



HALTON BOROUGH COUNCIL

**SPECIAL EDUCATIONAL
NEEDS POLICY**

Name of School: Ditton Early Years Centre

Head of Centre: Mrs. L. Bowles

Reviewed: July 2011

SPECIAL EDUCATIONAL NEEDS POLICY

“Ditton Early Years Centre provides a fun, engaging environment. Children can discover and explore within a caring, respectful community”

Introduction

The Centre values all its children equally and believes that it should be provide for their needs to give them full access to all areas of the Early Years Foundation Stage (EYFS).

We support Halton Borough Council’s strategy contained in “A Graduated Approach for all settings delivering the EYFS”

SEN Aims of the Centre

- To provide all children with broad balanced opportunities and activities.
- To provide differentiated opportunities and activities.
- To provide for early identification of additional needs through a graduated approach.
- To implement purposeful intervention.
- To ensure that SEN children take as full as possible part in the opportunities and activities.
- To ensure parents/carers are informed, supported, and involved.
- To ensure the child’s voice is heard.
- To carefully monitor, access and measure progress.

Ditton Early Years Centre recognises that many children will have additional need from time to time which they can be helped to overcome with identified support.

Definition of Special Educational Needs

- A child has a special educational need if she/he has a learning difficulty where additional support is required.

Definition of Learning Difficulty

- Has a significantly greater difficulty than majority of same age children.
- Has a disability, which prevents or hinders the child from access to activities provided for same age children.
- Requires educational provision additional to/different from provision made generally for children of same age in maintained (not special) settings.

Speakers of Other Languages

- Children do not have a learning difficulty simply because the home language is not English.
- Children with a home language other than English will receive additional support.

- We will seek guidance from learning support services.
- All children's language development will be monitored and assessed.

Staffing

- The special educational needs co-ordinator (SENCO) is currently the headteacher.
- Staff employ a variety of teaching methods in order that the children have access to the opportunities and activities. This may include differentiation of activities, expectations and additional adult support within the room/area. If intervention occurs by other parties, parental consent has to be obtained.
- Half Termly meetings of all staff to review SEN need and provision are held.
- The Special Needs Governor is

Special Facilities

- Wheelchair access to all doors.
- Listening centre and individual computer programmes available.
- A wide range of sensory and motor activities.

Admissions

- The Centre considers that admission criteria should not discriminate against children with SEN and recognise the spirit of the Code of Practice.
'All schools should admit children already identified as having special educational needs, as well as identifying and providing for children not previously identified as having additional needs, but without statements, must be treated as fairly as all other applications for admission'.

Links to other policies

- This policy links to policies on Equal Opportunities, Inclusion and Disability Discrimination.

The Index for Inclusion

- The SEN policy builds on our centre inclusion policy and reinforces the need for teaching that focuses on early identification; is broadly balanced; removes barriers to learning; sets high expectations and is fully inclusive.
- The governing body will ensure that appropriate inclusive provision is made for children with SEN.
- Full reference to the Index is in the Inclusion Policy.

Disability Discrimination Act

'A person has a disability if she/he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. DDA.

The centre plans, over time and according to resources, to increase the accessibility of the centre in terms of physical environment, the opportunities and activities and written information for disabled children.

Allocation of Resources

- The school receives a small allocation of approximately £2,500 per annum in its Single Funding Formula. This money is utilised to provide N.C.T. for the Keypersons to perform their support. Funding is available in the daycare setting through the “Two Year Old Funding” Scheme. Linking with Ditton Children’s Centre and family support worker networks provide engagement on a wider level.

Identification, Assessment, Provision

- The centre follows the Code of Practice (2001).
- The Centre acknowledges the Green Paper Review and Consultation of SEN 2011.
- All staff contribute to the identification of SEN children and the needs of the children are reviewed half termly at a designated staff meeting.

Early Identification

- Initial visit with parent/carer.
- Initial entry screening and pupil profiling which links to the Early Years Foundation Stage Opportunities and activities.
- Observation and assessment to establish progress.
- Information from parents/carers/external agencies.

Range of Provision

- Full time in large classes or groups with differentiated activities or approach to learning.
- Withdrawal work with support in small Keyperson groups or 1:1.
- Support from students, parent/carer helpers.
- Support from external agencies i.e. Speech Therapy/Learning Support, Woodview CDC.

The Graduated Approach

A Graduated Approach is an approach adopted by the Centre as specified in the SEN Code of Practice ‘to provide specific help to individual children’. The approach follows a route of intervention at different levels:

Identification

Practitioners / parents/ carers voice their concern and the child is monitored with the view to progress and development.

Early Years Action

A child is identified with support within the centre’s existing provision and Keyperson Role.

Parents are informed of concerns regarding their child and an Individual Education Plan is formulated for specific interventions.

Early Years Action Plus

If the intervention does not enable the child to make satisfactory progress the SENco may need to seek advice and support from external agencies. Parents are consulted at every stage.

Request for Enhanced Provision at Early Years Action Plus

The Centre is able to apply for Enhanced Provision if we feel we need additional support to access the EYFS.

Requests are made through a multi agency panel (STAMP) within Halton BC, considering evidence from the centre, all involved agencies and parents.

