

## Headington Quarry Foundation Stage School

### Special Educational Needs Policy

**NB - In this document the word term refers to the 6-term school year (ie Terms 1 & 2 are those previously known as Autumn Term; Term 3 & 4 are those previously known as Spring Term; and Term 5 & 6 are those previously known as Summer Term)**

**Please refer to other school policies (i.e. Behaviour Policy, Equal Opportunities Policy, Disability Equality Scheme, Complaints Policy, Access Policy and Personal Care Policy) which are relevant to the Special Education Needs Policy.**

### Section A: School Arrangements and Childcare Arrangements

#### 1. *Definition :*

Special Educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area. This is special educational provision under Section 21 of the Children and Families Act 2014.

Inclusive practice takes account of differences amongst our children and recognises that some children will require support during their education.

#### *Aims:*

- ◆ To be a fully inclusive setting for young children where diversity is celebrated.
- ◆ To ensure that children and their families feel valued and are made welcome.
- ◆ To ensure that all children with special educational needs should have their needs quickly and thoroughly identified and assessed
- ◆ To make provision for children's individual special educational needs, whether physical, cognitive or emotional/behavioural, in developmentally appropriate ways
- ◆ To provide appropriate adult support for children with special educational needs to enable them to make the most of all aspects of the Early Years Foundation Stage
- ◆ To work collaboratively with parents, other professionals and special educational needs advisers, to support the individual and group needs of pupils within the school
- ◆ To involve parents and carers in the planning, supporting and reviewing of their children's progress at each stage.

#### 2. *Roles and responsibilities*

- The role of the Key Person is to work with and know and value each child and family particularly well.
- It is the responsibility of each child's Key person to provide for the children in her care who have special educational needs, and to be aware that these needs may be present in many aspects of the nursery session.
- The governing body, together with the head teacher, have a legal responsibility for determining the policy and provision for children with special educational needs and for doing their best to ensure that the necessary provision is made for any child with special education needs. The governing body's annual report

will include information on: the success of the SEN policy; significant changes in policy; how resources have been allocated during the year.

- ◆ Mrs Annie Arnold is the designated Special Educational Needs Coordinator (SENCO) and in conjunction with the head teacher is responsible for:
  - The day-to-day operation of the school's SEN policy
  - Liaising with and advising members of staff and advising on a graduated approach to SEN.
  - Identifying children with special needs and co-ordinating provision for these children.
  - Liaising with parents and carers of children with SEN and ensuring their involvement.
  - Liaising with external agencies and other settings.
  - Ensuring that SEN records are kept up to date.
  - Liaising with potential next providers of education.
  - Work with the head teacher and governors on the Equality Act.
  
- The head teacher informs the governing body of :
  - The level of SEN
  - Provision being made for pupils with SEN
  - New developments in policy and practice.
  - Ensures that parents and carers are regularly engaged in discussions about the progression of their child ( at least three times per year)

The SEN Governor is responsible for:

- Monitoring SEN provision on behalf of the governing body,
  - Reporting on SEN for the Annual Parents Report.
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- ◆ Teaching Assistants work as part of the team with SENCO and staff, supporting children's individual needs. They play an important role in implementing targets and monitoring progress, and contribute to review meetings.

### *3. Co-ordinating and managing provision.*

Staff aim to share expertise and knowledge of individual children and discuss their needs during staff meetings. The head teacher and SENCo meet frequently to discuss SEN issues; TA's liaise with the child's Key Person on a daily basis. Provision for children with SEN is generally reviewed every other term and new targets set. Outside agencies are invited to these meetings in the instances when it is necessary.

There is daily contact between all staff to monitor individual children's progress and discuss concerns and time dedicated in staff meetings to discuss the needs of the children and plan accordingly.

Parents/carers are kept informed by their child's Key Person and are encouraged to be involved in the support of their child. Children with an Education, Health and Care plan have an Annual Review with the SENCo. If parents need extra support, they can be

referred to the Home School Link Worker. If the situation becomes more worrying the CAF/TAC process would be used to identify area for change and engage support from other professionals. (Please refer to Safeguarding Policy)

The SENCO makes sure that all the following information is easily accessible to staff:

- ◆ SEN policy
- ◆ SEN register including name, date of birth, year, class, main area of need, Code of Practice stage.
- ◆ An overview of SEN provision in the school prospectus

#### 4. *Admission arrangements.*

Headington Quarry Foundation Stage School strives to be a fully inclusive school. All pupils are welcome, including those with Special Educational Needs.

The admission arrangements give priority to children with identified SEN: All children with SEN now have the right to be educated in a mainstream school. When more applications are received than there are places available the following County Council criteria must be applied:

1. Children with an EHC Plan,
2. Looked After Children whom the corporate parent agrees should attend the school.
3. Disabled children who need to be admitted to a school on the grounds of physical accessibility.
4. In accordance with the Code of Practice on Admissions, one additional place in each year group may be made available to children judged to be vulnerable and at risk of underachievement i.e. Children Looked After by OCC, children permanently excluded from another school or at risk of exclusion, or a child for whom a fresh start is agreed, traveller children, child refugees and asylum seekers.

