

Special Education Needs Policy

Special Educational Needs Policy.

This policy should be read in conjunction with the Behaviour & Rewards, Complaints, Equal Opportunities, Health & Safety, Restraint, Safeguarding, & Whistle-blowing policies.

Aims

- We aim to provide a safe, healthy environment where **all** children can enjoy, achieve & make a positive contribution.
- At Slough Centre Nursery school we aim to provide a broad, balanced & relevant curriculum to all children, regardless of their ability or special educational needs (SEN), within the Early Years Foundation Stage curriculum.
- We aim to ensure the admission of pupils with SEN is handled positively & sensitively. We recognise that in some cases additional support & advice may be necessary to ensure the child's needs are met adequately. We aim to make all children & their parents & carers feel welcome.
- We aim to identify children with SEN as early as possible.
- We aim to keep parents fully informed & involved in the assessment of & planning for their child's needs.
- We aim to ensure appropriate assessment & support arrangements are in place, both within the nursery & by external agencies, to ensure the child's needs are properly addressed.
- We aim to ensure all school development & policies take account of inclusive principles.
- We aim to foster a climate that supports flexible & creative responses to individual needs.

- We recognise that inclusion is the responsibility of ALL staff.
- We aim to provide a system which ensures that all staff are aware of the procedures by which children are identified & support is provided.
- We aim to give all staff access to suitable professional development to support inclusive practice.
- We aim to work collaboratively with the LA & other agencies to identify existing barriers to inclusion & consider how these can be overcome.
- We aim to use the Common Assessment Framework (CAF) as appropriate, to ensure information is shared with the team around the child.

What are special educational needs?

Children have special educational needs if they have a *learning difficulty*, which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- A) have a significantly greater difficulty in learning than the majority of children 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.

Special educational provision is additional to, or different from, the educational provision made generally for children of the same age.

The Special Educational Needs Co-ordinator.(SENCo)

The SENCo at Slough Centre Nursery School is Zoe Keating.

Responsibilities are:

- Overseeing the day to day operation of the SEN policy.

- Ensure that the nursery has due regard to the DfEE Code of Practice (2001)
- Liaise with & advise staff about their concerns.
- Ensure all staff are aware of the details of the policy.
- Contribute to INSET training & development of staff.
- Liaise with support staff, including those assigned to children with a statement of special educational need.
- Liaise with parents of children with SEN.
- Liaise with outside support agencies.
- Liaise with the headteacher/deputy headteacher regarding children with SEN.
- Liaise with the Teacher in Charge of the Resource Unit
- Work with keyworkers, support staff, parents & outside agencies to write individual education plans (IEPs) on a termly basis, or more frequently if necessary.
- Co-ordinate provision for pupils at early action & early action plus & those with statements.
- Keep a list of children with SEN.
- Ensure all records are kept up to date.
- Submit applications for statutory assessments as necessary.
- Organise annual reviews for children with a statement of SEN.
- Write reports as necessary.
- Attend training & conferences as necessary.
- Read publications relating to the role & summarise important points to the headteacher & staff.
- Work alongside rainbow group staff on a weekly basis.
- Monitor the planning of provision for children with SEN.
- Initiate or contribute to Common Assessment Forms (CAF) for individual children as necessary.
- Monitor the results of parent questionnaires.
- Liaise with the governor with responsibility for SEN.
- Make transition arrangements for children with SEN.
- Attend transition meetings for children entering or leaving the nursery.

Admission arrangements.

The school's admission policy includes information on our provision for children with SEN.

Physical environment

- The school is accessible to children & adults with disabilities. There is a ramp giving access to wheelchairs at the main entrance & there are two exits/entrances at the back which are on a flat surface.
- There is an adult & children's toilet for the disabled.
- Doorframes are painted in contrasting colours to aid visibility.
- Outside the steps & edges of raised surfaces are hi-lighted in yellow.
- The school has an accessibility plan.
- The nursery school makes reasonable adaptations & arrangements so that children with SEN and disabilities can join in all areas of the curriculum, both indoors & out.
- The staff ensure that children with SEN have easy access to toilet & eating facilities.
- We make every effort to organise appropriate space for children's supported & independent movement.
- We arrange respectful privacy for children with SEN at times of specific medical care or welfare.

Resources.

- The school employs 2 EYPs & 4 full time equivalent support assistants whose roles include work with children with SEN.
- The school deploys the EYP to lead the team of support assistants in catering for children with SEN & lead the planning of provision with guidance from the SENCo.
- The school has allocated a quiet room for the use of rainbow group to work with children with SEN, which has a sound -field system, & a multi sensory, calming environment.
- Rainbow group staff withdraw small groups of children to one of the curriculum bases regularly each week, on a rotational basis.
- The school provides supply cover for 2 days each term for the SENCo & rainbow group staff to work with key-persons & parents to update IEPs.
- The SENCo works with rainbow group for 1 day each week.

