

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY- SCHOOL AND NURSERY**

### **Introduction and Legislation**

The Villa is committed to a policy of inclusion, equal opportunity and following statutory guidelines on special education needs, in particular the SEND (0 – 25 years) Code of Practice 2014 and the Children and Families Act 2014. All pupils have a right to be able to access and gain fully from the curriculum. In certain cases for this to be possible, pupils may need a greater degree of differentiation and support to realise their potential. The individual needs of all pupils cover a wide spectrum; disabilities and specific learning difficulties exist across the ability range.

The Villa sees the provision for special educational needs and disabilities as a whole school responsibility.

### **SENDCO's**

The Special Needs Coordinator is **Agnes Staruch** for the nursery and **Emma Bryant** for the school.

### **Definitions of pupils with Learning Difficulties and/or Disabilities**

Children have a learning difficulty if:-

- They have a greater difficulty in learning than the majority of pupils of the same age

or

- They have a disability (a physical, social or mental impairment) which prevents or hinders them from making use of educational facilities that are provided for children of the same age.

Pupils 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.

The code of Practice states that children are only identified as SEN if they don't make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

### **The aims of the School and the policy**

At The Villa we are committed to enabling each child to access the curriculum. In order to achieve this, learning opportunities must be provided to meet individual learning needs. This applies to both children who have learning difficulties and children who are gifted and more able.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs.

For children with statements of special needs we will ensure that the needs of the child are met within the terms of the statement.

We believe it is vital to involve parents at every stage for consultation, discussion and sharing of concerns, successes and agreements.

We liaise and consult with external support agencies where it is necessary to provide further professional support for pupils with special needs.

### **We aim:**

- To recognise any special needs a child may have and ensure all staff are aware of the DfE code of practice on identification and assessment of special needs
- To assess each child's specific needs and adapt our facilities as appropriate.
- To work in partnership with parents/carers at all stages
- To liaise with other agencies including the health and education authorities and seek advice, support and training
- To develop and maintain a core team of staff who are experienced in the care of children with special needs
- To ensure that all children are treated as equals and are encouraged to take part in every aspect of the day
- To promote positive images of those with special needs
- To understand that each child's needs are unique, therefore any attempt to categorise children is inappropriate
- To understand that children learn from interacting with each other and to enable all children to be educated and develop as far as practicable with their peers

### **Adjustment for Special Educational Needs and Disability**

The school is committed to improving access for pupils with special need and will strive to make reasonable adjustment. The Accessibility Plan is available from the school office. Where a pupil has an Education, Health and Care (EHC) Plan, the school will provide, and implement effectively, education which fulfils its requirements in liaison with the Local Authority (LA) where possible.

### **Identification**

The school recognises the importance of early detection of special educational needs and disabilities. In order to identify pupils who may need extra support the following may be taken into account:

- Information from a pupil's previous school;
- Evidence from teacher observation and assessment;
- Outcomes from a range of screening and assessment tools;
- Reports from outside agencies such as Educational Psychologists, Occupational Therapists, Physiotherapists or Speech and Language Therapists;
- Discussion with pupils;
- Meeting with parents.

### **Identification in Early Years**

We try to identify needs at the earliest possible stage often from parents before Nursery entry. Prospective parents are asked to provide information about their child's

development and forms part of our 'Settling In' procedures. This helps the Nursery staff to plan for suitable settling in activities in the first few weeks.

The Nursery SENDCO is available to observe and advise staff and coordinate any additional support.

During a child's first term in the Nursery he/she is assessed according to the seven areas of the Early Years Foundation Stage Curriculum. These assessments are ongoing. In addition to this staff carry out the statutory Progress Check (aged 2).

Transitional meetings take place with Nursery staff and Reception staff. At these meetings individual pupil needs are discussed in order to achieve smooth entry for all children into the Reception classes.

During a child's first term in Reception he/she is assessed with a baseline assessment. Reception teachers also assess children's progress against the Early Learning Goals for Reception and judge if they are working at an emerging, expected or exceeded level of attainment. Transitional meetings take place with Reception staff and Year One staff where this information is shared in order to aid the transition from Reception to Year One.

### **Identification in Key Stage One**

Information is collected from standardised tests to monitor progress. The Learning Support teacher can also advise teachers of indicators that can show specific difficulties such as dyslexia. All children take the end of KS1 assessments in Year Two. Teachers continue to assess children regularly within the normal classroom situation and alert the Learning Support Co-ordinator of any concerns.

