



Highfield Priory
Independent Day School
and Nursery

EYFS Special Education Needs Policy

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Introduction

A child has special educational needs if he or she has a significantly greater difficulty in learning than the majority of children of the same age or has a disability, which prevents him or her from making use of educational facilities of a kind generally provided for children of the same age. He or she will require a provision which is additional to or different from the provision generally made for children of their age.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 (DfE, 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for settings (DfE, Feb 2013)
- SEND Code of Practice 0 – 25 (DfE, Oct 2015)
- Early Years Guide to the 0-25 SEND Code of Practice (DfE, 2014)
- Statutory Framework for the Early Years Foundation Stage [Statutory Framework for the EYFS](#)
- Safeguarding and Child Protection Policy
- School Accessibility Plan
- Behaviour Policy
- Local offer

Rationale

At Highfield, we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within our early year's provision.

We enable all children to participate fully in learning activities and experiences by responding to the individual needs of each child and work closely with Parents/Carers and other agencies to monitor a child's progress and provide effective, additional support.

Aims / Objectives

Our S.E.N.D. policy identifies the importance of the early identification of any difficulties that a child may be experiencing in accessing the learning environment, in which we will provide a range of differentiated activities to meet all individual needs.

As a setting we aim to raise the aspirations of and expectations for all children with SEND, we provide a focus on outcomes for children and not just hours of provision/support.

We recognise the need to develop and nurture a strong partnership with mothers, fathers and carers and will always consult with them primarily over any concerns regarding their child.

We have a strong commitment to Inclusion for all and will make reasonable adjustments in order to enable children with a disability and those with additional and Special Educational needs to fulfil their potential. All staff are familiar with Commitment 1.2 (Inclusive Practice) within the Theme (A Unique Child.) of the Early Years Foundation Stage framework.

Children's individual progress will be observed, monitored and recorded appropriately and if placed on the Code of Practice record, after consultation with parents, key workers will liaise closely with the SENCO on mapping provision designed to meet the child's needs. Our setting has adopted a graduated approach to meeting needs with four stages of action: observe, assess, plan and review.

The SENCO will take responsibility for liaising with other professionals, Speech and Language Therapist, Health Visitor, Outreach Support Teams, to ensure that any specialist services are accessed and that the setting continues to offer effective provision for children with Special Educational Needs.

We use a process of self-evaluation to create our own setting provision map which details adjustments we make to meet the needs of all our children.

Role of the Early Years Special Education Needs and Disability Coordinator (SENDCO)

The name of our Early Years SENCO is:

Miss A Halstead – EYFS Co-ordinator

- Ensure objectives of SEND policy are reflected in practice
- Attend relevant training courses for SENDCO development
- Ensure Early Years staff are familiar with procedures for identifying and monitoring children with difficulties [Early Help Assessment]
- Work alongside Early Years staff to set achievable targets, Targeted Learning Plans (TLP) and Behaviour Plans (BP)
- Annual review of local offer
- Liaise with other professionals, organisations and agencies concerned with children's special education needs and disabilities
- Monitor, review and evaluate the SEND policy in line with DfEE Code of Practice (2015) and Ofsted Standard 10 (2001)
- Ensure that staff have opportunities to undertake specialist training related to special educational needs and to improve and update their knowledge and understanding in this area
- Make effective use of any available LA funding and resources to meet the identified needs of children
- Contribute to any written reports to parents

Admissions arrangements for children with SEN

Pupils will be considered as candidates for admission to the school, subject to the availability of a place and the pupil satisfying the admission requirements at the time.

A potential pupil with SEND will not be prevented from access to this same consideration on the grounds of their disability. Applications will be treated no less favorably than applications from other children. We ask for parents to help in providing the necessary information about their child at the initial admissions meeting in order that any changes staff ratios, length of sessions and access to the physical environment can be identified. This sharing of information enables the setting to explore with parents and any other professionals involved, how we can provide most effectively for the child.

A pupil who is moving from the Pre-School to the Reception class will be required to exhibit competence by reaching a satisfactory standard in the criteria laid down to enable nursery pupils to benefit fully from the Early Years Foundation Stage programme. Evidence of progress and attainment over time, together with any information from documented reports will form the basis of the criteria. Note also the School's Terms and Conditions (Paragraph 6a).

