

# SPECIAL EDUCATIONAL NEEDS POLICY



This Policy was last reviewed: Date: Sep 2019

This Policy will be reviewed again: Date: Sep 2020

This policy will be reviewed by: Senco & SEN Gov

Statutory Policy: **Yes/No**

## SPECIAL EDUCATIONAL NEEDS POLICY 2019

### Surbiton Children's Centre Nursery

*"If they can't learn the way we teach, then we teach the way they learn"* Dr O Ivor Lovaas

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations Section 49
- The order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:- Inclusion, Admissions, Behaviour, Equal Opportunities, Assessment, Complaints Policy, Accessibility Plan and Safeguarding

This policy was developed with representatives from the governing body, parents and carers of mainstream children and those with special educational needs and school staff and will be reviewed annually.

#### Definition of SEN

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they:  
Have a significantly greater difficulty in learning than the majority of others of the same age;

or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Special educational provision is underpinned by high quality teaching and is compromised by anything less. The Nursery is comprised of two mainstream classes, an extended day provision, a 2 year old provision and a Specialist Resource Provision for up to 12 children with social communication difficulties some of whom have a diagnosis of an Autism Spectrum Condition (ASD)  
We believe that all children and young people are entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals living fulfilling lives.

The school also currently meets the needs of pupils educational needs with an Education, Health and Care plan with the following kinds of special educational need: autistic spectrum condition, speech, language and communication needs, social communication needs, social, emotional, physical disabilities and moderate learning difficulties. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority, in consultation with the school. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

### **Information about the policy for identification and assessment of pupils with SEN :**

At SCCN, class teachers regularly monitor the progress of all pupils to review their progress. The principle of early identification and intervention underpins our approach to recognising those children who may require extra help. Examples of extra support are: attention groups, colourful semantics, social skills groups and small story groups. The purpose of this more detailed assessment and review is to understand the additional resources and different approaches which are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan which is reviewed regularly and refined / revised if necessary. At this point, if the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need. If the pupil makes good progress using this additional and different intervention (though would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. The attainment gap to close between children of the same age. For pupils with an Education, Health and Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

### **The school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The school judges whether any additional support offered has had an impact on the pupils' educational progress using the Code of Practice Assess, Plan, Do, Review model. We work closely in partnership with outside agencies such as the Speech and Language Service, Educational Psychology and implement their educational advice regarding individual children

## **How we evaluate the effectiveness of the provision made for pupils with special education needs with or without Education, Health and Care Plans.**

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made. The SEND Code of Practice (2015) describes adequate progress as: Similar to that of children of the same age who had the same starting point. Matches or improves on the pupil's previous rate of progress which allows. Every pupil in the school has their progress tracked regularly through termly accountability meetings between school leaders and teaching staff as well as through regular parent consultation meetings. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress. If these assessments do not show adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted.

*'Special educational provision is underpinned by high quality teaching and is compromised by anything less'* (SEN Code of Practice, 2015)

High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have SEN. At SCCN we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, training and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The Framework for the Early Years Foundation Stage, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. small group teaching, TEACCH approach using visual support, Colourful Semantics and Aided language display boards. These are often delivered by additional staff under the close direction of teachers. The class/subject teacher will remain responsible for working with the pupil on a daily basis. The school has a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

We will have regard to the statutory guidance supporting pupils at school with medical conditions. Trained first-aiders in our School Office will administer medicines, on the advice of medical professionals. Members of staff are available to assist children if necessary with personal care.

Whole-school systems are in place to support positive and responsible behaviour which helps to avoid exclusions, increase attendance and raise levels of progress. The school's Learning Mentor meets regularly with children on an individual basis, according to need. How the school adapts the curriculum and learning environment for pupils with special educational needs:

At SCCN, we follow the advice in the Early Years Foundation Stage Guidance of how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, together with the strategies described in statements of special educational needs / Education, Health and Care Plans. The school currently works using immersive classroom environments. These are carefully planned and take into consideration the needs of all children. 'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11) Additional support for learning that is available to pupils with special educational needs Schools receive funding for SEN pupils. This funding is used to support and enhance the high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEN and is evidence-based. The amount of support required for each pupil to make good progress will be different in each case. In exceptional cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child lives. The Head Teacher has the final say in the use of the personal budget within the school. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum:

