

## Special Educational Needs Policy

### **Definition of Special Educational Needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DfES, 2001) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

### **Definition of Special Educational Provision**

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

### **Mission Statement**

At Kintore Way we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the Centre curriculum and participation in all aspects of Centre life.

Kintore Way adopts a 'whole Centre approach' to special educational needs. All staff work to ensure inclusion of all pupils. The Centre is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

At Kintore Way, the provision takes into account the requirements of the Early Years Foundation Stage (2012) and the Disability Discrimination Act (2005), aiming to end discrimination and support the welfare and all round development of children from different backgrounds, including those with special educational needs and disabilities. The rights and duties of the Centre are recognised through implementation of the SEN code of practice, which emphasizes working in partnership with parents and other agencies and participation of children where possible.

## 1. Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the Early Years Foundation Stage in line with the Special Educational Needs Code of Practice.

Our aims are:

- To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning

### Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and other settings prior to the child's entry into Centre. We then offer additional home visits, when necessary, from the SEN team to make a plan for the support they need when starting Centre. We also invite families from the waiting list where children have additional needs to the termly SEN tea parties.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their key person, overseen by the class teachers, will help to ensure that they continue to make good progress.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the Early Years Foundation Stage curriculum.** This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular Team Around the Child/Family (TAC/F) meetings to discuss their child's progress, and providing information on the provisions for pupils within the Centre as a whole, and the effectiveness of the SEN policy and the Centre's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the Centre alone.

## 2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is the Headteacher.
- The person co-ordinating the day to day provision of education for pupils with SEN is the SENCO with support from the SENCo assistant.
- The Class teacher oversees the SEN provision for all children they are responsible for.
- The key person identifies children with additional needs, discusses this with their parents and makes a referral to the PDC.

- All staff with Key Person responsibility receive training on how to complete the Common Assessment Framework (CAF) and lead on the CAF and the Team Around the Child/Family meetings (TAC/TAF).

### **3. Arrangements for coordinating SEN provision**

The SENCO and SENCO Assistant will hold details of all Early Years Action (EYA), Early Years Action Plus (EYAP), Statement, Common Assessment Framework (CAF) and Pupil Development Centre (PDC) referrals for individual pupils.

#### **All staff can access:**

- The Kintore Way SEN Policy;
- A copy of the full SEN Register;
- Guidance on identification in the Code of Practice (EYA, EYAP and pupils with statements);
- Information on individual pupils' special educational needs including the CAF review plans and any targets set by professionals;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the Centre's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

### **4. Admission arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with statements of SEN and those without.

All SEN paperwork should be passed to the SENCo as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The Centre will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. Where complex additional needs are identified on the child's application form an extra home visit will be offered by the SEN team. This enables us to put staff in place to support the child as soon as they start. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Please also refer to the Centre's Admission Criteria for Additional Nursery Hours outside the 15 hours free entitlement.

## 5. Specialist SEN provision

We have 9 members of staff who specialise in SEN provision and support and when the SEN numbers increase we use SEN agency support staff.

We support children with a variety of special educational needs and disabilities. We have staff trained in speech and language development, Autism, tracheostomy tube changing, gastrostomy feeding tube management, global developmental delay, Makaton, Picture Exchange Communication System, and various other training to support us in meeting children's needs.

## 6. Identification of pupils needs

### Identification

See definition of Special Educational Needs at the start of this policy.

### A graduated approach:

#### Quality First Teaching

- a) Any pupils who are assessed as being below or above the expected outcomes for their age will be closely monitored and a PDC referral will be completed by the key person. The key person needs to list the strategies they will use to support the child.
- b) Once a pupil has been identified as possibly having SEN and the PDC referral completed the PDC coordinator will observe the child and put the necessary support in place.
- c) The child's key person class will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the Centre.
- f) TAC and TAF meetings are held as regularly as needed to bring the professionals and family together to discuss the child's progress and any other referrals or support that may be needed.

#### Early Years Action (EYA)

This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under Early Years Action the Centre puts provision in place without recourse to regular external advice or additional resources provided by the local authority.

- a. Key people collaborate with the SENCO on evidence gathering and identification.
- b. The decision is made about appropriate support and interventions which is shared and discussed with parents.

#### Early Years Action Plus (EYAP)

When a child has been identified as having SEN and steps have been taken for provision under EYA but the child has not progressed as expected, the Centre will consider taking steps under EYAP.

- a. Following the Centre's previous assessment under EYA, external professionals will be called to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.

- b. The Centre will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. External input can involve support and intervention, for example through specialist teaching or therapy. The Centre will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

### **Referral for Statement [SP]**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the Centre but can also be requested by a parent. This will occur when Southwark believes that the Centre has taken every step possible to support the child but is unable to provide the level of support needed alone.

The decision to make a referral for a statement will be taken at a TAC/F meeting.

