

## **Special Educational Needs Policy**

### **Definitions**

When we use the term Preparatoria we mean, Shrewsbury Preparatoria nursery When we use the term children we mean, babies, toddlers, foundation children.

When we use the term staff, we mean, teachers, leaders, practitioners, apprentices, ancillary staff and volunteers.

### **Definition of Special Educational Needs (SEN) taken from Children and Families Act 2014**

#### **When a child or young person has special educational needs**

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - a) has a significantly greater difficulty in learning than the majority of others of the same age, or
  - b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

### **Statement of Policy**

At the Preparatoria we aim to provide all children with a broad and balanced learning environment that is committed to the integration of children with special educational needs. Our philosophy is that all children 'with or without special needs' should have the opportunity to develop to their full potential alongside other children in an educational environment. Each child's needs are unique, therefore any attempt to categorize children is inappropriate.

### **Aims**

- To recognise each child's individual needs and ensure all staff are aware of and have regard for the Special Educational Needs Code of Practice. (2015)

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- To identify and plan for each child's individual learning requirements and monitor and review our practice and provision and, if necessary, adjust, and seek specialist equipment and services if needed. (Graduated Approach)
- To promote an atmosphere of encouragement, acceptance, and respect for achievements in which all children can thrive; and to develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To celebrate diversity in all aspects of play and learning by promoting positive images and role models during play experiences of those with additional needs wherever possible.

### Objectives:

- To identify any learning needs in any of the areas of learning and to develop an effective strategy to meet those needs.
- To support and invite all children with special educational needs to fully participate in all activities of the Preparatoria by providing additional support, adapting activities and environments and by using specialist equipment as appropriate.
- When appropriate, to work together with staff from external agencies to provide the best learning opportunities for each individual child.
- To inform parents of the needs and progress of their child, to consult with parents regarding their child's educational needs and to work in partnership with them.
- Where a child continues to make less than expected progress, despite evidence based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists. The decision to involve specialists should be taken with the child's parents (Special educational needs and disability code of practice 2015)

### Roles and Responsibilities

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Identifying the pupils SEND
- Co-ordinating the making of special educational provision for the pupils who meets those needs
- Monitoring the effectiveness of any special educational needs provision made for the pupil
- Securing relevant services for the pupil where necessary
- Ensuring that records of the pupil's special educational needs and the provisions made to meet those needs are maintained and kept up to date.
- Liaising with and providing information to a parent of the pupil on a regular basis about the pupil's special educational needs and the special educational provision being made for those needs.
- Ensuring that, where the pupil transfers to school or another Nursery, all relevant information made to meet those needs is conveyed to the appropriate authority.
- Being involved in the selection, supervising and training of staff who work with pupils with special educational needs.

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The SENCO will advise and support other staff at the setting, ensure that appropriate Person Centered Plans (PCP) are in place, and ensure that relevant background information about children with special educational needs is collected, recorded and updated.

One member of staff has overall responsibility for the implementation of this policy and for liaison with staff, parents and external agencies with regard to all special educational need issues. This person is designated the Special Educational Needs Co-coordinator (SENCO).

