

Dixons Music Primary

Policy Documentation

Policy: Individual Needs

Responsibility for Review: INCo

Date of Next Review: November 2015

Individual Needs

The Mountain Rescue department takes overall responsibility for ensuring that students can overcome their personal barriers to learning whatever those might be. This includes special educational needs and disabilities, medical needs, able, gifted and talented students and students who are vulnerable due to child protection or safeguarding concerns. The academy recognises, however, that any student may face a barrier to their learning at any time, for any reason and for any period and the Mountain Rescue department is a provision for all students when they need it, for as long as they need it, and because they need it.

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, medical 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 students.

The academy is committed to ensuring that every student who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all students 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 individual 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 students.
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the student 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 SEND.
- To identify as early as possible those students with SEND 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 SEND Code of Practice.

Whole-school commitment

Meeting the individual needs of students 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 student 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 student.

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

Practice

- Identifying individual educational needs of all students 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 in all classrooms
 - administrative systems which promote inclusion
 - curriculum support
 - individual support
 - student 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, students and other organisations on student progress.
- Disseminating of information within the academy and within other educational establishments where appropriate.

Vulnerable students

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

SEND Support

As of September 2014 the categories School Action and School Action Plus have been replaced by a single category known as SEND Support. Students will be identified as SEND Support if they have a diagnosed additional need or disability, or if their attainment and/or progress falls short of age related expectations. A school record of students identified as SEND Support is maintained and updated on an on-going basis by the INCo.

Parents are informed of any action which the school proposes to take.

The class teacher has overall responsibility and will:

- have provided differentiated work and made use of any support materials such as the individual needs intervention plan (INIP) targets and individual needs inclusion strategy (INIS) documents
- have consulted with the INCo regarding any subject specific needs or concerns
- collaborate with the INCo to accurately monitor and review the student's progress

The INCo will take overall responsibility for:

- co-ordinating a student's provision across all curriculum areas, including their pastoral needs
- additional testing, assessment and parental concerns
- making decisions regarding changes to provision or the introduction of more intensive intervention or outside agency involvement where necessary
- on-going monitoring

Education, Health and Care Plans and Statements of Special Educational Needs

As of September 2014 there is a phased replacement of the Statement of Special Educational Needs with the new Education Health and Care Plan (EHCP) which offers a multi-agency approach to supporting a child or young person's needs.

In rare cases the conclusion may be reached that, having taken all appropriate action to meet the learning needs of a student, those needs remain substantial and cannot be effectively met within the resources normally available to school. The school may have drawn the student to the attention of the Local Education Authority (LEA) with a view to a formal assessment under the 1993 Education Act or may now do so under the guidance of the 2014 Children and Families Act.

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

- Recorded views of parents and where possible the student, on the earlier stages of assessment, action and support to date.
- Any relevant medical information.
- Where appropriate, evidence relating to Social Services involvement.
- Individual education plans from school action and school action plus.
- Review of each individual needs intervention plan (INIP) indicating decisions made as a result

of progress towards targets.

- Evidence of involvement of outside specialists.

Once the formal assessment is completed, a statement of special education needs may or may not be issued.

Able, Gifted & Talented students (AG&T students)

Students with particular gifts and talents must be recognised, monitored and stretched if they are to reach their full potential.

Definition	Key criteria
An able student is one who exhibits higher level of ability than most students in their year group.	<ul style="list-style-type: none"> • 1 year above age-related expectations on entry to each year group in English and/or Maths.
A gifted student is one who demonstrated a significantly higher level of ability than most students in their year group.	<ul style="list-style-type: none"> • Identified as 'able' as per the criteria above. • Top 10% attainment on entry in the core subjects.
A 'talented' student is one who shows a marked aptitude in any of the physical, creative, musical or performance areas.	<ul style="list-style-type: none"> • Teacher assessment & nomination • Significantly high attainment in at least one 'talent' subject (including MFL) • Participation in regional or national teams as appropriate

Provision for AG&T students

- Maintaining an accurate and up to date AG&T register;
 - Closely monitoring and reacting to the progress of students on the AG&T register and providing intervention, including monitoring, for underachievers (able and gifted students will be coloured at least green for progress and maintain purple attainment (mastery standard)).
 - Monitoring AG&T students' participation in key opportunities and events, including student 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 students across the curriculum so that lessons can cater precisely for the needs of the learners in each lesson.
- Aspirational target setting.
- 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.
- Planning additional studies options for those students identified as talented in a particular subject.
- Providing opportunities for students to showcase and celebrate their talents in school.
- Providing opportunities for these students to become student leaders 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.
- Students 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 subjects.

