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Reviewer	Liam Donovan / Alison Lapihuska / Sophie Lambertucci

Early Years Additional and Special Educational Needs Disability (SEND) Policy

This setting is committed to safeguarding and promoting the welfare of children and expects all staff, parents and friends to share this commitment

EARLY YEARS POLICY FOR ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Our School Local Offer (which can be found on our website)
- Equality Act 2010: advice for schools DFE Feb 2013
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- School policies which can also be found on our website.

Guiding Principles

- Longwood School and Nursery is an inclusive and supportive independent primary school and nursery. We believe that every teacher and every member of staff is a teacher of every child including those with SEND.
- We have high expectations and set suitable targets for all children.
- We define a special educational need in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.
- All children are entitled to access the full school and nursery curriculum and to take part in every aspect of school and nursery life, unless there is a specified modification or disapplication outlined in an individual child's EHCP (Education and Health Care Plan)

Objectives

- To work in partnership with parents
- To identify, at the earliest possible opportunity, barriers to learning and participation for children with additional Special Education Needs or Disability (SEND)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons and sessions fully and effectively
- To value and encourage the contribution of all children to the life of the school and nursery
- To enable children to have their voice heard
- To work closely with external support agencies, where appropriate, to support the need of individual children
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children
- To clarify the roles and responsibilities of staff and parents.

Definition of SEND

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

- Have a significantly greater learning 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.

In addition, children from 0-5 years of age in the nursery who display any developmental lag, as measured against the EYFS profile statements, will be considered for special educational provision at Longwood School and Nursery.

The Code of Practice 2014 describes 4 broad categories of need (Pg86). These four broad areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child purely so that we can work out what action the school or nursery needs to take. We would identify the needs of the learner by considering the needs of the whole child not just the SEND.

The 4 areas of need are:

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
 - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. *Social, Emotional and Mental Health Difficulties*. They include:
 - A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit Disorder)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder
4. *Sensory and/or Physical Needs*, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

We also consider the following which may impact on the progress and attainment of children but do not consider them to have SEND

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEND) • Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

A Graduated Approach to SEND support

All children receive a differentiated curriculum delivered through high quality teaching. A key person is responsible and accountable for the progress and development of the children in their group, including any children receiving additional support. Those who fail to make the expected progress are initially identified by key persons. The progress and attainment of all children is reviewed and discussed with the SENCo and headteacher or nursery manager at termly intervals. In addition to this, any teacher or member of staff can raise concerns about a child with the SENCo at any time. We involve parents/carers and where appropriate, the child in question, as soon as we feel a child may have a barrier to learning.

The first step to meeting the needs of any child who is under-achieving is high quality, differentiated teaching and approach. If the child is still not making sufficient progress or meeting their targets despite interventions and adjustments we follow the SEND Code of Practice 2014: 0 to 25 years’ graduated approach with regard to the identification, assessment and review of children with special educational needs.

The four key actions are:

Assess: The class teacher or key person and SENCO will analyse a child’s needs before identifying a child as needing SEND support. Thoughts will be recorded as necessary

Plan: Parents will be notified whenever it is decided that a child is to be provided with SEND support. The documentation will be shared and amended if needed

Do: The class teacher or key person will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher or key worker, he/she still retains responsibility for that child’s learning. Interventions will be carried out and an IEP created.

Review: The effectiveness of the support will be reviewed in line with the agreed date via the IEP, with parental and child input as appropriate.

In school and nursery, we use a range of assessment data e.g., relevant family/medical history, Foundation Stage Profiles and EYFS statements, Teacher Assessments, Screening Tests, Teaching Assistant assessments, behaviour observations recorded in a diary, etc. A range of diagnostic tests are used as appropriate.

Children who fail to make adequate progress on the basis of accumulated evidence are placed on the Special Needs record and parents informed.

The SEND Code of Practice (2014) describes adequate progress as being that which,

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the child's previous rate of progress
- Allows the attainment gap to close between the child and children of the same age.

MANAGING CHILDREN'S NEEDS ON THE SEND RECORD

Once a child has been identified as having SEND, the Class Teacher or key person, with the help of the SENCO, sets up curriculum support. They might ask the parent if we may assess the child according to the IAELD (Individual Assessment of Early Learning and Development guide). SMART targets which will be reviewed every six weeks in nursery or half a term in school, will be set. If there is no improvement within 2 terms or 12 weeks, the class teacher or key worker and SENCo will begin to draw up an IEP (including an "All About Me" form) in consultation with parents/carers and the child, where possible. Occasional advice may be sought from external agencies to inform effective intervention. The IEP allows for close monitoring of progress towards short-term outcomes, agreed with child and parents/carers, which are reviewed termly or 6 weekly. If a child fails to make the expected progress then advice may be sought from external agencies which may include social as well as educational services. At this stage, an SEND may be identified.