Request for Statutory Assessment at Early Years Action Plus

Support at Early Years Enhanced is regularly reviewed and provision can be modified. If progress is still deemed inadequate at *Enhanced Provision at Early Years Action Plus*, a more detailed assessment of the child's needs is carried out based on specialist advice.

Statement of Special Educational Need

This may be the outcome of the Statutory Assessment. This statement describes a child's SEN and the special help they should receive. It is drawn up by the local Authority to implement appropriate provision. It is communicated with parents, professionals and the centre, in the first instance for consultation. This document is a legal requirement to access places in special schools.

Review of Statement

Statements are reviewed annually.

The LA informs the head teacher at the beginning of each term of children needing reviews. The head organises these reviews.

The following are invited to review:

- Parents/carers
- Child if appropriate.
- Relevant teacher(s).
- Relevant professionals (Psychologist, Speech Therapist etc).
- SENCO.
- LA representative, who may attend.
- Anyone the LA/head thinks appropriate.

Review Outcome

The headteacher writes a report of the annual review meeting and sends it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding to maintain, amend or cease the statement.

Individual Educational Programmes

Will be developed for children at all stages with:

- Short term targets
- Teaching strategies

- Type of provision
- Review date
- Reviewed regularly
- Success criteria
- Outcome
- Discussed with parents, obtaining a signature.

Record Keeping

The SENco will maintain records, which may include:

- Notes from meetings with staff, parents and professionals.
- A list of children identified with support and their stage of intervention.
- Children's information from previous settings, parents/carers, psychological reports and external agencies such as health, speech and language, portage etc.

Transition

Transition arrangements are made for children who leave to go to reception classes in mainstream or special schools. All children who receive Enhanced provision and most children who are on Early Years Action Plus will need a transition meeting and plan to support their move into school. We will discuss arrangements for transition with parents and agencies involved with the child. We will contact the school and arrange a meeting where transition arrangements are made. Funding for the transition purpose may be available from the local Authority (STAMP) for both the centre and the school in certain circumstances.

The Role of the Special Needs Co-ordinator

- Working with practitioners and governors to determine the development and implementation of the policy.
- Oversee and co-ordinate provision.
- Liaise with staff and specialists/external agencies.
- Oversee pupil records.
- Liaise with parents.

Role of the Governors

The governors will ensure that:

- They are fully involved in developing and reviewing SEN policy and that all their actions have regard for the Code of Practice.
- Provision of a high standard is made for children with SEN.
- SEN children are fully involved in centre life.
- Parents are aware of the Centre policy
- A "responsible person" manages statements (SENco).

Role of Headteacher

The headteacher's responsibilities include:

- Day-to-day management of all aspects of SEN provision.
- Keeping governing body well informed.
- Working closely with the team.
- Informing parents that SEN provision has been made.
- Ensuring the centre has clear, flexible policies for working with parents, which encourage their involvement.

Role of the Practitioners/Keyperson

- Collaborate with SENco to collect information and decide on action to assist children.
- Communicate with and inform parents at the request of the SENco.
- Collaborate with the Parents and SENco in developing IEPs.
- Be aware of the need to keep the SENco informed of progress and significant events.
- Be aware of procedure for the identification, assessment and provision for SEN children.

SEN INSET

- All staff are encouraged to attend courses to acquire the skills to teach SEN children.
- As part of staff development, INSET requirements in SEN will be assessed.
- The governors will also assess training needs.
- Support staff will be assessed regularly.
- The schools SEN INSET needs will be in the schools development plan.

Partnership with Parents

Ditton Early Years Centre believes in developing good partnerships with parents/carers as this helps children to achieve their potential. The centre recognises that parents have a unique overview of their child's needs and can help decide how to support them. This gives them a key role in the relationship.

Parent Partnership – LA

- The centre will make available, to all parents of children with SEN, details of the parent partnership services available through the LA (Halton and Warrington).
- 'LA's should work in partnership with local and parent organisations, as well the parent partnership services to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

Complaints Procedure

- The centre complaints procedure is in the prospectus.

- The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disputes. These will be explained/given if required. Alternatively the parent/carer can approach the LA Parent Partnership Officer (contact 0303 333 4300).

Links with External Agencies

When necessary support from the following services as available:

- Educational psychologists
- Medical Officers
- Speech Therapists
- Physiotherapists
- Occupational Therapists
- Hearing Impairment Service
- Visual Impairment Service
- The LA/School Support Centres
- Surestart
- Playgroups/Private Nurseries
- Childminders
- Children's Information Service
- Parent Partnership
- Social Services

SEN Policy Review

- The SEN policy document is reviewed in terms of policy and practice each year.
- The outcome of this review is used to inform the Centre Development Plan.

Access to the Policy

Anyone having a problem accessing the Code of Practice or Policy, for any reason (i.e. language, hearing or vision impairment etc.) will be offered assistance.

Appendices

Forms to implement this policy:-

- SEN Record Sheet (pupil)
- SEN Summary Sheet
- Individual Education Plan (IEP) sample
- Individual Play Plan(Continuous/Enhanced provision)
- Referral forms from support Professionals