The application for a statement will combine information from a variety of sources including:

- Parents
- SENCo
- Key Person
- Teaching Assistants

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

### **Statement [S]**

- a. Following Statutory Assessment, a Statement of Special Needs will be provided by Southwark if it is decided that the Centre cannot provide for the child's needs on its own. The Centre and the child's parents will be consulted before the decision is made.
- b. Parents have the right to appeal against a decision either for or against a statement of special needs for their child.
- c. Once the statement is completed it will be kept as part of the pupil's formal record and reviewed annually by the SENCo parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **7. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the Centre as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the Centre setting in order to support the taught curriculum and enable pupils to progress. The Centre does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff across the setting on the subject of SEN and SEN teaching. Centre staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.

- Making use of all Centre facilities and space, including the PDC, sensory garden, sensory room, Ellen Brown Centre and the hall for music therapy or language groups.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.

## **8. Inclusion of pupils with SEN**

The Headteacher oversees the Centre's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the Centre.

We aim to optimise opportunities for participation and achievement across all areas of Centre activity (social, curricular, physical).

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes, and extending to extracurricular activities and Centre day trips.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our Centre and encouraging social responsibility and understanding amongst all our pupils.

## **9. Evaluating the success of provision**

Assessments are made on children's learning at 3 points during the year, Autumn, Spring and Summer. We analyse these assessments and this allows us to change the provision according to the children's needs.

In order to make consistent continuous progress in relation to SEN provision the Centre encourages feedback from staff, parents and pupils throughout the year.

## **10. Complaints procedure**

We have a Centre complaints procedure which is detailed in the Centre handbook. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

## **11. In service training (CPD)**

We aim to keep all Centre staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our Centre offers the following training opportunities provided by Southwark that staff can request to attend:

- Makaton course
- Communicate in print
- Autism understanding
- Speech and Language development

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to Centre development priorities and those identified through the use of provision management.

Staff can also request to attend training where relevant and necessary for them to support children in their key groups.

## **12. Links to support services**

The Centre continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid inclusion. This includes the Early Help Service, Educational Psychologists, Family Support Workers, Sunshine House, Health Visitors, KIDS, CAMHS and Speech and Language Therapists.

Sharing knowledge and information with our support services is essential to the effective and successful SEN provision within our Centre.

## **13. Working in partnerships with parents**

Kintore Way Children's Centre believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

The Centre welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCO throughout the year for any reason.

Parents are kept up to date with their child's progress through parent conference days and TAC/F meetings.

## **14. The Governing Body's responsibilities to pupils with SEN include:**

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that SEN pupils are fully involved in Centre activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Knows and understands how the Centre identifies children with SEN
- Reporting annually to parents on the Centre's SEN Policy including the allocation of resources from the Centre's devolved/delegated budget
- Attend curriculum committee meetings and full governing body meetings

## **15. Transitions**

When the child leaves Kintore Way Children's Centre, the Record of Achievement, learning targets, assessments and records of reviews are sent to the next setting. A Communication Passport is produced, for children who need one, to give the receiving school individual information about the child's likes and dislikes, and successful strategies for supporting learning and behaviour. If possible, staff visit schools with the child and parent, to help find out how the school will support the child's needs. The SENCO is able to liaise with other settings when the child moves on.

In supporting this policy, the governors confirm that the requirements of the 1996 Education Act and any subsequent legislation/regulations will be fully complied with.

In implementing the policy, staff and governors will have due regard to the government's Code of Practice, particularly in relation to the identification and support of any pupil with SEN and the correct accounting of any funding allocated for that purpose.

## **16. Monitoring**

The quality of SEN provision is monitored in line with the Centre monitoring as set out in the Teaching and Learning policy. This monitoring then informs the Centre Development Plan, enabling us to set targets to improve the quality of the provision for SEN.

The SEN team are monitored within the Appraisal and Supervision cycle. This enables us to provide suitable and appropriate training when necessary.

## **17. Links with other policies**

Health and Safety

Child Protection and Safeguarding

Positive Behaviour Management Policy

Anti-Bullying Policy

Equality, Inclusion and Community Cohesion Policy

Teaching and Learning Policy

Planning, Assessment and Record Keeping

Admissions Criteria for Additional Nursery Hours Outside of the 15 Hour Free Entitlement

**THIS POLICY IS CURRENTLY BEING REVIEWED DUE TO  
THE CHANGES IN THE  
SEN CODE OF CONDUCT**

# Kintore Way

## Nursery School & Children's Centre

### Policy Name

SEN Policy

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### Adopted and signed on behalf of the Centre by the Governing Body at the meeting on

Curriculum Committee - 23<sup>rd</sup> May 2013

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### Name of Governing Body Representative

Martyn Wade, Chair Curriculum Committee

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### Signature of Governing Body Representative

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Date signed \_\_\_\_\_

Date to be reviewed: Autumn 2014