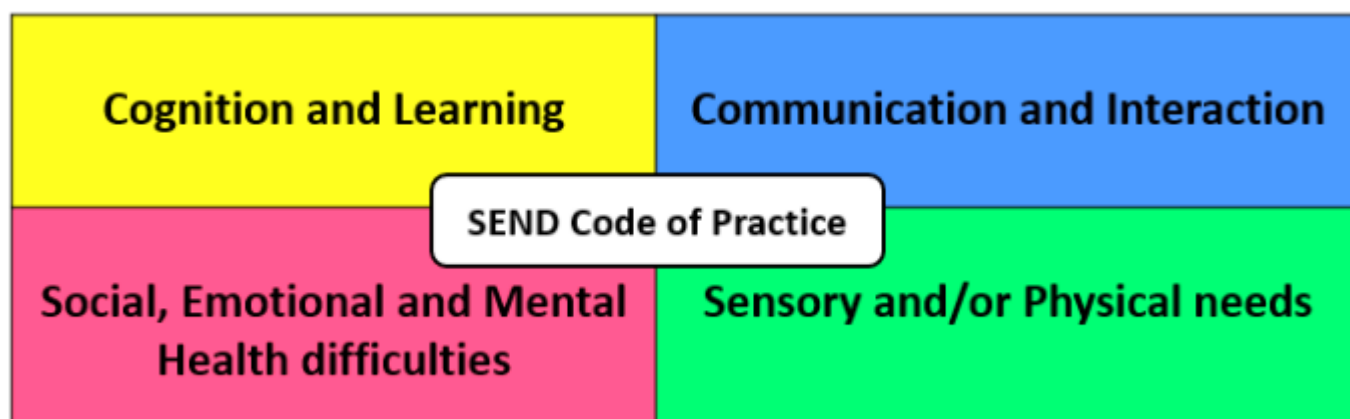
The SENCO at the Prepatoria is the Deputy Manager (Mrs Evans-Jones) .

All members of staff have responsibility for monitoring the progress of children and informing the SENCO if they believe a child may have special educational needs. All staff are responsible for supporting children with special educational needs and their parents, for implementing person centered plans and for ensuring children with special educational needs can participate in all activities of the setting.

### Special Educational Needs Code of Practice

It is the duty of the Prepatoria to carry out our statutory duties to identify, assess and make provision for children's special educational needs.

By working together with parents, the observation and monitoring of children's individual progress, will help identify any child with special educational needs. The SENCO will work alongside parents to assess the child's strengths and plan for future support and will ensure that appropriate records are kept according to the Code of Practice.



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### Cognition and Learning

Some children find learning more difficult than others. They may need:

- help to break down new learning into smaller pieces of information.
- more time to think about their answers and learn new things.
- information to be repeated and put in different ways.
- help to remember information during a lesson.
- whole class, small group and/or individual support

Moderate learning difficulty  
Severe learning difficulty  
Specific learning difficulty (Dyslexia, Dyscalculia  
and Dyspraxia)  
Profound & multiple learning difficulty

### Communication and Interaction

Some children may need help to play and talk to other children and adults. They may need help:

- to understand what others are saying.
- with talking and listening to others.
- with how to say words and sounds.
- to cope with new things like different sounds, smells and school life.
- with change and how to deal with it.
- to understand the meaning of new words, especially in their learning.

Asperger's Syndrome  
Autistic Spectrum Condition

### Social, Emotional and Mental Health difficulties

Some children may need help to play and talk to other children and adults. They may need help:

Some children will find it difficult to manage their behaviours and cope with their feelings. They may need help to:

- understand and follow school rules.
- understand dangers and keep themselves and others safe.
- listen to and follow instructions.
- understand and manage their feelings.
- make and keep friends

Attention Deficit Disorder  
Attention Deficit Hyperactive Disorder  
Attachment Disorder

### Sensory and/or physical needs

Some children with disabilities can find it difficult to move round the school safely and may need specialist help with their learning: They may need:

- help with their sight and/or hearing.
- help with moving around the school building safely.
- specialist equipment such as wheelchairs, walking frames, hoists and seating.
- changes to the curriculum such as adapted PE equipment and different ways of recording writing.
- Help with medical needs and medication.

