



## **London Academy Casablanca AESN-Learning Support Policy.**

### **Mission statement #We are the Future**

- To empower children with 21st century skills.
- To provide a happy, safe, and caring environment in which all individuals feel connected and respected thus empowering them to reach their fullest potential.
- To promote learning through project-based learning and technology-based tools.
- To deliver an exciting and vibrant curriculum while having serious fun.
- To enrich the curriculum with extra-curricular activities and physical learning environments.
- To encourage each child to develop high self-esteem and, in doing so, learn to respect others.
- To be partners with parents and families to share the responsibility for developing their children educationally, morally, spiritually, and socially.

**Policy Review** Summer 2023

### **Introduction**

The document is a statement of the aims, principles and strategies for supporting the teaching and learning of pupils with Special Educational Needs and Disabilities (SEND) at London Academy Casablanca. The policy was developed through a process of consultation with the Senior Management Team, teaching staff and classroom assistants with reference to the National Curriculum Framework for Primary schools, Curriculum Guidance for the Foundation stage and the SEND Code of Practice.

### **What are Special Educational Needs at London Academy Casablanca ?**

Children have special educational needs if they have a learning difficulty which requires special educational provision to be made for them.

It doesn't just apply to students who have long-term learning difficulties or disabilities. Children may need additional support for many reasons. Some may need support throughout their whole time at school. Others may only need support for a short time.

The terms "additional educational specific need" and "additional support needs" can be

confusing. Many people think they only apply to children with long-term learning difficulties or disabilities, but children may need support for differing reasons. These include:

- EAL students who need extra support with acquiring English.
- Missing school because of an illness or long-term condition
- Difficulty in controlling behaviour
- Poor attendance
- Having a physical disability
- Being particularly able and/or gifted
- Changing school, a lot
- Having a difficult family situation, for example suffering a bereavement.

Some children need only a small amount of support for a short time. Other children may need a lot of support for a longer period.



## **Aims of AESN provision in Newton British Academy, Al Dafna**

By providing for students with AESN needs, several whole school aims will be addressed. These are:

- To enable all AESN students to access the curriculum on offer at NBA, Al Dafna
- To support the learning of all AESN students in order to raise their attainment and engage them in their own individual learning programmes (IEPs). By providing appropriate, stimulating experiences to challenge and support learning in line with the British Curriculum. Whilst also developing a range of skills; social, emotional, communication, expression, literacy and numeracy
- To raise and maintain the self-esteem of students and develop their sense of responsibility for their own learning and behaviour
- To provide support, guidance, practical strategies and resources to all class teachers of AESN students
- To instil concepts of kindness and respect towards other people and a tolerance of their cultures and beliefs. By integrating the school values into all AESN programmes. Whilst nurturing the innate curiosity of our students and celebrating their creativity and sense of fun
- To promote close and supportive links between the home, school and community

The SENCO is responsible for:

- developing and overseeing the implementation of the school's SEN strategy and policy
- carrying out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- working with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans
- providing regular updates on pupil progress and meeting with parents and teachers.
- making referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists.
- providing advice, guidance and training to classroom teachers on supporting pupils with SEN

- supporting teachers to develop schemes of work and learning programs for pupils with SEN
- supporting teachers to develop and implement effective teaching and behaviour management approaches in the classroom
- managing and give advise on the school budget and resources for SEN provision
- developing and maintaining systems for keeping pupil records, ensuring information is accurate and up to date
- analysing school data and develop appropriate strategies and interventions
- managing teaching assistants and support staff to improve pupil progress and attainment
- keeping up to date with national and local policies related to SEN and cascade information to colleagues.

## **Identification**

The school uses a range of tools to identify any special needs that children have. Staff monitor the standard of achievement through:

- information from parents
- Teacher observations and marking of daily work
- Early learning goals
- Phonics Assessment

## **The Assessment Process**

During the admission process, each candidate will be given a GL Assessment, which is designed to identify students with specific needs. Additionally, during the first week of school, all students will undergo baseline testing to establish a starting point for their academic progress.. Those students referred to AESN by their class teacher will be assessed and observed by either an AESN teacher or TA. In identifying students with AESN, information will also be gathered from various sources and these may include:

- Behavioural, academic and social responses to general class interactions, academic work and homework.
- School based assessments
- Previous academic and educational behavioural plans, including the comments of the assessor's ratings
- Observations of class behaviour
- Parental input, in relation to health, routines, perceptions of the child etc
- Standardised tests



## **How is AESN support provided?**

There is no one holistic way to support students. How support is provided in the class and the wider school will depend on an individual student's needs. Support is provided through the learning and teaching that takes place in class, however additional support might include:

- Short bursts of intensive work, 1 to 1 or in a group, with either an AESN teacher or TA
- Working with a student on a specific learning programme
- Adapting the classroom environment to suit a student's needs
- Providing coping strategies or a quiet/ reflection space to help students with their behaviour
- A class teacher adapting how they teach a lesson (differentiating)
- Adapting learning materials to a student's needs
- Using special equipment or IT

Sometimes different types of support, particularly behaviour support, must be tried and tested to see which ones work best for the student.

### Monitoring and Evaluating the Policy

This policy will be reviewed in light of changes in legislation or practice, by the Senior Management Team, teaching staff and classroom assistants with reference to the

