



Dixons Allerton Academy

Individual Needs Policy

Responsibility for Review: Senior Leadership Team

Statement of intent

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.

Signed by :.....

Date:.....

(Principal)

Signed by :.....

Date:.....

(Chair of Governors)

The aims are:

- 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 facultyal philosophy:

“Participation in the National Curriculum by scholars with special educational needs is most likely to be achieved by encouraging good practice for all scholars. Special educational needs are not just a reflection of scholars’ 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 faculty 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.

Procedures:

- 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 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 faculty recognises the importance of their role in listening to all scholars who are vulnerable for whatever reason. The staff recognise that some scholar's vulnerability may make them more at risk from abuse. As such, the Inclusion Faculty 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).

The Individual Needs Handbook on Policy and Practice

Full details of the Individual Needs Policy and on its implementation, including details on how the Academy meets our legal requirements, is contained in the Individual Needs Handbook, which is available for consultation on request.

Contents of Policy and Practice Handbook:

- Policy for Individual Needs – A Rationale
- NASEN's Entitlement Statement
- Policy Statement for Individual Needs at the Academy
- Implementation of Policy
- Subject Faculty Policies for Individual needs – A Rationale
- Guidelines for the development of Faculty Faculty Policies for Individual Needs
- Admissions Policy
- The Code Practice
- Success Criteria
- Concerns procedure
- Staffing and staff developments
- Support for Individual Needs

- Central Support Services
- Individual Needs Team schemes of work
- A Rationale of working practices and current provision
- Financing and resources