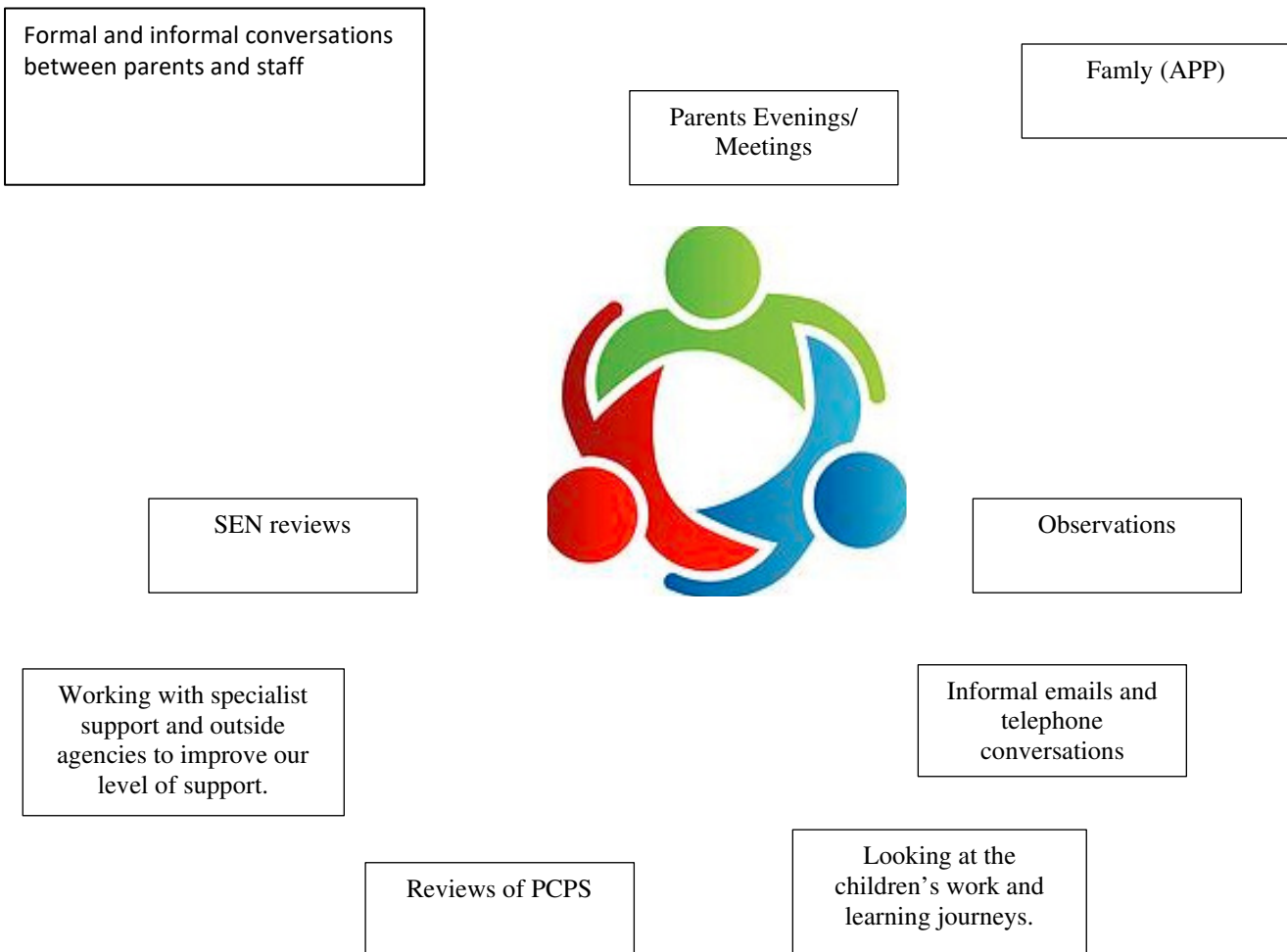
Vision impairment  
Hearing impairment  
Multi-sensory impairment  
Physical disability

## Partnerships with Parents

The Prepatoria believes in working closely with parents in order to ensure:

- Early and accurate identification and assessment of special educational needs to ensure accurate targets, provision and outcomes for children.
- The progress, social, emotional and academic, of children with special educational needs.
- That meaningful and effective targets are set and achieved through planned provision.
- The engagement and active involvement in the decision- making process about their child's academic and personal development.
- Regular and effective communication through various methods of contact.

Ways in which we communicate with parents:



## Operating Policy

- All children will be given a full settling in period when joining the Prepatoria according to their individual needs.
- When a child starts at the setting the key person will talk to the parent about their child using information obtained from initial paperwork. Any existing special educational needs, disabilities or health problems will be documented at the time.
- The key person will continually monitor each child's progress using the EYFS or Prepatoria curriculum and record each child's development and achievements. This ongoing assessment and recording will be used to aid the early identification of any special educational needs.