Under the School's Terms and Conditions (Paragraph 7g):

"You may be asked to withdraw your child without being charged fees in lieu of notice if, in the opinion of the Head, the school cannot provide adequately for your child's special educational needs."

Staffing and Resources for children with SEND

An experienced Nursery Manager with at least 2 qualified Nursery Nurses staff our provision for children under 3. Our Preschool and Reception classroom class have a teacher and at least one qualified Nursery Nurse.

We provide a range of differentiated resources and equipment to meet a range of individual needs. We aim to liaise with mothers, fathers and carers and any other professionals to find if there is a need for additional specialist equipment.

Minimum staff/child ratios are always maintained, however additional staff are always available to ensure that children with S.E.N. and disabilities are able to access the environment and learning opportunities.

The setting receives Additional Educational Needs (**AEN**) funding which we use to support the inclusion of children with SEND within our setting. This enables us to enhance our resources to meet any additional needs that our children may have. Activities are differentiated to meet all our children's individual needs.

Upon paying 'due regard' to the EY Code of Practice (2014), Early Years staff working with children focus on:

- Early identification
- Early intervention
- Inclusive education
- Physical environment
- Partnership with Parents/Carers
- Multi-agency collaboration

Early Identification, Intervention and Assessment of children with SEN:

We identify the needs of children by considering the needs of the whole child, rather than just focusing on their special educational needs (as detailed in the EYFS Development Matters)

We consider what is NOT SEN but may impact on progress and attainment.

- Disability. The Code of Practice outlines the 'reasonable adjustment' duty for all settings provided under current Disability Equality Legislation. However, disability alone does not constitute SEN.
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Being a traveller

English as an additional language

Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important that we encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. We talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.

When a child is identified as needing intervention that is 'additional to or different from' that which is available within wave 1 provision this will be recorded using an SEN support plan. This includes links to a TLP and a wave 2-3 approach.

We make regular observations and assessments of all children's play and progress to enable early identification of children's special educational needs.

We share all reports on children's progress with Parents/Carers. Concern for a child's progress may be triggered by teacher observation, parental concern and reports from previous school or medical history.

We use a graduated approach to identify and meet children's special educational needs, in line with national and local procedures. This involves a systematic cycle of assessment, planning, action and review, recording clear targets and strategies for development and progress. The Code of Practice describes the 4 broad categories of need - cognition and learning, communication and interaction, physical and sensory, social, mental and emotional health. When a child is identified as needing intervention that is 'additional to or different from' that which is available within wave 1 provision this would be recorded using an SEN support plan. This includes links to a TLP and a wave 2-3 provision document.

Inclusion

We ensure that children with special needs are fully integrated into the daily groupings of the children and their routines.

In order to make appropriate and effective provision or adaptations, we collect information from Parents/Carers to find out the children's:

- Visual/hearing needs
- Physical needs
- Emotional needs
- Learning needs
- Self-help needs
- Communication needs.

We plan our Early Years Curriculum (with access to the Early Years Foundation Stage), to include children with SEN and disabilities, as follows:

Staff are deployed in order that they are able to provide the necessary support for all children to have first-hand experience with the learning environment. Teaching styles are adapted and changed to facilitate learning activities being delivered to children's individual learning preferences and needs. Staff respond confidently to children's preferred learning styles, recognising that children learn in different ways and using all of their senses.

Individual children are planned for using information from parents' knowledge of their child, advice from other professionals and observations of children as they explore the environment. Future learning experiences are planned for as a direct result of what has been observed, parents are invited to comment upon these observations as they happen. Each child's "Learning Journey" highlights their individual preferences and future planning, therefore, is unique to each child. These observations include any comments that the child has made about the observation or their play.

Physical environment

- We make reasonable adaptations and arrangements so that children with special educational needs and disabilities can join in all play areas, both indoors and outdoors. •
- We make every effort to organise appropriate space for the children's supported and independent movement.
- We make every effort to ensure that children with special educational needs have easy access to toilets and eating facilities.
- We arrange respectful privacy for children with special educational needs at times of specific medical care or welfare.

Partnership with Parents/Carers

We value a strong relationship with mothers, fathers and carers, seeing them as the most knowledgeable source of information about their child. In nurturing this vital link and speaking with parents daily, there are many opportunities to share information, particularly important when a child is having difficulties.

Parental consent will always be requested before any contact is made with any other professionals regarding their child.

Parents will be invited to attend all consultations with other professionals and will hopefully contribute to any decisions made in relation to meeting their child's needs.

