



## Abbey Wood Nursery School & Children's Centre

### Policy for Special Educational Needs and Disability Code of Practice

'At Abbey Wood Nursery School our practice reflects commitment to equal opportunities for all children, parents/carers and staff.'

#### Definitions of Special Educational Needs

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

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning
- Have a disability which prevents or hinders them from making use of facilities within school

Children must **not** be regarded as having difficulties solely because the language at home is different from the language in which they are taught.

#### Special educational provision means:

- For children of two or over, educational provision which is additional to or otherwise different from the provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.
- For children under two, educational provision of any kind.

#### The Meaning of Disability

People who are defined as having rights under the DDA have a wide range of potential needs and requirements. For example, they include children with mobility impairments, sensory impairments, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive conditions such as multiple sclerosis.

#### Fundamental Principles

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or 'settings'.
- The view of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.

- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including appropriate curriculum for the foundation stage.

### Aims

- We recognise the vital role of parents/carers in the identification, assessments, and response to their children's special educational needs. We will work in partnership with parents/carers, valuing their view and contributions and keeping them fully involved in their child's education.
- We value all children equally.
- We welcome children with special educational needs as part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum.
- We recognise that we will need to consider the individual needs of children when planning our curriculum. We aim to provide a curriculum, which is accessible to the individual needs of our children.
- We will ensure that the needs of children are identified and assessed and we aim to provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.
- We aim to make every effort to involve the child in decision-making about their special educational provision.
- We aim to actively support the establishment and maintenance of close links with all agencies working with the child.

### Inclusion

Within our settings we seek to be inclusive. We are working towards fulfilling our commitments under the Disability and the Equality Act 2010, so that we may admit all children, regardless of the degree of physical or cognitive disability which the child may have. This means that we accept and value difference. All children learn best together, with their peers and by having role models. All children benefit from knowing that people have particular needs and from knowing how to support and care for others' needs.

### The Role of Parents

It is important that parents/carers feel that their input is valued and staff utilise the parent's/carers unique knowledge of their child to inform the planning for them. The views and involvement of parents are actively sought. We aim to involve parents/carers in planning for and in assessing their children, and their progress. However we need to be aware that their child has a need and we aim to deal sensitively with parents/carers if they are finding this hard to accept.

Parents/carers are their child's first educators and have much knowledge of their child's development and personality. We aim to be aware of the emotional elements for parents/carers and to work compassionately with this. We aim to empower parents/carers and to acknowledge and work with their viewpoints and thus work jointly to meet the child's needs.

We aim to work closely with other agencies involved with the child and to co-ordinate the responses of the different professional bodies involved with the child.

Parents/carers have the right to support from external agencies, bodies and professionals and where we can we will support parents/carers in this and act as an information provider. We aim to involve the parents/carers in all stages of their child's development.

### Parent Partnership Services

We will inform parents/carers of the 'Parent's Partnership' service that is available in Greenwich. This service can give parents/carers specialist information and advice about:

- Assessment procedure.
- Statements
- School Reviews and meetings
- Special Educational Needs Support
- The Appeal or Tribunal procedure
- Parents' rights and how the educational system works
- School entry, transition, moving from primary/secondary - choosing the right kind of school.
- Other educational issues that parents might want to discuss
- Information about particular Special Educational Needs

### Equal Opportunities

In working with a child's special educational needs, we aim to treat the child fairly, whilst taking into account the child's cultural background. We aim to be aware of and to take account of the particular factors, which affect the development of children with English as an additional language. Children who have a different home language or are new to English will not be defined as having a Special Educational Need. We aim to overcome any barriers to effective communication by the use of interpreters, where possible and other devices to aid communication.

### Support for Staff

Dealing with children with Special Educational Needs can be both rewarding and challenging. Staff are entitled to support from the Headteacher and SENCO and colleagues when dealing with children whose needs are different. We aim to support staff in a positive way, by appropriate training, time for discussion in staff meetings, support from the Headteacher, Deputy Head and SENCO and access to Professional Counselling by an Educational Psychologist.

## The Role of the Special Educational Needs Co-ordinator

Each setting has a nominated Special Educational Needs Co-ordinator (SENCo), who works closely with parents and staff and all outside agencies. The role of the SENCo is essentially that of co-ordinating arrangements for children with special educational needs. The duties and role involve the following:

### Co-ordination of

- Maintaining the individual Special Educational Needs Records.
- Attending meetings and reviews with supporting information.
- Referral to outside agencies.
- Transition - children joining and leaving school - especially on entry and moving on to the primary school.
- Referral to the Central Referral team.

### Consultation/Liaison

- Colleagues
- Children
- Parents/Carers
- Outside Agencies (see appendices)
- Designated Governor

### Advising

- Ensuring appropriate Individual Education Plan (IEP) are maintained.
- Special Resources
- Strategies for inclusion
- Suggest appropriate assessment referrals

## The Role of the Senior Management Team

- To discuss SEN's with the SENCo and advise as appropriate

## The Role of the Governing Body

- Ensure that the necessary provision is made for any child who has SENs.
- Ensure the identified SENs of a child are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying and providing for children with SENs.
- Consult the LEA and other Governing Bodies whenever necessary or desirable in the interests of co-ordinated SEN provision.
- Ensure children with SENs joins in the activities of the school with other children.
- Report to parents/carers on the implementation of the school's policy for SENs.
- Have regard to the Code of Practice.
- Ensure parents/carers are notified of a decision by the school that SEN provision is being made for their child.
- Ensure that there is a nominated Governor for Special Educational Needs.