### **STAGE ONE**

*Well- differentiated, quality first teaching accessible to all pupils.*

All children will be entitled to access to 'Quality First Teaching' which involve aspects of:

- Having high expectation of all children
- Knowing a child's individual needs and views
- Providing an inclusive learning environment
- Making learning accessible
- Scaffolding learning
- Developing independence

Staff are responsible for all children's learning and progress including those with special educational needs. The SENCO has a role in strengthening knowledge and skills which may include *'reviewing where necessary, improving teachers' understanding of strategies to identify and support the most vulnerable pupils and their knowledge of special educational needs most frequently encountered (Co)*

## **STAGE TWO**

If the key person believes a child has special educational needs the following action will be taken:

- The key person will complete a raising concern form and share this with the SENCO
- The key person will consult the SENCO and they will then gather information about the child and make an initial assessment on the child's special educational needs.
- The key person and the SENCO will consult with the child's parents ascertaining the parent's views, seeking additional information, explaining that there is some cause for concern, and giving them ideas of how they can help at home.
- The SENCO and the child's key person, in consultation with the parents, will decide on the action needed to help the child progress. This will be recorded on a Person-Centered Plan (PCP). The PCP will include information about the short term targets set for the child, the teaching strategies to be adopted and any provision to be put in place that is additional to or different from the normal curriculum plan.
- The key person and the SENCO will continually monitor the child's progress. A PCP review will take place termly. The child's parents will be given a copy of the proposed amended PCP to sign after reading, Parents can edit this to reflect views from home. Parents can request to meet with the key person and SENCO if they feel changes are needed. Progress will be reviewed and the PCP may be changed and adapted as required.

## **STAGE THREE**

If at any time the SENCO and the child's key person, in consultation with the parents, decide to request help from external support services the child will have moved onto the next stage of the support.

Help from outside agencies will be sought when despite receiving an individual program and/or concentrated support, the child:

- Continues to make little progress in specific areas over a long period.
- Continues working at an early year's curriculum substantially below that expected of children of a similar age.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group.

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- Has sensory or physical needs and requires additional equipment or regular visits by practitioners from a specialist service.
- Has ongoing communication or interaction difficulties that impede social development and cause barriers to learning.

When help from external support services is sought, the SENCO will make the child's special educational needs records available to those services.

Staff from the appropriate external support services will meet with the SENCO and colleagues to review the child's progress and advice on the most suitable form of external support. This could include:

- Advice on new PCPs and targets.
- More specialist assessments.
- Advice on the use of new or specialist strategies or materials.
- Providing support for activities

The child's parents will be included in this process and their views will be sought on any changes to the special needs provision for the child.

The child's progress will continue to be monitored by staff, the SENCO and any external support services involved

## Statutory Assessment

If the help given is not sufficiently effective to enable a child to progress satisfactorily, it may be necessary for the SENCO and colleagues, in consultation with the parents and external agencies already involved, to consider whether a statutory multidisciplinary assessment is appropriate.

A request to the Local Education Authority (LEA) for a statutory assessment can be made by the setting or by the child's parents. The LEA is then responsible for deciding whether a statutory assessment is required and for carrying out that assessment.

When a request for statutory assessment is made, the SENCO will provide the LEA with copies of all documentation relating to the child's special educational needs and the action taken to support it with those needs. The SENCO and colleagues will provide assistance to the LEA and support to the child and parents whilst a statutory assessment is taking place.

If the result of a statutory assessment is the issuing of an EHCP and the setting is the educational establishment named in the plan; then monitoring, support, and reviews will continue to take place with the assistance of external agencies as specified in the statement.

## New Settings

When a child with special educational needs moves from the Preparatoria to another setting, the SENCO will liaise with the new setting and will pass on copies of all reports and other paperwork

to ensure they are fully aware of the child's needs, and of the support that has been provided to date.