Responsibilities

- Senior Leadership Team will ensure AG&T student have access to a challenging curriculum model and ensure that the academy has extremely high expectations of all students especially those identified on the AG&T register.
- The INCo will ensure that the progress of students is carefully monitored and will put into place intervention where needed. The INCo will liaise with parents regarding supporting students at home and keeping them up-to-date with the provision within the Academy.
- Heads of Department will ensure that Schemes of Work are written in line with Academy expectations and have clearly identified opportunities for AG&T students and that the progress of students is closely monitored providing praise and intervention where needed. Heads of Department will also ensure students experience master classes as appropriate.
- Classroom teachers will use data to ensure students 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.

Students with English as an additional language

At Dixons, we believe that all bilingual learners have a right of access to the full curriculum. Recently arrived students who speak English as an additional language whose understanding of the English language is likely to impede their access to the curriculum are identified as new to English (N2E) and their provision is not separate but integrated into all subject areas with minimal 1:1 or small group teaching in the very early stages of their English language development.

N2E learners make the best progress within a whole-school context where they 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. N2E students are generally taught in the mainstream class alongside their peers. Newly arrived pupils are usually given additional help in learning English by the IN department following the NASSEA Step programme for N2E. Classroom teachers have responsibility for ensuring that pupils can participate in lessons.

An individual needs inclusion strategy (INIS) and individual needs intervention plan (INIP) with specific targets 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 student 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.

Students with low levels of literacy and/or numeracy

Students 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 student progress. The following interventions will be delivered:

Lexia reading intervention

Identified students in Key Stage 1 and 2 will be allocated a minimum of three 20 minute Lexia sessions per week. Students will be engaged in progressing through the 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 students to improve their reading and writing skills by focusing on different skill areas such as phonics work, spelling patterns and comprehension. Students 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 (or PM benchmarking tests), which will be administered throughout the academic year.

Identification for the Lexia intervention process will:

1. involve students who have not met the expected standard in Year 1 phonics screening
2. involve students with a significantly low chronological reading age, assessed through the PM Benchmarking and KS1 tests
3. allow teachers to recommend students based on subject specific assessment data

Small group literacy intervention lessons

Identified students in KS1 and 2 will receive additional and targeted support in addition to their timetabled literacy lessons. Additional literacy lessons within the timetable and double staffing with experienced staff allow for students to be taught in small groups and will focus on a range of reading and writing skills as deemed appropriate by the Intervention and classteachers of the students. Students will be assessed at the start and end of the intervention period to identify gaps and measure impact of the intervention lessons. The sessions may link to the students' English lessons or may stand alone from them. The intervention period may vary from student to student depending on need.

Identification for the small group literacy intervention process will:

1. involve KS1 students who are not on track to meet the expected standards in Literacy by the end of KS1
2. involve students, particularly Pupil Premium students, who are working below a level 2 in Reading or Writing
3. involve students with a significantly low chronological reading age, assessed through the PM Benchmarking
4. allow teachers to recommend students based on subject specific assessment data

Small group numeracy intervention lessons

Identified students in KS1 and 2 will receive additional and targeted support in addition to their timetabled Maths lessons. Additional Maths lessons within the timetable and double staffing with subject specialist staff allow for students to be taught in small groups and will focus on a range of mathematical skills as deemed appropriate by the Intervention and maths teachers of the students. Students will be assessed at the start and end of the intervention period to identify gaps and measure impact of the intervention lessons. The sessions may link to the students' maths lessons or may stand alone from them. The intervention period may vary from student to student depending on need.

Identification for the small group numeracy intervention process will:

1. involve KS1 students who did not achieve a level 1a in the end of Year 1 test
2. involve students, particularly Pupil Premium students, who are not on track to meet the expected standard at the end of KS1

3. allow teachers to recommend students based on subject specific assessment data

Responsibilities

- The INCo will work with the senior Leadership Team and class teachers 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 students and impact of the intervention packages are carefully monitored and reported to the Senior Leadership Team and class teachers. The INCo will liaise with parents regarding supporting students at home and keeping them up-to-date with the provision within the academy.
- The 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 student progress to help accelerate progress.
- The Principal and Assistant Principal will ensure that class teachers and subject teachers in their areas are assessing students' 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 student progress and student needs are communicated and acted upon appropriately, whether this action is to be carried out in subject lessons, intervention lessons or both.