The child's progress will be shared verbally at the end of any session and by sharing written records on which mothers, fathers or carers can add their own comment.

- We encourage parents to work closely with staff to support their children's individual needs.
- We make time to focus on discussion of the children's strengths, as well as their needs.
- We check that parents understand the graduated procedures of intervention.
- We respect the different perspectives and needs of parents.
- The Special Needs Co-ordinator and other staff ensure that there is consistent communication and consultation with parents. The first contact with any professional outside of the school will be made only with written parental agreement.
- We consult with parents about information that should be shared with others.

Multi-agency collaboration

The setting enjoys strong links with the SEND Inclusion Teacher who supports the SENCO in identifying strategies and targets for individual children. A "Request for Involvement," (with parents' written permission) permits the setting to deploy a professional who will observe an individual child, giving advice with regard to any further specialist support that he or she may need. Speech and Language Therapists visit the setting, to play alongside children whilst sharing advice on how best to support communication difficulties. Educational Psychologists visit to carry out more specific

observations and assessments of individual children during their usual routines. Again, parental consent will have been given before any external advice is sought.

- The Special Needs Co-ordinator liaises with other supportive agencies to develop good working relationships. The SENCo will initiate An EHA as required for individual children and families and support staff in EHA training and refresher training sessions.
- We gather information on relevant contacts and services to share with parents and attend LA cluster meetings.
- We try to achieve a good relationship for information sharing, collaboration and understanding with other professionals in order to take into account the holistic needs of the child [EHA]

'Our nursery draws upon services provided by the Lancashire SEND Inclusion Teacher Support team. With permission from parents/carers, we can call upon expertise offered by Specialist Support Teachers and HLTAs to support our work in meeting the child's educational needs. This is called a **Request for Involvement**. The SEND Specialist Teacher guides us through the process in order to access further support to meet the child's needs. This may/may not include **Additional Inclusion Support (AIS)** that potentially can provide the child and nursery with additional support from the SEND Specialist Teacher and a HLTA to support the setting with meeting the child's individual needs. Children with more obvious and severe SEN may proceed to obtain an Education Health and Care Plan'

Observations of children during play identify any child who is having difficulty and ensures that the appropriate action to meet the child's needs is put into place. The child's name will be placed on the S.E.N.D.Code of Practice record after consultation with parents/carers. Advice may now be sought from Health Visitors, S.E.N.D. Specialist Teacher, etc. Key workers will continue to observe and record their concerns, which will be shared with and supported by the SENCO and Parents. The SENCO, in agreement with parents, will decide on the action to be taken, e.g., further observation, differentiated curriculum, individual Play/ Learning Plan and will organise a review meeting.

If, after an agreed period of time, the child begins to respond to support put in place and makes appropriate progress, which will be evidenced on their EYFS profile and tracker and also on review of Targeted Learning Plans, it may no longer feel necessary to continue to plan in smaller steps. (This means that the child no longer requires provision that is additional to or different from wave 1 provision). This may become apparent when planning next targets and these targets actually are similar to those expected of children their own age. At this point, with agreement from all involved, including parents, the child may exit the CoP record.

The Special Educational Needs Code of Practice states that a TLP should be a working document which details provision which is additional to or different from that which is provided for all pupils through the differentiated curriculum. TLPs should be reviewed at least twice a year.

Monitoring and Evaluation:

The S.E.N. Policy is reviewed annually, in line with all other policies and procedures, at the end of the Summer Term.

The SENDCO has responsibility for integrating new information into the policy and sharing this with all staff.

Advice is taken from other agencies, e.g. SEND Inclusion Teacher.

In evaluating and reviewing the policy, consideration will be given to:

- How well children's difficulties have been identified.
- How children's individual targets have been met.
- How efficient has record keeping been in tracking a child's progress.
- How the curriculum has enabled children to access a broad range of activities and experiences.
- How information has been shared with parents.

- How confident are staff in the early identification, assessment and planning for children with S.E.N. and disabilities.

Complaints in Relation to SEND Provision:

Parents are expected to follow the complaints procedure as set out in the school's terms and conditions documentation. The school will endeavour to resolve all complaints in the best interests of all parties.

The Education Committee is responsible for this policy.

Date Last Reviewed: September 2023

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The Sub-committees are: Finance and General Purpose, Health and Safety, Safeguarding, Education and Marketing.