When starting school it is important to focus on the individual strengths and support needs of the child to avoid stereotypes and assumptions. The family may already be in contact with a range of support services and therefore will have a lot of information to share with our setting.

#### 5. *Specialisms and Special Facilities*

Each child's Key Person is an experienced Early Years practitioner and all practitioners are expected to teach children with SEN. Appropriate training is provided when necessary, particularly specialist training to meet the specific needs of an individual pupil.

The school is supported by the Oxfordshire Advisory team for Inclusion and by other specialists when required.

The school will make reasonable adjustments (i.e. adapting activities and environments and using specialist aids and equipment where appropriate) in order to support individual children. Wheelchair access is via the children's entrance to the school and there is also an accessible toilet. A ramp leads from the veranda in order to access the outside area.

The SENCo and the Governor with responsibility for SEN liaise regularly to discuss provision within the school for all children with SEN.

## **Section B: Identification, assessment and provision.**

### *1. Allocation of resources*

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- ◆ The base budget covers teaching and curriculum expenses as well as the cost of the SENCo.
- ◆ The notational SEN budget provides some additional support
- ◆ Specific funds may be allocated to pupils with an Education, Health and Care Plan.

### *2. Identification, assessment and review.*

Some children may join school with their Special Educational Needs already recognised and be working on targets identified in their previous setting. For other children, school will be the first place where their additional needs are identified.

- ◆ Assessment in nursery is carried out by a system of short informal observations and longer focused observations. Staff regularly discuss all children, and any concerns are noted by the SENCO.
- ◆ Since children are in nursery for a relatively short time, usually six to eight terms, we work to make sure that any special educational needs are identified quickly.
- ◆ Parents and carers are consulted and their views sought as to their child's development and progress. Headington Quarry Foundation Stage School recognises that parents know their children best and we ensure that we listen to and understand when parents express concerns about their child's development and respect their culture.
- ◆ Criteria for identifying SEN may include :
  - ◆ A child's early history and/or parental concern.
  - ◆ Low on entry profile assessment
  - ◆ Low Early Years Foundation Stage Profile (or Entry Baseline from Sept 2015)
  - ◆ Requiring greater attention due to behavioural /learning difficulties
  - ◆ Requiring specialist material/equipment or support for sensory/physical problems.
- ◆ Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care Assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of the SEN support.
- ◆ Provision for children with SEN is additional to or different from those provided as part of a school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEN Pupil Profile.

## Categories of Special Education Need:

Children's needs and requirements fall into four broad areas, but individual children may well have needs that span two or more areas. For example a child with general learning difficulties may also have communication difficulties or a sensory impairment.

- **Communication and Interaction :** Speech, Language and Communication needs, Autistic Spectrum Disorder including Asperger's and Autism.
- **Cognition and Learning :** Learning difficulties, Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- **Social, emotional and Mental Health Difficulties :** Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, Attention Deficit Hyperactive Disorder, Attachment Disorder.
- **Sensory and/or Physical** Hearing Impairment  
Visual impairment  
Physical disability  
Multi-sensory impairment.

## Supporting pupils with medical conditions:

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the health care plan. School has regard for the statutory guidance supporting pupils at schools with medical conditions (DfE, 2014).

- In Headington Quarry Foundation Stage School, there is awareness that children's rate of development varies greatly within a normal range. Often when a child is identified as having difficulty with a particular area of learning this will be a temporary delay: the measures put in place are often designed to give some temporary impetus to progress by asking adults to give extra attention to that child in a particular area. This extra attention might take the form of different planning or provision of resources as well as specific individual work with an adult.
- In order to identify a child's needs the SENCO will use the Oxfordshire Guidance for Identifying and Supporting Special Needs for Early Years Settings, Schools and Support Services" This document provides guidance for schools on triggers, descriptors and appropriate intervention and action to support children.
- There are three levels of provision in the Foundation Stage :
  - Early Years SEN support
  - Additional Targeted Support
  - Above Targeted Support
- Children who are identified as currently having SEN are placed on the register of Special Educational Needs in the category 'Early Years SEN Support'. At this stage the SENCO and other practitioners will collect all the known information about the child from parents and carers and outside agencies. The Educational

Psychologist may already be involved, or with parents' permission may be contacted at this point.

- When a child is identified as needing SEN support, we employ a graduated approach of Assess-Plan-Do-Review adopting the recommended model for SEN as set out in the Code of Practice (DfE 2014) The LA SEN Guidance is used as a guide for the identification, assessment and provision for SEN and the forms are used for record keeping.
- Practitioners and the LA will ensure the contributions of parents and carers to discussion and information materials can be translated if necessary. Practitioners will take specific action to help children with SEN and/or disabilities make the best progress at all levels of provision and extend the concept of "individualised learning" This will be by :
  - providing additional or differentiated strategies or approaches
  - planning to develop understanding through, different materials, communication aids, visual or written materials e.g. signs and symbols
  - increase children's knowledge of the world by first hand sensory experiences
  - plan for full participation in learning and physical and practical activities.