All clubs are available to pupils with special educational needs. For some pupils, 'reasonable adjustments' may need to be made. This is always carried out in partnership with families and carers. Support that is available for improving the emotional and social development of pupils with special educational needs: At SCCN, we understand the importance of enabling all pupils to develop emotional resilience and social skills, both through direct teaching, e.g. in PSHE, as well as within every conversation adults have with pupils throughout the day. We also work closely with a trained Educational Psychologist to support pupils with a higher level of emotional need. We are interested in hearing parents'/carers' and pupils' views. At Annual Review meetings, the parents' and pupil's views (photos) are included in the paperwork and parents are also invited to comment on their child's progress towards targets at SEN reviews.

The school is keen to train and develop the expertise of every staff member; all teaching and non-teaching staff take part in our appraisal process, a part of which is identifying and meeting training needs. Teachers and teaching assistants have received training in a wide range of areas including: Behaviour Management, ASC, Occupational Therapy and Social Communication needs.

#### **How equipment and facilities to support children and young people with special educational needs will be secured:**

At SCCN, we have a variety of equipment and resources available to support children generally. Necessary specialist equipment will be considered on an individual basis and where appropriate, funding will be requested from the Local Authority.

### **The arrangements for consulting parents of children with special educational needs about, and involving them in, their education:**

All parents of pupils at SCCN are invited to discuss the progress of their children once a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, where regular progress monitoring indicates that a pupil needs access to some additional teaching to help the child catch-up, this will not imply that the pupil has a special educational need. If, following this normal provision, improvements in progress are not evident, we will contact parents to discuss this and what we propose to help us address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made; the parent/s will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted in an age appropriate way and involved in the arrangements made for him or her as part of person centred planning.

### **The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school:**

The same arrangements for the treatment of complaints at SCCN are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns initially with the class teacher and then with the SENCo if it were deemed appropriate. We hope to resolve issues before involvement of the Chair of the Governing Body. How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils The governing body have engaged with the following: A Service Level Agreement with AfC Educational Psychology service membership to SPARK (the School Performance Alliance Richmond and Kingston) Link to the Disabled Children's Service for supporting families of pupils with high needs Access to local authority Speech and Language Therapy Services / Occupational Therapy Services / for pupils with a requirement for direct therapy or advice. Membership of professional networks for SENCO e.g. SENCo forum and Behaviour Network A Service Level Agreement detailing support such as OT, SALT for the school's Specialist Resource Provision.

### **The school's arrangements for supporting pupils with special educational needs in transferring between phases of education:**

At SCCN, we will work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. If deemed appropriate and beneficial, the SENCo/Class Teacher will visit the child in their current setting to observe and to talk to staff. We also contribute information to a pupils' onward destination by providing information to the next setting. The LA provide an annual transition event for all primary schools to attend to have a detailed hand over regarding the children moving into Reception or joining the nursery from another provider. We have strong links with the local primary schools and PVI settings to ensure transfer in and out of Surbiton Children's Centre Nursery are smooth. We run annual meetings with our local schools and take the children to visit their new schools in the summer term.

### **The contact details of support services**

For the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services) EnhanceAble, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs educational needs or disabilities (0-19/25). The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local Authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice. They can be contacted on: HELPLINE: 020 8547 6200 Website: [www.enhanceable.org](http://www.enhanceable.org) Parents can also contact [https://www.afcinfo.org.uk/local\\_offer](https://www.afcinfo.org.uk/local_offer) for more support and information

### **Information on where the local authority's local offer is published.**

The local authority's local offer is published on their website:

<https://www.afclocaloffer.org.uk/>

Parents without internet access should make an appointment with the Inclusion Lead for support to gain the information they require. We will publish information on our website about the implementation of the governing body's policy for pupils with SEN. This will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014. The SEND policy is regularly reviewed Surbiton Children's Centre Nurery SEND policy is reviewed, evaluated and updated in line with the school's policy review timeline.

Most recent review: Sep 2019

Reviewed by Claire Brooker SENCO for school

If you would like to contact the SENCo, please do so by emailing [senco@sccn.rbksch.org](mailto:senco@sccn.rbksch.org) or telephoning the School Office on 0208 390 2555 and Claire Brooker SENCo will respond as soon as practically possible.