



**REGENT  
PRIMARY  
SCHOOL**

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# Additional Needs Policy

Reviewed by Abiola Kudumi: January 2025

Previous Review: August 2023

Approved by the Board: February 2026

Date of Next Review: February 2028

## **1. Introduction**

This school provides a broad and balanced curriculum for all children. The National Curriculum of England and Wales is our starting point for planning and meeting the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have particular learning and assessment requirements that could create barriers to learning.

In this case, the term 'Additional Needs' is a general term and refers to any child working at a level significantly higher or lower than the children within his age group. The term Gifted and Talented refers specifically to children achieving well above the criteria for the year group.

The children with 'Additional Needs' require more of an individual approach to meet their particular needs. In some cases, the support given to the child, with additional needs, will be carried out by the learning support team throughout the school in small groups, outside of their particular class group, following a programme of study in the form of an IEP to meet the particular learning needs of that child.

This policy is fully compliant with the 2001 Code of Practice for Special Educational Needs, as The Regent School follows the National Curriculum of England and Wales.

## **2. Aims and Objectives**

### **Aims**

- To support children with additional needs within the school's ability to meet.
- The views of the pupil should be sought and taken into account.
- To understand that parents have a vital role to play in supporting their child's education.
- To offer children with additional needs full access to a broad, balanced, and relevant education, including appropriate curriculum objectives.

### **Objectives**

- The school will manage resources to ensure all children's needs are met.
- A pupil's additional educational needs will be identified as early as possible during their time at The Regent School, bearing in mind that different needs become evident at different ages and that the normal processes of child development sometimes mask the signs of additional needs.
- All those responsible for and involved in additional needs provision will take into account the views and wishes of the child.
- The school and parents will work in partnership in identifying and meeting the individual needs of the child.
- Provision and progress will be monitored and reviewed regularly.
- The school will involve outside agencies when and where appropriate, though it is recognised that the provision and availability of such services in Abuja is minimal.
- Appropriate training will be provided for those involved in the implementation of the policy.
- The encouragement of self-development and the raising of self-esteem of every child with additional needs will be a priority.
- Extra literacy and/or numeracy every week will be delivered by members of the additional needs team in the case of children achieving below the criteria for their age group.

## **English as an Additional Language**

At The Regent School, there are always a number of children who have English as an additional language. They will need additional help initially to support their learning of English and therefore will fall under the umbrella of Additional Needs and will be supported by the SEN (Special Educational Needs).

- There will be a clear procedure for the identification and assessment of students with EAL (English as Additional Language).
- There will be a well-staffed and resourced support network to complement the work of the teaching staff.
- There will be a close liaison between the EAL staff and the parents of EAL students to inform parents about areas of work being covered by students and how the parents can support their child at home.
- There will be a close liaison between the EAL staff and the teaching staff to ensure that the needs of the EAL students are met.
- Children from different countries and cultures feel respected and valued, fostering self-esteem and confidence in learning.
- Internationalism is celebrated.

### **3. Tiered Academic Support Framework**

To ensure academic rigour within our standard 8:00 am - 2:15 pm school day, we employ a three-tiered approach to intervention:

<b>Tier</b>	<b>Strategy</b>	<b>Implementation</b>
<b>Tier 1</b>	<b>Universal Support</b>	High-quality, scaffolded instruction and "Quality First Teaching" within the main classroom setting.
<b>Tier 2</b>	<b>Targeted Intervention</b>	Small-group "booster" sessions conducted by the Additional Needs team or class teachers to address specific gaps.
<b>Tier 3</b>	<b>Specialist Support</b>	Intensive 1-to-1 coaching (aiming for at least two lessons per week) following an Individual Education Plan (IEP).

### **4. Special Education Needs Lead (SEN)**

The Additional Needs Lead is responsible for coordinating the day-to-day provision for pupils with additional needs at The Regent School.

The role of the Additional Needs Lead is: -

- To oversee the day-to-day operation of the school's additional needs policy.
- To answer requests for advice on matters of special needs from class teachers, with assistance provided in assessment.
- To coordinate the provision of additional needs teaching, including liaison with all teachers involved.

- To maintain an Additional Needs and Gifted and Talented register of all the children involved.
- To establish and to contribute to additional needs training for all staff.
- To liaise with external agencies such as the services of educational psychologists and speech and language therapists where appropriate.
- To keep written notes of all correspondence, tests, and contacts with parents and other parties.
- To draw up Individual Educational Plans (IEP's) with the class teacher.
- To assess, monitor, plan and review the child's provision and progress.
- To maintain close links with parents and to coordinate reviews of IEP's or IBP's.

## **5. Educational Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate, and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning extension tasks to challenge and inspire high achievers.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **6. Assessment**

Early identification is vital, and this needs to take place as early on in the child's school career as possible. The class teacher will consult the SENCO (Special Educational Needs Coordinator) on children about whom there are concerns, and a strategy will be agreed, advising the parents of the concern.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices, calling upon the assistance and professional expertise of the Speech and Language Therapist and other professionals such as Educational Psychologists, where the need arises.

## **7. Partnership with Parents**

The Parent Handbook contains details of our policy for additional educational needs, and the arrangements made for these children in our school.

At all stages of the additional needs process, the school keeps parents fully informed and involved, taking into account their wishes, feelings and knowledge. We encourage parents to make an active contribution to their child's education.

We have regular meetings each term to share the progress of additional needs children with their parents. We discuss with the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with additional educational needs.

## **8. Allocation of resources**

The Special Education Needs Lead (SEN) is responsible for the operational management of the specified and agreed resourcing for additional needs provision within the school. This may be in the form of extra resource material needed to meet the needs of students with additional needs in the form of books and other similar materials. It may also come in the form of the provision of extra training for the teachers delivering the additional needs programme.

## **9. Monitoring and evaluation**

The SEN monitors the movement of children within the additional needs programme in the school. The SEN provides staff and the Board with regular summaries of the impact of the policy on the practice of the school.