- The school buys in support services as needed.

Inclusion

- We ensure that children with SEN are fully integrated into the daily groupings of children and their routines.
- In order to make appropriate & effective provision or adaptations we collect information from parents to establish the children's needs (visual, hearing, physical, emotional, learning, communication, behavioural, social or self-help).
- We offer activities & experiences to promote positive images of disability & differences for all children.
- We use a range of strategies to engage children in play & provide learning activities to suit individual children's most effective style of learning.

Identification & assessment.

Identification.

- Children with SEN may be referred to the nursery by outside agencies.
- Staff may identify a SEN on a home visit, prior to the child starting nursery, or may be informed by the parent/carer of such a need. The SENCo will follow up any concerns.
- If a member of staff has concerns about a child for whom she/he is the key-person, they will discuss the concerns with the rest of the homebase group in order to gather information on the child's needs & how to address them.
- The child's key-person will inform the SENCo of the concerns and speak to the parents/carers to share information.
- The homebase teacher will fill in a form: 'Children Causing Concern', in consultation with parents, other homebase staff & the SENCo. This form outlines the areas of concern, parent's views & achievable targets. Monitoring & assessment procedures are noted & a review date is set.

Assessment:

Children are supported in the classroom if the staff &/or carers are concerned that a child

- Makes little or no progress, even though approaches to target the area of weakness have been used.
- Continues to work at significantly lower levels than his/her peers in certain areas.
- Displays persistent emotional &/or behavioural difficulties despite the use of behaviour management strategies.
- Has sensory or physical problems & continues to make little or no progress despite the provision of personal aids & equipment.
- Has communication &/or interaction difficulties, & requires individual support in order to access learning.

In this case targets will be set for the child and reviewed within a term.

If the child still gives cause for concern an individual education plan (IEP) will be devised. The SENCo will liaise with the key-person & rainbow group staff to review the targets previously set & set new targets in the IEP. The child will be given additional support from rainbow group staff, who will work with the child individually, in small groups & alongside his/her homebase group, depending on the nature of the difficulty.

The IEP will be shared with parents, who will be given a copy and asked to support targets at home, if appropriate. Parents are asked to sign a copy of the IEP.

IEPs will be reviewed termly by the SENCo, key-person & a member of staff from rainbow group. If the child is making progress the IEP will be updated & reviewed again in one term. If the child is not making noticeable progress he/she may be moved to the stage of Early Action Plus.`

The involvement of external support agencies.

External Support agencies are involved for the children who need additional help . They can help with advice on new IEP targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials & in some cases provide support for particular activities.

A request for help from an external agency is likely to follow a review of the child's IEP, in consultation with the parents/carers, which showed that despite receiving an individual programme & additional support the child:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues to work within the early years foundation stage curriculum at a level significantly below that of his/her peers.
- Continues to have emotional/behavioural difficulties which impact on his/her own learning or that of the children within the group, despite having an individual behaviour management plan.
- Has sensory or physical needs requiring specialist equipment &/or support or advice from specialist practitioners.
- Continues to have communication & interaction difficulties that impede the development of social relationships & cause problems with learning.

Outside agencies from which help may be sought include:

- Educational psychologist
- Speech & language therapist
- Behaviour support service.
- Sensory consortium.
- Pediatrician
- Physiotherapist.
- Occupational therapist.

The parents will be kept fully informed of any outcomes following a visit from outside agencies, if they have not been involved in the visit. Any strategies suggested will be incorporated into the child's IEP.

Parents are invited to all review meetings and involved in the setting of new IEP targets. Outside agencies may be invited to these review meetings & any advice incorporated in the updated IEP.

Education & Health Care Plans

IEPs are set up by the SENCo in consultation with all staff and outside professionals involved with the child.

The IEP will include:

- The nature of the special need.

- Broad aims.
- Very specific, achievable aims.
- Specific strategies for achieving the aims, including staffing, resources, teaching approaches & external support.
- Medical requirements.
- Information from parents.
- Monitoring
- Review date (normally one term)

Monitoring & Record Keeping.

Children with special educational needs will be monitored regularly by all staff involved with them.

