understand place value
- Understand shape and space
- Solve computational problems
- Accurately translate word problems into numerical statements

Testing is usually done at the end of units and the scores identify specific concepts (i.e. writing fractions from pictures) or operations (i.e. long division) that scholars have or haven't grasped.

Identification for the McGraw-Hill mathematics intervention process will:

1. Involve scholars who have gained below 95 in their mathematics KS2 examinations
2. Allow mathematic and Intervention teachers to recommend scholars based on subject specific assessment data

## Lexia reading intervention

Identified scholars in Year 7 and Year 8 will be allocated a minimum of three half-an-hour Lexia sessions per week. Scholars will be engaged in progressing through the 5 Lexia Levels using the on-line software and working with the Intervention teacher/s either during one-to-one or small group sessions to ensure that gaps in English skills are bridged. The software helps scholars to improve their reading and writing skills by focusing on different skill areas such as spelling patterns and origins of words. Scholars who can access the software at home are asked to complete two 20-minute sessions at home each week. The impact of this intervention will be measured through the Lexia Level assessments; overall English levels awarded by the student's English teacher each Cycle throughout the academic year; and chronological reading age assessment tests, which will be administered at the start and end of the academic year.

Identification for the Lexia intervention process will:

1. involve scholars who have gained a level 3 or below in their English KS2 examinations
2. involve scholars with a significantly low chronological reading age, assessed through the NGRTA test
3. allow teachers to recommend scholars based on subject specific assessment data

## Responsibilities

- The INCO will work with the Senior Leadership Team and Heads of Department to ensure that all students who require the different interventions named above are identified. The INCO will co-ordinate the intervention and ensure that all staff are clear about their roles and responsibilities. They will ensure that the progress of scholars and impact of the intervention packages are carefully monitored and reported to the Senior Leadership Team and Heads of Department. The INCO will liaise with parents/carers regarding supporting scholars at home and keeping them up-to-date with the provision within the Academy.
- The intervention teachers will need to prepare resources and plan and adapt lessons where needed. In addition, they will need to carry out assessments as required and record and report results. They must also liaise with the INCO and necessary teachers to provide regular updates about scholar progress to help accelerate progress.
- Heads of Department will ensure that subject teachers in their areas are assessing scholars' work appropriately to help with the intervention identification process and will aid the identification process, using their specialist subject knowledge.

- Classroom teachers will liaise with the INCO and Intervention teachers to ensure that information about scholar progress and scholar needs are communicated and acted upon appropriately, whether this action is to be carried out in subject lessons, intervention lessons or both.