### 3. *Curriculum access and inclusion*

- Headington Quarry Foundation Stage School strives to be an inclusive school, engendering a sense of community and belonging through its:
  - Inclusive ethos
  - Broad and balanced curriculum
  - Systems for early identification of barriers to learning and participation
  - Planning for each child's individual care and learning requirements.
  - High expectations and suitable targets for all children
  - Thorough observations of each child - ensuring that each child is given opportunities to fully experience the EYFS.

### 4. *Evaluating success*

The success of the school's SEN policy and provision is evaluated through:

- Monitoring of staff practice by SENCO and Curriculum Leads
- Analysis of pupil tracking data
  - For individual children
  - For cohorts of children
- Monitoring of procedures and practice by SEN governor
- Governors' annual report to parents
- School self-evaluation
- The School Development Plan
- Monitoring the quality of pupil profiles and review meetings.
- Overall analysis and evaluation of inclusive practices.

## *5. Complaints Procedures*

Headington Quarry Foundation Stage School endeavours to adopt a caring and supportive environment for both parents and carers and children. We aim for families to feel confident to discuss any problems with their key person as they occur. However in the event of a complaint not being resolved then complaints from parents and carers or from other professionals should be addressed to the head teacher, in the first instance, and then if necessary to the Chair of Governors. Parents are advised to follow the Oxfordshire LA procedure. There is a separate Complaints Policy which explains these procedures in more detail.

### **Section C.: Partnership with and beyond school and childcare.**

#### *1. Staff development.*

All staff work with children with Special Educational Needs and will be offered specific training where this is available and appropriate. Staff will have the opportunity to discuss the Special Educational Needs of the children in their group with the SENCO and with other staff members in order to share observations and expertise. Differentiation of activity to meet a variety of needs will form part of staff appraisal. New staff members and Newly Qualified Teachers will be trained in SEN policy and practice as part of their induction. Staff will be trained in the use of non-discriminatory language and behaviours in order to promote inclusive practice.

#### *2. Links with other agencies, organisations and support services.*

The school has links with Speech and Language therapists, the Hearing Impaired Service, Educational Psychologist, Community Physician, Health Visitors, Behaviour Support service and other Head teachers in the partnership. The school is able to call on these or any other services which might be considered appropriate. Also the Headington schools Partnership employs a Home School Links worker and has access to a Play Therapist. We are linked to The Slade Children's centre and can use the support of their outreach workers too. The reports of any external agencies involved with children will be automatically available to parents, who will be sent copies at the same time as school, and parents and carers will be informed in advance of visits from any external professionals. Permission will be asked from parents and carers before referring their child to any external agency.

#### *3. Partnership with parents*

Close partnerships working with a family is expected within EYFS, but is particularly important for children experiencing difficulty in learning or participating. Headington Quarry Foundation Stage School sees promoting development in children as an ongoing joint enterprise.

Parents and carers will be informed as soon as school identifies that a child has Special Educational Needs. We aim to provide an atmosphere of cooperation between parents

and carers, school, the LA and other involved professionals: this is important in enabling children with SEN to achieve their potential.

School will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on children's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and carers and be aware of their feelings
- Ensure that parents and carers understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- Respect the validity of different perspectives and seek constructive ways of reconciling differences.
- Respect the differing needs of parents, such as a disability, or communication and language barriers.
- Recognise the need for flexibility in the timing and structure of meetings.

The LA has a Parent Partnership Service whose role is to support parents and carers and offer them the information and advice they might need. There are leaflets available for parents in school.

#### *4. The Voice of the Child*

The SEN Code of Practice reflects the UN Convention on the rights of the child: "All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity".

In practice, this requirement would be reflected in staff's careful observations of children's needs and discussion with them: they will be given the sense that their feelings and their choices are important and will be taken into account wherever practicable.

#### *5. Transfer arrangements.*

When a child with Special Educational Needs is moving into a receiving Primary School, the school, with parents, will:

- Liaise with the head teacher and SENCo of the receiving school
- Arrange extra school visits prior to entry-supported by nursery staff if required( Or staff from receiving school will visit Headington Quarry)
- Provide copies of all documentation for the receiving school

For pupils starting at HQFSS in Sept, with Education, Health and Care plans, any amendments resulting from the Annual review, will be made by 15<sup>th</sup> February to ensure that time is available to make necessary transfer arrangements to the receiving school. The SENCo of the receiving school will be invited to the Annual or final review.

## 6. Monitoring and Review

The implementation of this policy will be monitored by the SEN governor. This policy will be updated in line with new initiatives together and reviewed in two years.

Date reviewed: December 2014

Date of next review: December 2016