

## Individual Educational Needs and Getting It Right for Every Child Policy

At Edinburgh Montessori Arts School we believe that every child is special and possesses unique potential. We focus on each child's personal abilities and we endeavour to provide appropriate, individually tailored support for every young person in our care. We are guided by the Education (Additional Support for Learning) (Scotland) Act 2009.

### Enrolment Procedures

Each child with diagnosed or suspected additional needs will be enrolled in the school following a meeting between his/her parents and the Principal. If we are not sure that we will be able to meet the child's needs at the school, this will be communicated to parents prior to enrolment, and a probationary period will be involved. Should a child require specialist equipment not already in place in the school, enrolment may be delayed until appropriate funding is available and the equipment installed. As an independent school we are unfortunately limited in the support that we can provide.

### Assessment Procedures

Through regularly updating written records and Individual Education Plans (IEPs) where these are required, we are able to monitor each individual's progress as well as the effectiveness of teaching strategies. Regular meetings are held between staff to review our aims for each child and discuss how we have dealt with relevant situations. We use the Getting It Right for Every Child framework to support all children, and, with parental consent, information may be shared with the child's Named Person (the Health Visitor for under 5s and the Principal for children of school age).

### Meeting Children's Needs

We are constantly observing each child's abilities, interests and progress. Records are kept for each individual, and we use these records to review his or her explorations. Through careful analysis of their interests, we aim to extend their sphere of investigation, scaffolding their progression from known to unknown. We examine their choices and then help them to identify further work, supporting and encouraging them as they explore new concepts.

Weekly meetings are held between class teachers to facilitate the sharing of observations and ideas. Working together as a team, we are able to collaborate in forming an individual curriculum for each child that supports their personal progress, whether or not they have additional needs. Parent-teacher conferences are held with each family twice annually to discuss each child's progress, stage and future needs. Should the staff team have concerns about any child's progress, an interim meeting will be held with his/her parents to discuss and plan how to best help the child. Should you wish to set up a meeting with any member of the teaching staff, please contact the office.

## Identification of Additional Educational Needs

*EMAS has a dedicated Additional Support for Learning Coordinator*

We consider Additional Educational Needs to be any characteristic of a child that requires input over and above what teachers provide for other children of that age. This may be temporary, for example a child who is ill or suffering a bereavement or may be long term such as a learning difficulty, English as an Additional Language, or medical complications. Please note that exceptionally able children are also considered to have additional support needs.

### **Stage 1**

If concern is raised over a child's progress in any area of his/her development, class teachers will arrange observations and discussions with the school Additional Support for Learning Coordinator and the child's parents. Together we will identify the difficulty and ensure the child has appropriate support and encouragement. Full discussion and careful attention may help the child make good progress without further assistance.

### **Stage 2**

Should further assistance be required, class teachers and the Additional Support for Learning Coordinator will continue observations and an IEP will be drawn up. This sets targets and a date for review. The IEP is reviewed termly and as needed. Parents and teachers both contribute to the IEP, and, where appropriate, the child helps to set targets. Where other professionals are already involved, they may also review the IEP targets and progress. Parents may be asked to give help at home. This support may be sufficient for the child.

### **Stage 3**

Parents are requested to work together with the school in seeking specialist help outwith the support the school can offer. Specialists from outside the school such as an Educational Psychologist or Speech and Language Therapist may be consulted and will work together with teachers and the Additional Support for Learning Coordinator to draw up a new IEP. Records are kept for the child and parents are invited to all multidisciplinary review meetings.