



## **Additional Educational Needs Policy**

Pupils admitted to Hope View School may have emotional, social and/or mental health or speech and language or learning difficulties or a diagnosis of ADHD or ASD. All pupils have an Education and Health Care Plan administered by their local authority. It is recognised that some of our pupils will have been excluded from their previous school as a consequence of extreme behaviour whilst others have found a large mainstream environment difficult to cope with due to sensory or other specific issues. In most cases, pupils are likely to have missed a considerable amount of schooling through non-engagement, issues with accessing the curriculum or school day, suspension and/or truancy. Pupils may also have significant literacy and numeracy needs. The school accepts its responsibility to ensure that the needs of each of its pupils, as identified in the Education and Health Care Plan, and by direct observation, are addressed.

### **Objectives**

The objectives of this AEN policy are to ensure that:

- Individual specific learning difficulties be greatly reduced or indeed, eliminated, particularly in the areas of literacy and numeracy
- The self esteem of each pupil be considerably raised; self confidence, independence, social interaction and behaviour patterns modified to acceptable norms
- Emotional turbulence in a pupil be mollified or eliminated.

### **Strategies**

- The development of provision plans through the EHCP to cover the specific learning difficulties identified from previous education reports, our own observations and the recommendations of any AEN specialists or Educational Psychologists.
- The establishment of Provision Plans through the EHCP process.
- Target setting within provision plans.
- The provision of a broad and balanced curriculum based on the National Curriculum
- Small classes in the charge of an experienced teacher of pupils with additional educational needs with classroom support and 1:1 support as necessary.

All plans and targets will be reviewed at regular intervals. Parents/carers and other supporting agencies will be informed of any significant changes. Hope View School enjoys close and co-operative relations with parents/carers for the mutual exchange of information and support in maintaining progress and overcoming each pupil's difficulties.

### **Implementation of the Education and Health Care Plan**

All pupils attending Hope View School have an Education and Health Care Plan which is implemented and used as a working document. Staff are expected to pay close attention to the child's objectives as detailed in the Provision Map. This process is overseen by the school SENCO.

The objectives of this document are used to plan and inform in order to create an individual programme of behaviour management and education for pupils.

Review meetings take place three times a year during which a pupil's progress is reviewed in accordance with the objectives and targets identified on the provision map.

On admission to the school, staff are provided with comprehensive notes on each pupil as well as access to their Education and Health Care Plan (EHCP) via the school's management information system platform IRIS. It is expected that all staff familiarise themselves with the needs of each individual pupil.

In the case of a child who is Looked After, the relevant Local Authority will also work with the school to formulate a Personal Education Plan (PEP).

### **Preparing for adulthood (transition)**

At Hope View School we help our pupils to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in participating in society, further education, independent living, supported living and/or employment.

This could include, for example:

- including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice and information provides high aspirations and a wide range of options; and
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in section 8 of the SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about accreditation and Study Programmes and the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

### **Equality and Diversity**

Hope View School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

### **Provision for Pupils for whom English is an Additional Language (EAL)**

*Any pupil for whom English is an Additional Language (EAL) may need specific help in order to develop their literacy skills and knowledge and understanding of English. It is also possible that there may be a child who could still be learning to speak English. When the need arises, a child with EAL will be given the necessary support needed to develop their English to the required standard. This may take the form of one-to-one support during lesson time from a teaching assistant or through an outside provider who would tutor a child on a one-to-one level during pre-arranged lessons.*

Responsible Person: Mrs C Lorne – Headteacher

Policy review date: August 2023

