



# SPECIAL EDUCATIONAL NEEDS POLICY

This Policy was last reviewed:            Date: Sep 2020

This Policy will be reviewed again:    Date: Sep 2021

This policy will be reviewed by:        Senco & SEN Gov

## SPECIAL EDUCATIONAL NEEDS POLICY 2020

### 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. We use their best endeavours to ensure that such provision is made for those who need it

Special educational provision is underpinned by high quality teaching and is compromised by anything less

## 1. The kinds of special educational need for which provision is made at Surbiton Children's Centre Nursery

We are a mainstream nursery school with a specialist resource base which caters for children with social communication differences and Autism.

(See our Local Offer)

All children at the nursery are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood

At Surbiton Children's Centre Nursery we can make provision for every kind of frequently occurring special educational need without an Education and Health Care Plan, for instance speech and language needs, autism, learning difficulties and behavioural difficulties. There are other kinds of special educational need which do not occur as frequently and with which the nursery is less familiar, but we can access training and advice so that these kinds of needs can be met

## 2. Information about the policy for identification and assessment of pupils with SEN

At Surbiton Children's Centre Nursery early years' educators monitor the progress of all pupils regularly to review progress we use The Early Years Foundation Stage Individual Development Maps.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of support are:-

- Social Skills groups
- Language groups
- In-class support, individual work
- Motor skills groups
- Occupational Therapy work

Some pupils may continue to make insufficient progress, despite high quality teaching targeted at their areas of weakness, for these pupils, and in consultation with parents, we will refer to external advisory services such as Speech and Language Therapy, Educational Psychology, Paediatrician, Occupational Therapy and The Service for Sensory Impairment.

The purpose of calling on other professionals to assist in assessing pupils is to understand what additional resources and different approaches are required enabling the pupil to make better progress. These will be shared with parents, put into a support plan, reviewed regularly and refined or revised if necessary. At this point because the pupil requires additional and extra provision 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.

We will ensure that all teachers and early years' staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Progress will be monitored and assessed by all staff against Individual Support Plans. Parents are supported to work in partnership with staff and other professionals through regular reviews, discussions and workshops.

### 3a. How we evaluate the effectiveness of the provision made for pupils with special educational needs with or without a Education, Health and Care Plan

Each review of the support plan will focus on the extent to which planned outcomes have been achieved as informed by the views of parents, teachers, support staff, SENCO and the child themselves. The assessment information from teachers will show whether adequate progress is made.

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 the attainment gap to close between the pupil and children of the same age

### 3b. The School's arrangements for assessing and reviewing the progress of pupils with special educational needs.

Every pupil in the school has their progress tracked. Those with special educational needs may have more frequent and detailed assessments to inform targets and measure small steps of progress. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

### 3c. The school's approach to teaching pupils with special educational needs.

**'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN Code of Practice 2014).**

At Surbiton Children's Centre Nursery we work to ensure that our approach to teaching and learning is of high quality and personalised to meet the needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of the Early Years' Foundation Stage Framework the school uses some additional teaching approaches e.g. one to one support, small group teaching, social skills programmes. These are often delivered by support staff under the close direction of the teacher or Special Educational Needs Co-ordinator. The class teacher remains responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual health care plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children 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.

? See Medical policy Behaviour support plan?  
Medicines policy

### 3d. How the school adapts the curriculum and learning environment for pupils with special educational needs

At Surbiton Children's Centre Nursery we follow the advice in the Early Years' Foundation Stage Framework on 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, and the strategies described in Education and Health Care Plans.

**'All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development' (Statutory Framework for the Early Years Foundation Stage 1.15)**

COP quote??

Staff receive ongoing training enabling them to adapt their practice to meet the needs of individual pupils

### 3e. Additional support for learning that is available to pupils with special educational needs.

As part of our budget we receive some additional funding to ensure that the quality of teaching is good and that there are sufficient resources to deploy additional and different teaching for pupils requiring special educational provision. The amount of support offered is matched to the needs of individual pupils and will be different in each case. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year for full time pupils with high needs and above that amount the Local Authority where the child lives should provide additional top up funding to the school.

? Supporting children on trips, outings to Fishponds holiday play schemes

### 3f. Support that is available for improving the emotional and social development of children with special educational needs

At Surbiton Children's Centre Nursery we understand that an important feature of the school is to enable all pupils to develop self-confidence, emotional resilience and social skills, both through direct teaching in small groups eg PALS, Circle Time, language and social skills groups, and indirectly with every conversation adults have with pupils every day.

Where do we include the importance of adapting the environment, teaching independence, structure, visual resources

## 4. The Special Educational Needs Co-ordinator (SENCO)

The SENCO at Surbiton Children's Centre is Mrs Chris Chong who is a qualified teacher and has been SENCO continuously since before September 2009.

The Deputy SENCO is Mrs Sheila Tyler who is undertaking the National Award for SEN Co-ordination.

These people can both be contacted by phone or email through the admin office.

## 5. The expertise and training of staff in relation to children with special educational needs and how specialist expertise will be secured.

All Early Years Educators will have training on understanding behaviour, adapting the environment to meet the needs of pupils with SEN and Child Protection.

Staff working one to one with children with SEN will have additional training from the Speech and Language Therapist, Occupational Therapist or other outside professional as appropriate.

The cost of training is included in the schools notional SEN funding.

6. How equipment and facilities for children with special educational needs will be secured.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using notional SEN funding or seek it by loan.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education.

All parents of children with SEN at Surbiton Children's Centre Nursery are invited to discuss the progress of their children each term and will receive written reports at least twice a year. In addition to this we are happy to arrange meetings outside these times. As part of our normal teaching arrangements all pupils will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss how we intend to better 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 and the parent will be invited to all planning and reviews of this provision.

8. 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 school.

The normal arrangements for the treatment of complaints at Surbiton Children's Centre Nursery are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, the SENCO and the Head teacher before making a formal complaint to the Chair of the Governing Body.

**Complaints beyond this?**

9. How the governing body involves other bodies eg local authority support services, in meeting the needs of pupils with SEN and in supporting families of such pupils.

The governing body have engaged with the following bodies:-

- A service level agreement with the Educational Psychology Service to provide ....sessions a year. Extra sessions can be bought using the notional SEN budget.
- Spark//??
- Links to the Disabled Children's Service for support to some families of some pupils with high needs.
- Access to the Local Authority's Service Level Agreement for the provision of Speech and Language Therapy, Occupational Therapy, Physiotherapy for pupils with a requirement for direct therapy or advice.

10. Details of support services for the parents of pupils with special educational needs.

The Parent Partnership Service provides a free, impartial, confidential and support around educational issues for parents who have children with special educational needs or disabilities. They empower parents to play an active and informed role in their child's education. They can be contacted on 0208 8547 6203

### 11. Arrangements for supporting pupils with special educational needs in transferring between phases of education.

At Surbiton Children's Centre Nursery we work closely with the professionals and 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.

Visits to preschools are often made and each child has a home visit before entry. Pre-schools are encouraged to send on all records before the child starts. Parents and children are invited to visit the nursery before starting.

Transition arrangements for children moving on to reception classes include:-

- Invitation to members of staff from receiving schools to attend the final review meeting with parents and professionals involved with the child.
- Invitation to members of staff from receiving school to view the pupil in their present setting.
- Visits to their new schools.
- Transfer of all records including strategies used to support the pupil.

### 12. The Local Authority's Local Offer.

Local authority's local offer is published on [web site](#) . Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Information will be published on this website of the governing body's policy for pupils with SEN. This information 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.