### **Provision**

The cycle of planning, teaching and assessing that is central to every class in the school takes into account the wide range of abilities and aptitudes that the pupils bring to the school. The majority of pupils will learn and progress within these arrangements. For the small number of pupils identified as having significant, specific and persistent learning difficulties or disabilities, some extra tuition/provision may be provided in small groups or individually. Special Education provision means provision which is a reasonable adjustment and additional to, or otherwise different from, the educational provision made generally for pupils of their age as part of the school's usual differentiated curriculum and strategies.

There is no extra charge for the majority of extra support given in school. However, there may be circumstances where a charge will apply to additional support which goes beyond what would be considered a reasonable adjustment for pupils on the SEND register.

### **Medical Conditions**

The Villa endeavours to give every support possible to pupils with serious, ongoing medical conditions and keeps its facilities and provision under review. All reasonable steps are taken to prevent these pupils from being placed at a disadvantage. Regular planning and review meetings are scheduled with parents, the pupil, the pastoral team and Learning Development.

## **Mental Health**

The Villa provides a caring environment where mental wellbeing is of the highest importance. Any issues which may affect this, such as bullying and discrimination, are not tolerated. All members of teaching staff will do their utmost to identify concerns and provide appropriate support to pupils in school with mental health needs. The SENDCO, will put in place any reasonable advice given by the relevant medical consultant or therapist to support the pupil in school. Parents are asked to keep the School closely informed on the progress of a child with mental health issues.

## **Adjustment for Special Education Needs**

The school is committed to improving access for pupils with special need and will strive to make reasonable adjustment. However, we do recognise that there may be instances where alternative educational provision is in the best educational interest of the child. The Accessibility Plan is available from the school office. Where a pupil has a statement the school will provide, and implement effectively, education which fulfils its requirements.

## **Children with English as an additional language**

Pupils for whom English is an additional language are welcomed into the school. Children who are considered in need of EAL will be offered support in English provided by the staff, as appropriate. Pupils 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.

## **Procedures**

In the light of Government guidelines laid down in the Special Educational Needs Code of Practice (SEND Code 2014) the school has adopted a graduated approach to the identification of, and provision for, pupils who may need extra support for learning, identified in the following cycle:

## **Assess, Plan, Do and Review**

### **Assess**

Practitioners are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. As part of the assessment process we have formative and summative procedures which help to assess children's individual needs.

These procedures include:

- Close monitoring of progress against precise Specific. Measurable. Achievable. Realistic and Time bound (SMART)
- Staff consultation with the SEND Coordinator
- Review meetings
- Consultation with parents and pupils
- Appropriate marking criteria
- Input from external sources (previous school, Educational Psychologist, Counsellor, for example).

## **Plan**

Teachers are expected to show planned differentiation within their lessons, targeting individual pupils' needs as necessary, and initiating and teaching 'catch up' groups as required. Support Plans are established for those pupils identified with SEND in liaison with the SENDCO and parents, taking the child's view into account.

## **Do**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Through discussion with the SENDCO, pupils may be targeted for support in a small group or individually for specific learning programmes/precision teaching. Through involving all relevant staff, the pupils themselves and their parents in the target setting process, there may follow a recommendation that parents seek assessment by an external specialist (most likely an Educational Psychologist or speech therapist). Pupils are also grouped (for example, by maths group or spelling set) appropriate to their individual needs. Special arrangements such as Exam concessions, or the use of special equipment is also provided according to individual needs.

**Additional intervention and support compliments and strengthens, but does not compensate for a lack of good quality teaching.**

## **Review**

Informal review of individual progress and provision happens constantly within the cycle. This is supported by formal regular review meetings of academic progress and regular review of Support Plans and provision maps (see below). The overall impact of support is reviewed and plans are revised in light of outcomes.

## **Provision Maps**

Teaching staff and the SENDCO discuss how differentiation is planned and implemented within each year group. This is recorded on a Provision map.

Wave 1: Quality First Teaching

Wave 2: Wave 1 plus additional, time-limited, tailored intervention support programme

Wave 3: Wave 1 and Wave 2 plus increasingly individualised programmes.

**The Provision Maps and Support Plans** are a record of the provision planned to enable the pupil to make progress towards specific targets.

The Support Plan will identify:

- The child's particular difficulty
- Overall aims (longer term targets)
- Short term-targets.
- Success criteria
- Planned provision/strategies
- Monitoring arrangements
- Parental Involvement
- Review date
- Outcomes (to be recorded as targets are achieved or at the review.)
- Review Cycle

While the setting and reviewing of short-term targets within Support Plans is a continuous process, the plans are reviewed formally each year. Parents are invited to consultation meetings and new plans are drawn up.

