



Special Education Needs & Disability Policy

Definition of Special Educational Needs & Disability

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age when they reach compulsory school age or would do so if special educational provision was not made for them
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them

Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

The Head of Centre (Diana Heath) has overall responsibility for the day-to-day management of all aspects of the setting's work including the provision for pupils with SEND.

The SEND co-ordinator (Katarina Blingham) is responsible for the day-to-day operation of the SEND policy.

The governor (Jennie Watson-Jones) with responsibility for special educational needs will report to parents on the implementation of the centre's policy for pupils with SEND.

Aims

Our Centre aims

- To welcome and provide appropriate learning opportunities for all children, and to have regard to
 - The DfE Special Educational Needs and Disability Code of Practice: 0-25 years 2014
 - The Special Educational Needs and Disability Act 2001
 - United Nations Convention on the Rights of the Child
- To do its best to ensure that the necessary provision is made for any child who has a special educational need and/or disability and that the needs are made known to all who are likely to work with them.
- To endeavour to ensure that Early Years practitioners within the Centre are able to identify and provide for children with special educational needs to allow pupils who have SEND to join in activities of the Centre together with pupils without SEND, so far as is reasonably practical and compatible with the child receiving special educational provision and the efficient education of the children with whom they are educated.
- Parents of children with SEND will be treated as partners and supported to play an active valued role in their child's education.

Objectives

- Through profile educator/key worker systems – information from parents, observations of children and record keeping will enable us to monitor each child's needs and progress on an individual basis.
- Children learn at different rates therefore differentiated learning opportunities will be provided by ensuring such steps are included in the medium and short term planning.
- The profile educator/key worker will ensure appropriate opportunities will be provided for the development of each child's self-esteem and full integration into the setting will be encouraged.
- Through targeted planning staff will ensure all children have the same entitlement to a broad bases curriculum irrespective of their SEND
- SENDCo/profile educator/key worker will regularly review with parents and any appropriate professionals, the child's progress and way forward, which will ensure a planned co-ordinated approach for the provision of the child's needs.
- Management team will explore all opportunities to provide extra resources to match the child's individual needs.
- The management team will evaluate the success of the SEND policy by monitoring the progress of children with SEND.
- The effectiveness of the policy will be based on the progress made by children with SEND using evidence gathered from children, parents, staff, governors, and other professionals.

Special Educational Needs Policy In Practice

- Any application for priority admission is considered carefully by the Admissions' sub-committee of the governing body. Applications need to be accompanied by written recommendation from another professional e.g. Health Visitor, Teacher Counsellor, Social Worker.

- Children access and progress in their learning through quality first provision- this is **Wave 1**. Where a profile educator/key worker is concerned that a child has on-going difficulties or that a child's current rate of progress is inadequate this will be discussed with the SENDCo.
- Where a child is not making sufficient progress they may need short term additional provision to support their learning or development; this is likely to be individual and/or focussed group work. This is **Wave 2**.
- When a child has been identified as possibly having SEND and before any further action is taken, there will be a discussion with parents. Other professional agencies concerned with the child will be consulted as appropriate. The SENDCo is responsible for managing this process.
- Once practitioners have identified that a child has special educational needs, the setting will intervene through **Wave 3**. This is where a child requires long term support. Interventions will be devised and personalised targets will be set, that are in addition to those provided as part of the setting's usual curriculum and good practice. Responsibility for the achievement of the targets will be the profile educator/key worker with the support and advice of the Co. The triggers for intervention through **Wave 3** could be concern about a child who despite receiving appropriate early education experiences:
 - Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
 - Continues working at levels significantly below those expected for children of a similar age in certain areas
 - Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
 - Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
 - Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.
- Targets will be written by SENDCo, or Keyworker in consultation with SENDCo.
- If this intervention does not enable the child to make satisfactory progress the SENDCo may need to seek advice and support from external agencies. Targets will then be written based on specialist advice, strategies or resources. Responsibility for the achievement of targets will still be the profile educator/key worker with the support and advice of the SENDCo.

Triggers for referral for seeking help from outside agencies could be that:

- Despite receiving an individualised programme and/or concentrated support, the child;
 - Continues to make little or no progress in specific areas.
 - Continues working at an early years curriculum substantially below that expected of children of a similar age.
 - Has emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme.
 - Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
 - Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- **Review meetings (which parents are invited to)**
In the meeting the following points will be discussed and noted:

- a) Provision that which is additional to, or different from, the differentiated curriculum in place as part of normal provision.
- b) Normally focus on two or three key targets
- c) Include information about
 - The short-term targets set for the child
 - The teaching strategies
 - The provision to be put in place
 - When the plan is to be reviewed
 - The outcome of the action taken
- d) Will be continually kept 'under review', but are formally reviewed every 8 weeks, parents' will be consulted as part of the review process.

Where **Wave 3** proves not to be sufficiently effective to enable a child to progress satisfactorily, the Head of Centre and SENDCo, in consultation with the parents and any external agencies already involved, will consider whether an Education Health and Care Plan (EHC Plan) may be appropriate. A request for an EHC Needs Assessment to an LEA will provide evident to the LEA detailing:

- The school's action through Wave 1,2 and 3
- Records of regular reviews, targets and their outcomes
- *The pupil's health including the pupil's medical history where relevant*
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- *Views of the parents and of the pupil*
- Involvement of other professionals
- *Any involvement by the social services or education welfare service*

Children who have an EHC Plan are on **Wave 4**.

All EHC Plans will be reviewed six monthly with all involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The review will focus on what the child has achieved as well as on difficulties that need to be resolved.

The SENDCo of the receiving primary school will be invited to attend the final review in the early years setting, to allow them to plan appropriate targets ready to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Rainbow Room

Any child who needs additional support and would benefit from low disruption room, a high ratio of staff and targeted support will be given the opportunity to join the Rainbow Room. The decision is made with the parents/ carers agreement.

Complaints

- If parents are at all unhappy with the provision for their child they should contact the profile educator/key worker, Team Leader, SENDCO or Head of Centre in the first instance.
- If they remain unhappy after this they should contact the Chair of Governors

Associated Policies

Accessibility
Equalities
Safeguarding

Behaviour
Inclusion

SEND

Policy Agreed:
Policy to be reviewed: