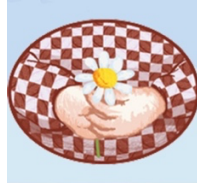


Stone Bay Montessori and Beach School



Special Educational Needs and Disabilities Policy

Our Special Needs and Disability Policy takes account of the Education Act 1996, the Special Needs and Disability Regulations 2014, the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2014, the policy of the Local Education Authority and the aims of the nursery as outlined in nursery documentation.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. As an early years provider in the private sector we must have regard to the 2014 Code of Practice.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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 education authority.
- Are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

We follow the fundamental principles of the SEND Code of Practice and these are:

- A child with SEND should have their needs met.
- Children with SEND should be offered full access to a broad-balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage.
- Arrangements must be in place to support children with SEND or disabilities; including a clear approach to identifying and responding to SEND.
- The view of the child, if possible, should be sought and taken into account.
- Parents have a vital role in supporting the child's education.
- Being aware of and alert to emerging difficulties and responding early.

Special educational provision means:

- (a) For children of 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. For a child under two years of age, special educational provision means educational provision of any kind.
- (b) A child under compulsory school age has special educational needs if he or she has a significantly greater difficulty in learning than the majority of others of the same age.

English as an Additional Language:

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.

Admissions Policy:

Stone Bay Montessori and Beach School adheres to the admission policy of the LEA and endeavours to provide appropriate support for pupils with a range of special educational needs.

Access for the Disabled:

The School is equipped with wide doorways and step free access. There is also a disabled toilet. The needs of the pupils will be taken into account when considering full access to the foundation stage curriculum.

Identification, Assessment and Provision in Early Education Settings:

The Government's Early Learning Goals set out what most children will have achieved by the end of the Early Years Foundation Stage (the end of the school reception year). Children will progress at different rates during the EYFS and some children may not reach the goals by the end of their reception year. These children will need differentiated learning opportunities and regular monitoring within our setting to help them make progress. In addition, the 'Early Years Outcomes' is an aid to enable practitioners to understand the outcomes they should be working towards.

The Special Educational Needs Coordinator (SENCo):

The EYFS framework requires early years providers to have arrangements in place for meeting children's SEND, including the expectation to identify a SENCO.

The SENCo will have responsibility for:

- Liaison with parents and other professionals in respect of children with special educational needs.
- Taking the lead in further assessments and planning support.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate Individual Targeted Plans are in place and that these are reviewed regularly.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated in an Individual Targeted Plan and for those with an Education, Health and Care Plan (EHCP).

Graduated Response:

If a child in our setting is not making the expected progress, it may be necessary to use alternative approaches to learning. We operate a graduated response system where staff initially:

- Bring an issue to the attention of the SENCo
- Observe, monitor and share their findings with staff and parents.
- Are allocated time to devise planned intervention and monitor.
- Adapt working practices and the environment to suit the needs of the child.
- Produce Individual Targeted Plans with achievable targets for the child.
- Attend regular staff training to provide effective intervention.

This graduated response recognises that there is a continuum of special educational need and, where necessary and with parental permission, draws support from a range of specialist expertise to support the child. In our setting the different support mechanisms may include:

- An initial visit from the health visitor.
- Referrals to outside agencies including speech therapists, paediatricians, educational psychologists etc.
- Support from the Early Years Team/LA support services for advice or equipment.

Initial Concerns:

Staff may initially have concerns about a child that they share internally and in particular with the SENCo. At this stage staff should observe the child regularly to gather evidence for possible future discussions with parents or outside agencies. The child will be put on the SEND register, under, 'may need support'.

Discussions with parents:

If staff feel that there is still cause for concern after their initial observations, parents will be invited in to discuss these concerns with a staff member. Parents will be invited to contribute their knowledge and understanding of their child and raise any concerns they may have and to contribute to targets resulting in individualised planning known as 'Targeted Support'

SEND Support:

When a child in the setting is identified as having special educational needs we initially devise our own interventions to be used in addition to our usual curriculum (SEND Support). The triggers for SEND Support could be that the child:

- 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 lower than 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.

Individual Targeted Plan:

An Individual Targeted Plan contains planning for the child which is *additional to*, or *different from*, the standard provision and includes:

- Short-term strategies set for the child.
- Teaching strategies.
- The provision to put in place.
- When/how the plan is to be reviewed.
- The outcome of the action taken.

The Individual Targeted Plan will be reviewed half termly with parents and if appropriate, the child and outside agencies. Where it is deemed not applicable for the child to attend their views and needs should be taken into consideration. If the child has made good progress and there are no longer concerns, the child will be removed from targeted support and return to the universal offering, provided for all children. If after the review, it is felt the child has made little progress, the SENCO will discuss with parents a referral to LIFT (local inclusion forum team). If permission is given, the child will be discussed at a LIFT meeting and if felt appropriate, allocated a specialist teacher, who

will provide advice and individual targets for that child. The child will be placed on a personalised plan, which will be reviewed half termly, with a termly observation from their specialist teacher. The specialist teacher will advise both parents and the setting on any other referrals which may be felt beneficial to the child.

Requests for an Education, Health and Care Needs Assessment:

For a very few children the help given by the early education setting through SEND Support will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. Where a request for an Education, Health and Care Needs Assessment is made to the LA, the child will have demonstrated significant cause for concern and the setting will have evidence gathered throughout the stages listed above.

Annual Review:

As a result of an Education, Health and Care Needs Assessment the LA will decide whether a child needs provision through an Education, Health and Care Plan. The Education, Health and Care Plan will outline the provision necessary, the name of the setting where the provision is to be made and how the needs will be met; this may be through additional support or equipment and may have a cost implication to the LA. All EHCPs are reviewed at least yearly and all those involved are invited to consider whether any amendments need to be made.

Record Keeping:

We keep individual records; these are based predominantly on observations. We use regular observations, consultations with parents, staff and other professionals to inform planning in order to meet the needs of individuals. Information gathered may be shared with other professionals with parental permission; a summary of achievement and relevant attachments are sent on to the next school. The records we keep are available to the child's parents on request.

The Local Offer:

We are aware of the Local Offer and will signpost parents the information about provision they can expect to be available across education, health and social care for children and young people in the area with SEND.

Confidentiality:

We will respect parent's rights to confidentiality when supporting children with Special Educational Needs and Disability; we will always discuss any possible referrals to other services with parents to seek their agreement before we make such referrals. All meetings with parents other than the normal parent/staff contact will take place in private.

Parents will be involved in setting all targets for their child. Targeted Support will be reviewed regularly and parents will be invited to contribute to this review.

All of our staff will need to be aware of the Targeted Support agreed for a child as they are all likely to be involved in supporting that child. However, all of the staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the settings SENCO or Manager who would discuss any need to share information with the child's parent or carer.

EYFS Nursery Transfer Summary:

If a child moves to another nursery or reception setting, we complete a Nursery Transfer Summary that outlines the child's achievements at our setting. This has a section which relates to Special Educational Needs and asks for the parents and child's comments.