



# Roe Valley Integrated Primary School

## Additional Educational Needs Policy

### Rationale

Roe Valley Integrated Primary School promotes a caring and supportive environment in which:

- Self-motivated young people develop the capacity to think, question and research.
- Self-esteem, self confidence and independence are promoted;
- Parental involvement for the mutual benefit of child, parent and school is encouraged;
- The integrated and all-ability nature of the school is respected;
- A broad, balanced and relevant education is set in a clear moral framework

### Purposes

Our policy for Additional Educational Needs will:

- Ensure that all children have access to a broad and balanced curriculum
- Secure each child's self-esteem
- Ensure that every child fulfils his/her full potential

### Guidelines

1. There is a focus in the school on preventative measures.
2. Early identification and diagnosis is crucial.
3. Identification and assessment of children with additional educational needs is a full staff responsibility.
4. If problems are identified at any level within the school, teachers arrange for suitable intervention.
5. Each class teacher is responsible for providing work appropriate to the child's level
6. A record of behaviour incidents is kept in the Incident Book. This highlights emergent behavioural patterns which needs attention.
7. Attendance patterns are monitored and appropriate action taken.
8. Parental input and support are crucial to the achievement of real success.
9. The policy and procedures have been drawn up within the guidelines set out in the Code of Practice.

## Procedures

- To ensure early identification P1 children participate in the British Picture Vocabulary Scale Assessment.
- The school has set up annual screening procedures which are carried out in May. The following tests are undertaken by pupils from P3—P7.
  1. Suffolk Reading Test
  2. Vernon Spelling Test
  3. NRIT (Non-Reading Intelligence Test) P4 and P6
  4. NFER Maths Test
  5. Statutory Assessment P4 and P7
- Results from these tests are recorded by each class teacher and also on our school computer system.
- Informal assessment based on teacher’s professional judgement, on observation, miscue analysis, questioning and criterion testing are on-going throughout the year.
- Teacher observations of children are filled in on the school observation sheets.
- At the end of P2 children are tested on the 100 key words and NFER Mental Maths.
- In line with the Code of Practice the school has drawn up its own criteria for the identification of children at stages 1 and 2 of the Code.
- The names of children identified as having Additional Educational Needs are registered on the Additional Needs Register. Appropriate support is set in place and diagnostic testing is carried out by the Additional Needs Co-ordinator.

## Monitoring and Recording

- The school has a proforma for monitoring and recording pupil’s progress.
- Education Plans are drawn up for children at stages 2—5 and set out on the school Education Plan proforma.
- Teachers use a selection of curricular records at their own discretion.
- Education Plans and pupils’ progress are reviewed twice yearly, in February and September, and reported to parents at Parent Teacher Conferences.
- If there is a concern regarding a child’s progress at Stage 2, a formal meeting is arranged with parents/guardian.
- Statutory formal reviews are carried out at least annually.

## Management of Additional Needs Provision

- Literacy support is offered through differentiated programmes of work within the class.
- Literacy support is offered with the Additional Needs teacher.
- Children who are identified as needing support over and above that provided by the class teacher, either at stage 1 or stage 2 may attend the Reading Room on a rolling basis.

## Shared Education – Shared Future

- Support may be given either on a withdrawal or in-class basis. This is based on the educational needs of the child. If withdrawal is the method of support, the time is chosen in consultation with the class teacher to cause as little disruption as possible to the curriculum.
- It is school policy in general that children do not miss practical activities
- The provision and management of AN support is reviewed regularly in line with the drawing up of the school development plan and reported to the Board of Governors. This report will include details of the number of children seen; type of provision and personnel involved in its delivery; progress made; focus for the following year and requirements for its implementation and funding.
- The admissions arrangements are set out in the admissions criteria.

### **Liaison**

- Liaison is carried out on a formal and informal basis. Formal liaison is arranged during directed time.
- To facilitate communication, a liaison record form is used throughout the school.
- Liaison re advice and/or support for children at Stage 3 takes place with the Western Education and Library Support Services. This is arranged on a formal and informal basis.
- Liaison with social services takes place as and when the need arises.
- There is liaison for children who transfer at any stage but in particular for children with AN transferring to secondary school.

### **Parental Involvement**

- Since Roe Valley recognises that parents are the principal and primary educators of their children, the school has an ‘open door’ policy on liaison with parents to promote the partnership encouraged in the school aims and the Code of Practice.
- In the promotion of this partnership, the school organises Parent Workshops and Parent Teacher Conferences. These programmes form part of the school’s preventative measures.
- Parents are encouraged to discuss concerns/complaints with the school principal.
- The complaints procedure is in accordance with Article 33 of the Education Reform (N.I.) Order 1989 and regulations as subsequently made by the Department of Education.
- Parents are actively encouraged to contact the school if they have any concerns relating to their child’s progress and also to reaffirm the school programme.

### **Staff Development and Teaching Strategies**

As outlined in the Staff Development Plan the focus for INSET will be

- Discipline procedures/classroom management
- Strategies for use in Reading to develop early literacy
- Staff liaison/training to assist the development of literacy

Teachers and classroom assistants will attend relevant WELB courses.

**Resources**

- Resources will tie in with areas targeted in the SDP i.e. EYEC.
- Additional resources have been accessed through the statementing process and classroom assistance allocated accordingly.
- The Additional Needs Co-ordinator has a central bank of resources to support differentiated learning within the classroom. Teachers can access this at any time.

**Signed :**

**Chairperson, Paul Canning**

**Date:**

**Signed :**

**Principal, Anne Quinn**

**Date:**

Updated October 2011