

Harrold Pre-School Policies



Special Educational Needs Policy

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

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 other children.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.
- 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.
- For children of two or over, educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age.

Harrold Pre-School encourages early identification and assessment of special needs. It promotes integration of children with SEN enabling them to work with their peers.

Aims

- To achieve high standards of special educational needs
- To widen opportunities for pupils with learning difficulties
- To meet legislative requirements
- To give access to and where necessary, modify/extend the curriculum
- To identify and assess pupils with special needs as early as possible
- To monitor, evaluate and review annually
- Provide information to parents enabling participation.

Harrold Pre-School will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the Pre-School that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. Harrold Pre-School recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the Pre-School as a whole. All staff are involved in teaching children with special educational needs. Planning, teaching and assessing takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Provision

The Pre-School will assess each child's current levels of attainment and development on entry in order to ensure that they build upon the pattern of learning and experience already established during their time at home.

The Early Years Foundation Stage Guidance is used to inform the staff and key workers of a child's stage of development. The SENCO and the child's key worker will use this information to;

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the group
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and teacher assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home

The identification and assessment of the special educational needs of children whose first language is not English.

- Where there is uncertainty about an individual child all aspects of a child's performance will be monitored to establish whether the problems they have are due to limitations in their command of the language that is used or arise from special educational needs.

Graduated Response

In order to help children who have special educational needs, the Pre-School will adopt a graduated response that recognizes there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The Pre-School will record the steps taken to meet the needs of individual children

The role of the SENCO

- Overseeing of the Pre-School's SEN policy and records
- Coordinating provision for children with special educational needs
- Liaising with and advising staff members overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies
- On-going training to keep abreast of the latest initiatives in special educational needs.

Assessment, monitoring and recording of child's progress

- To promote early identification of Special Educational Needs
- The Pre-School's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily
- The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways, it might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

Highlighted Pupils

When a member of staff has an initial concern they:

- 1) Liaise with the key worker.
- 2) Monitor progress

If the child continues to cause concern they:

- 1) Liaise with SENCO
- 2) Check history, maturity (young in the year), health

Procedure

When a member of staff or the SENCO identifies a child with special educational needs, they will provide interventions that are additional to/from those provided as part of the Pre-School's usual differentiated curriculum.

The triggers for intervention will be underpinned by evidence and the key worker will liaise with the SENCO. The key worker/SENCO will also discuss any concerns with the child's parents /carers.

A child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the Pre-School
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO and key worker will support the assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. An **Individual Educational Plan** (IEP) will be written which will specifically target the areas of weakness providing a programme of intervention to aid learning and progress. This will be reviewed termly and parents will be invited to attend the meetings. All IEP reviews and new targets will be signed and given to the parents. The child's key worker will remain responsible for working with the child on a daily basis and for planning and delivering an individualized programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of intervention

The SENCO and the child's key worker will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual support
- To devise planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed).
- Access to other professional services e.g. Speech Therapy, Optometrist, Paediatrician or / and Language Assessment

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least once a term and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

A request for support from external services is likely to follow a decision taken by the SENCO and Key worker in consultation with parents, at a review of the child's IEP.

The triggers will be that, despite receiving support the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme, sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When Pre-School seeks the help of external support services, those services will need:

- The child's records in order to establish which strategies have already been employed
- Which targets have been set and achieved.
- The external specialist may act in an advisory capacity, or provide additional specialist assessment.
- The resulting IEP for the child will set out fresh strategies for supporting the child's progress.
- The delivery of the targets recorded in the IEP continues to be the responsibility of the key worker. The IEP will be reviewed termly or more often if appropriate.

Pre-School request for SEN Support

Where the Pre-School makes a request for a SEN Support :

- The child will have demonstrated significant cause for concern
- The LEA will need information about the child's progress over time
- Documentation in relation to the child's special educational needs and any action taken to deal with those needs

This information may include:

- Individual education plans for the child, records of regular reviews and outcomes
- The child's health including the child's medical history where relevant
- Other assessments and or an Educational Psychologist involved
- Views of the parents and of the child
- Involvement of other professionals such as Health, Social Services or Education Safeguarding and Welfare Service.

Parental request for a SEN Support

Where the parents make a request for a SEN Support the Pre-School will endeavor to support the parents and the child by:

- Providing all the necessary paperwork and information about their child's progress, including copies of IEPs, assessments, observations, samples of work, SEN provision already provided
- Copies of relevant reports
- The child's views
- The parents' views and concerns

Education, Health and Care Plans

Education, health and care plans are intended for children with complex needs. The education health and care plan assessment and planning process is delivered in partnership with parent/carers. It will be delivered and agreed within a maximum of 20 weeks.

A local authority should conduct an EHC needs assessment for children under compulsory school age when the special educational provision required to meet the child's needs cannot reasonably be provided from the resources normally available to the early education provider or school, or when it is likely the child will need an EHC plan in school.