### **Referral process**

Concerns about the progress and needs of an individual child can be raised by parents and practitioners and discussed informally with the Key Person/SENDCO/Manager/Head Teacher at any time.

If a child is not making progress with high quality, differentiated teaching within the classroom, teachers will liaise with the SENDCO looking at the most appropriate support (see Waive 1, 2 and 3 above).

If there is little or no improvement despite the intervention and the SEN Support within the setting we may seek advice from other professionals with parents' consents using the CAF form. The SENDCO/Key Person and parents will carry out analysis of the child's needs and use CAF form. The CAF aims to help the early identification of children and young people's additional needs and promote coordinated service provision to meet them. This is sent to Southwark who will decide which professionals may then be involved.

When other professional and outside agencies are involved a Team Around Child will be formed (**TAC**) to consolidate and coordinate the delivery of support to the child by all practitioners and professionals involved. As a result the family and practitioners have a clear assessment and record of needs, strengths and actions that are shared, build on and reviewed recorded in a Delivery Plan. The identified person (SENDCO) will be responsible for co-ordination of the service delivery.

With support from the SENDCO all practitioners are responsible for implementation of plans and programmes agreed as part of SEN support.

The support should be reviewed regularly in line with the agreed date with parents' and other professionals involved. More information for parents can be found via this link:

[http://www.southwark.gov.uk/downloads/download/2764/caf\\_information\\_for\\_parents](http://www.southwark.gov.uk/downloads/download/2764/caf_information_for_parents)

We are aware that many families may wish to pursue assessments privately from professionals such as Speech and Language Therapists, Educational Psychologists and Pediatricians. We are able to provide names and contact details of professionals which other families have used in the local area. Costs of assessments by external professionals will be the responsibility of parents unless it is covered by Southwark as part of an EHC.

### **EHC**

Majority of children with SEN will have their needs met within the setting. Some children who have more complex needs and have not made expected progress will require co-ordinated assessment of their needs in the form of Education, Health and Care plan (EHC plan). EHC plan is a legal document describing all child's needs within education, health and care, the provision to meet those needs and the suitable



education placement.

Where a child has an EHC plan, the local authority must review the plan minimum every twelve months.

### **Local Offer**

Local Offer consolidates information, services and provision available for children and young people with SEN and Disability in the local area. You can view the local offer at <http://localoffer.southwark.gov.uk>

### **Transition**

The Nursery and School will support the transition of children with SEND on admission, moving on to the next class or key stage and in preparation for a new school or setting. To support the transition we share the information about the child with the receiving setting or school and we organize transition meetings or/and home/school visits.

### **Roles and Responsibilities**

#### **Role of the SENDCO**

The roles and responsibilities of SENDCO are laid out in the Code of Practice. These are:

- Ensure that parents are closely involved throughout and their views inform action taken by the setting
- Liaise other professionals in respect of children with SEND prior to their transition to The Villa, during their time at the setting and at times of the transition to other settings
- Advise and support other practitioners within the setting and ensure that they understand their responsibilities to children with SEND
- Ensure that appropriate individual plans are in place and that the provision is supporting the child effectively and relevant information is collected and kept up to date

#### **It is the responsibility of the class teacher/key worker to:**

- Monitor progress against agreed targets for all pupils
- Be prepared to meet with the SENDCO in order to formally review Support Plans/provision.
- Inform Parents when their child's name is receiving extra support, and ensure that they are kept informed of progress.

#### **It is the responsibility of all staff to:**

- Be aware of pupils' Support Plans/provision and take their needs into account when planning, teaching and marking work.
- Be prepared to meet with the SENDCO and to take part in the review of Support Plans/provision when appropriate.

### **Partnership with Parents**

Partnership with parents plays a key role in promoting a culture of co-operation.

They hold key information and have a critical role to play in their child's education. This is important to enable children to achieve. Parents have unique knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. It is therefore essential that we actively seek to work with parents and value the contribution that they can make. The work of professionals can be more effective when parents are involved and account is taken for their wishes, feelings and perspectives of their child's development.

**It is the responsibility of parents to:**

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Access information, advice and support during assessment and any related decision making processes about SEND provision.
- Follow Support Plan advice.

**It is the responsibility of pupils to:**

- Be actively involved in their own learning.
- Follow the Support Plan advice.

**Concerns and Complaints**

It is hoped that any difficulty can be sensitively and efficiently handled at an early stage. However, if parents do not believe that their concerns have been dealt with to their satisfaction the Complaints Procedure, which is available via the school office, explains how to pursue the matter further.



### SEND Procedure Chart

Red boxes are flexible and can be put in practice at any time but must be implemented.

