



Arlesdene

Nursery School and Pre-school

Special Educational Needs Policy

May 2018

SPECIAL EDUCATIONAL NEEDS POLICY
Arlesdene Nursery School and Pre-school

Policy Review

The Special Educational Needs policy was last reviewed and agreed by the Governing Body on 22nd May 2018. It is due for review on 21st May 2019 (up to 12 months from the above date).

Signature Date

Head Teacher

Signature Date

Chair of Governors

Arlesdene Nursery School and Pre-school

Special Educational Needs Policy

Aim

Arlesdene Nursery School and Pre-school aims to promote achievement and success for all. We believe that this is important so that children become confident learners who actively engage with the learning opportunities in our rich and stimulating environment. We understand that children develop at different rates and have unique and individual learning styles. Through observation and monitoring we aim to provide learning opportunities using first hand practical experiences that match children's developing needs. We celebrate and record children's strengths and encourage a positive self image. Parents/carers play a vital role in supporting their child's education; we actively encourage communication and partnership when working with all parents to support children's next steps.

Staff at Arlesdene Nursery and Pre-school will:

- Identify the needs of children with SEN as early as possible
- Discuss with parents if children's progress gives cause for concern and together agree how children can be best supported (EYFS 2017)
- Use the Assess, Plan, Do, Review cycle in guidance with SEND code of Practice (2015)
- Work with parents to support children through developing Individual Learning Plans, that will be reviewed regularly to ensure need is matched to provision and adapting as necessary
- Provide a school environment where children feel safe and valued
- Have a whole school approach to the support of SEND
- Have a named Special Needs Co-ordinator (SENCO)
- Work in partnership with other agencies to meet individual needs and develop provision on site
- In line with the Equality Act (2010), aim to make *reasonable adjustments* to provision, promote inclusive practice and remove barriers to learning
- Monitor and review our policy, practice and provision and adjust accordingly

Every Teacher is a teacher of every child or young person including those with SEN.
(Teachers Standards 2012)

Procedures

In line with the SEND Code of Practice (2015) we have a designated member of staff to be the Special Educational Needs Co-ordinator who has been awarded the National Award for SEN (SENCo)

The named SENCo for Arlesdene Nursery & Pre-school is:

Claire Cobain

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- Provision for children with Special Educational Needs is the responsibility of **all** staff and **all** children have a named Key Person
- Our admissions practice ensures equality of access and opportunity
- We provide a broad and balanced curriculum, differentiated to be inclusive and meet all children's needs
- We use the Graduated Approach for identifying children who may need SEND Support, through *Assessment, Plan, Do and Review*.

- Parents are informed at all stages of the process and are encouraged to share their knowledge of their child's needs
- Through the Graduated Approach a child may be identified as needing SEND Support, with parents' agreement an Individual Learning Plan will be written to support next steps.
- The child's details are placed on the school/centre SEND register, outlining needs, individual targets and links with outside agencies.
- Parents, and where possible the child will be fully involved in developing and reviewing the Individual Learning Plan
- We have systems for assessment, planning, provision and reviewing provision for children with SEND
- We provide relevant training for staff as appropriate
- We have systems in place for working with other agencies through, Early Support Team Around the Family meetings (TAF), Families First Assessments and the Education Health Care plan (EHC) process
- We ensure effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Learning Plan reviews, staff and management meetings, parental and external agency views, inspections and complaints. This information is collated, evaluated and reviewed annually
- We provide a complaints procedure
- The policy is monitored and reviewed annually

Roles and Responsibilities of Headteacher, Staff and Governors

All staff are responsible for helping to meet an individual's special educational needs and for following school procedures for assessment and adapting provision accordingly.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for children with SEND.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for SEND
- Keeping the governing body informed about SEND issues
- Ensuring the implementation of this policy and the effects of inclusion policies are monitored and reported to governors

The **governing body** will ensure that:

- Appropriate provision is made for children with SEND
- Parents are notified if the school makes a decision to provide special educational needs provision for their child
- Children with SEN are included in all school activities as far as practical and compatible with their needs
- They are kept fully informed of SEND issues, so they can play a part in school self – review
- The quality of SEND provision is regularly monitored
- They are involved in the development and monitoring of this policy

The **Special Educational Needs Co-ordinator (SENCo)** is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action to be taken by the setting

- Liaising with professionals or agencies beyond the setting, coordinating meetings and provide a link between agency, staff and parents
- Monitor assessments and observations to ensure robustness
- Liaising with class teacher to coordinate provision for SEND
- Maintaining the schools SEND register and records
- Contributing to the in-service training of staff
- Liaising with SENCO's in receiving schools/settings to provide smooth transitions
- Applying for additional funding which is used to support children's individual SEND
- Applying for an Education Health Care Plan if appropriate so that children's individual needs are supported

Key person responsibilities:

- Include all children in the group by providing a differentiated approach
- Ensuring their individual needs are met through the Individual Learning Plan and informing the SENCO when targets need reviewing
- Ensuring robust assessment through Learning Journal observations & Early Years Development Journal
- Making themselves aware of the procedure for identifying SEND – Assess, Plan, Do, Review
- Give feedback to parents during parent consultations