The SENCo has a summary of responsibilities for children identified as having Additional and Special Educational Needs in the register file in each class or group. This file also contains a list of SEND children in the class and additional information where appropriate e.g. characteristics of dyslexia, etc. IEPs are also kept in the class or group register files.

Termly or 6 weekly reviews are held with Parents, Class teacher or key person, children if appropriate and SENCo but parents are encouraged to contact the school or nursery whenever they have a concern or information to share.

We can request support from Learning and Language Services, Behaviour Support and Health Services including Speech and Language support. If we are unable to fully meet the needs of the child through our own internal provision and expertise we would call upon these services for support. We would need to prioritise children dependent on their need. Due to long NHS waiting lists, we do support parents who wish to pay for private speech and language therapy.

Education Health Care Plan

If a child is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can usually only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms or 12 weeks. There may be exceptions to this and an application may be made earlier.

On gathering all relevant advice about a child's progress the SEND team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided. If a Plan is not issued there will be recommendations made and further advice sought.

CRITERIA FOR EXITING THE SEND RECORD

Following a termly or 6 weekly review it may be decided that the child has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the record.

However, after removal, any child would continue to be monitored closely by the SENCo and the Class teacher or key person at the respective reviews.

SUPPORTING CHILDREN AND FAMILIES

Transition is recognized as extremely important and any children requiring additional support at this time are identified and planned for. Children are supported in transition. This may be internal transition between year groups, from schools and other educational settings and also to new schools or nurseries.

The SENCo is available to meet with parents and can be contacted via the Longwood office.

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

We recognize that children at Longwood with medical conditions should be properly supported so that they have full access to education, including trips out and physical education. Some children with medical conditions may be disabled and where this is the case the school or nursery will comply with its duties under the Equality Act 2010. Some may also have special educational or disability needs (SEND) and may have an education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

MONITORING AND EVALUATION OF SEND

The monitoring and evaluating of provision is an ongoing process.

The SENCo and headteacher or nursery manager liaise closely to discuss observations, planning, assessments and training.

We hold regular INSETs and arrange in-house and out courses.

Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development.

All teachers, key people and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the setting's SEND provision and practice and to discuss the needs of individual children. The SENCOs regularly attend the LA and Cluster SENCO network meetings in order to keep up to date with local and national updates in SEND. Where a training need is identified beyond this, we will endeavour to find a provider who is able to deliver it. Training is ongoing in response to identified needs.

Additional Funding

Where a child needs additional support over and above the core funding, the school or nursery shall apply for additional funding to further meet their needs. Sometimes, it will be necessary for parents to meet the costs of additional support.

ROLES AND RESPONSIBILITIES

The Special Needs Co-ordinators (SENCOs), in collaboration with the Head teacher, Nursery Manager, take responsibility for the operation of the SEND policy and co-ordination of special needs

provision, working closely with staff, parents and carers and other agencies. Sophie Lambertucci currently holds this post in school and Alison Lapihuska holds this post in the nursery.

Their responsibilities include:

- Overseeing the day-to-day operation of the school's and nursery's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's and nursery's delegated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEND
- Liaising with early year's providers, other schools and outside agencies
- Being a key point of contact with external agencies especially the local Authority and its support services
- Working with the head teacher and nursery manager to ensure that the school and nursery meet their responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Providing professional guidance to colleagues to secure high quality teaching for children with SEND.
- Ensuring that the school and nursery keeps the records of all children with SEND up to date
- Closely monitors interventions and their impact.

The headteacher and the nursery manager, Alison Lapihuska, have responsibility for the day-to-day management of all aspects of the school's and nursery's work, including provision for children with SEND. They work closely with the SENCOs and are kept fully informed of SEND issues.

STORING AND MANAGING INFORMATION

Information is stored in locked filing cabinets. The information is shared with staff working with the children. Class teachers and key workers hold SEN files which are stored in the classroom. At the end of each year the information is transferred to the next class teacher or key person and discussion held to ensure transition is efficient and effective. When a child moves to another school or nursery, the records are photocopied and archived. The originals are passed onto the new school or nursery.

REVIEWING THE POLICY

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

ACCESSIBILITY

All members of the Longwood community, including children, are invited to inform the school or nursery of any disability they have. Longwood School and Nursery is happy to admit children with disabilities, in line with our policies.

DEALING WITH COMPLAINTS

Longwood works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs. All complaints are taken seriously and are heard through our complaints policy and procedure. We encourage parents to discuss their concerns initially with the class teacher or key worker and/or SENCo and then the headteacher or nursery manager to resolve the issue before making a formal complaint.

Resolving Disagreements

The SEN Code of Practice outlines procedures for resolving disagreements in Chapter 11.

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 SEND policy and practice. Their contact details can be found online.