- Progress reports will be given to the keyworker by rainbow group staff and homebase staff on a regular basis and she will keep these in the child's individual 'All About Me' book. This will give evidence of achievements and areas of difficulty and may be referred to at review meetings. This approach is complimentary to the approach used for all children.
- The child's keyworker will carry out regular observations of the child, which will also be kept in the All About Me book.
- Records will be kept by the SENCo on any discussions involving outside agencies.
- Parents will have regular opportunities to see their child's book and to discuss progress, both informally and formally. They may initiate a meeting at any time by asking for an appointment with their child's key-person &/or SENCo.
- Where strategies require a whole school approach the SENCo will give the relevant information to all staff at a staff meeting, to ensure a consistent approach is used throughout the nursery.
- When a child presents with particularly difficult behaviour, incidents will be recorded as evidence of the child's needs.

Behaviour Management.

- Behaviour management is based on the "positive praise" approach.
- When a child presents with particularly challenging behaviour the whole staff will agree an approach, in consultation with

outside agencies & the child's parents, which will support the child & give consistent messages.

- "Time out" is used for short periods of time (1-3 minutes, depending on the age & maturity of the child.)
- All staff have been trained in the Team Teach approach & work to support each other as necessary.
- If it is necessary to restrain a child (to prevent him/her harming him/herself, another child or member of staff), safe holds will be used, as learned in the Team Teach training.
- Records are kept of incidents where it has been necessary to restrain a child.
- Parents are always informed if it has been necessary to restrain their child.
- Once the child has calmed down the staff involved will talk calmly to the child about the unacceptable behaviour.
- Staff will be debriefed & supported after an incident where restraint has been necessary.

Request for statutory assessment/ Education & Health Care Plans.

A request for a statutory assessment/ EHCP will be made by the SENCo if there is agreement with the educational psychologist, the parents & the school staff that the child's needs are unlikely to be met without additional individual support once the child reaches primary school.

Once the EHCP has been agreed by the LA the school staff will support the parents throughout the process, giving help in writing their views if necessary. The SENCo will write reports as necessary to contribute to the procedure.

The school will ensure any additional resources are acquired & used appropriately to ensure the child's needs are met, providing the expense can be met from the school's budget. IEPs will take into account the needs as identified on the statement.

Reviews.

The SENCo will take the lead in setting up the review meeting to discuss the child's progress and the need for any change to the statement. Parents, staff & any outside agencies involved with the child will be invited to the review & a report will be sent to all those present & to the LA.

Review meetings may be held prior to a child's transfer from the nursery, in which case staff from the receiving school will also be invited.

Working with Parents.

- At Slough Centre Nursery we are wholly committed to working with parents to ensure their child's needs are met.
- Parents are kept informed from the very first recognition of a concern & kept informed & involved throughout their child's time in the nursery.
- We recognise the knowledge & experience that parents have of their own child & seek to build on this in any assessment, planning or review.
- We offer parents access to the Parent Partnership programme operated by the LA.
- We ensure that parents who need it have access to a translator & parents are encouraged to bring a supporter to formal meetings if they feel they would like one.
- We ensure that time is made to talk through parent's concerns at any time, on a formal or informal basis.
- Parents are surveyed at the end of each academic year, to enable us to improve our provision for children with SEN.

Staff Training.

- All staff have access to a copy of this policy.
- The SENCo keeps all staff up to date on changes in policy or procedures through inset training.
- All staff are given the opportunity (where financially viable) to attend training on issues relating to SEN which interest them, or which the senior staff feel would enhance the provision of the school.
- Governors are invited to attend school based training or outside sessions on SEN issues.
- The SENCo &/or headteacher will attend any meetings on SEN issues run by the LA

Responsibilities.

For the SENCo's responsibilities see earlier paragraph.

- Individual staff are responsible for ensuring that they know & follow the Special Needs procedures.

- The headteacher is responsible for ensuring that all who work with a child are aware of the child's SEN.
- The headteacher is responsible for reporting back to governors about the special needs of the children within the school.
- The governing body are responsible for ensuring that the special needs policy is followed & all children with SEN have access to all areas of the Early Years Foundation Stage curriculum.

Monitoring the effectiveness of the SEN policy.

- The headteacher should monitor the effectiveness of the policy in the long term.
- Short term monitoring should be done by the SENCo.
- Consultation with parents should inform staff about the effectiveness of the policy.

Links, references & guidance.

- Early Years Foundation Stage curriculum.
- Every Child Matters.
- National Standard 10
- Disability Discrimination Act (DDA)1995 & 2005
- Special Educational Needs Disability Discrimination Act (SENDA) 2001
- Code of Practice (2001) for the Identification & Assessment of Special Educational Needs.
- Inclusion Development Programme.