### Facilities for Children with Special Educational Needs

We are committed to making every effort to enable access to the school for children with special educational needs and disabilities (with regard to the SEN and Disabilities Act 2002).

We aim to ensure that future building development will address accessibility issues. We will make any reasonable adjustment that we can do in the long or short term.

We aim to provide appropriate equipment and resources for those children who need them and we will purchase new equipment when necessary.

All children are entitled to privacy and dignity when dealing with personal hygiene. The staff aim to look at how children who need help with changing etc. can be best assisted in how to do this.

### Allocation of Resources for Children with Special Educational Needs

We interpret resources to mean both human and material resources available in the whole context of the learning environment.

In particular circumstances a small amount of centrally funded money may or may not be made available for named children who are at Early Years Action Plus. This funding is specifically to resource non-teaching support. Settings are required to make individual applications.

### Admissions

We follow Greenwich's policy for admissions to nursery schools and classes. Children with previously identified additional needs will receive priority consideration.

### Identification, Assessment Arrangements and Review Procedures

The Code of Practice assumes that a child's special educational needs fall within a number of broad areas including:

- Communication and Interaction
- Cognition and Learning
- Behavioural and Emotional and Social Development
- Sensory and/or Physical

However, the Code recognised that a child's difficulties may well take in two or more of these areas. For example, a child with a physical disability could experience both learning difficulties and communication problems.

There are two strands or thresholds to action under the Code of Practice. The first strand is Early Years Action, which may be instigated when a child:

- Makes little or no progress, even when we have used approaches that have targeted his/her difficulties.
- Continues to work at a level well below that expected of a child of his/her age in certain areas.
- Displays persistent emotional and/or behavioural difficulties despite behavioural management strategies that may have been used.
- Has sensory or physical problems and makes little or not progress despite having personal aids or equipment to support him/her.
- Has communication and/or interaction difficulties and needs specific support in order to learn.

If the child meets any or a combination of these criteria we will take steps to focus of the problems, identify them specifically and plan appropriate action to meet the child's needs. Once specific needs have been identified we will:

- Talk to the child's parents/carers and tell them of the concerns, enlist their support in their work with the child and discuss with them the involvement of the SENCo, emphasise that this is a safety net for the child's own good, so that s/he can receive all the help s/he needs.
- Collect as much information as possible about the child's specific needs, assessments, ask the child's parents/carers about any health or physical problems, observe his/her behaviour and performance and record as much about these as possible.
- Liaise with the child's parents/carers, the SENCo and the child to plan and implement an IEP, encourage them to share in the recording and monitoring of their child's progress.
- Make sure that the IEP specifies the short-term targets for the child, the teaching strategies to be used, the provision to be put in place, the date of the review and the outcome of the action taken, check that the IEP focuses on a maximum of 3 or 4 target and record only teaching provisions and strategies that are additional to or different from the normal differentiated curriculum.

The child will follow his/her IEP for as long as s/he is making progress, until it is due for review. However, if the IEP is obviously mismatched, because the child is failing to meet his/her targets, staff will not wait but ask for an earlier review in order to replan the IEP. Sometimes, though, even this fails and the child continues to struggle and make little or no progress. If this is the case we will consider the next phase of action.

The second strand is Early Years Action Plus, which is the point at which we feel the need to involve any other service who can offer support and help, give advice on new IEP's provide more specialist assessment, suggest new strategies and possibly offer specialist support, activities or equipment.

The main things that will trigger us to refer the child to external support services are that s/he:

- Continues to make little or no progress in specific areas over a specified period of time.
- Continues to work at an Early Years curriculum well below that of his/her peers.
- Continues to experience emotional and/or behavioural concerns that impede his/her own learning or that of the group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, requires specialist equipment and/or requires regular support or advice from specialist practitioners.
- Continues to have communication and interaction concerns that impede the development of social relationships and cause problems with learning.

As with Early Years Action, if the child meets any or a combination of these criteria we will then:

- Hold a review meeting with the child's parents/carers and the SENCo to discuss his/her IEP, his/her progress to date, his/her parent's/carers views and whether there is a need for more information and advice about the child.
- Collect all the records on the child, all the relevant information and all assessments, the IEPs, records of teaching strategies and information regarding any targets that were set and achieved. (These will be needed by the external specialist to help with their assessment).
- Liaise closely with the external specialist, the SENCo and the child's parents/carers to agree on a new IEP, appropriate targets and the teaching strategies to use.
- Revisit all the information and records to decide whether they reveal areas of the child's development which require closer monitoring and/or further advice from outside agencies.
- Maintain regular and careful record-keeping - this body of information will prove to be invaluable in the long term in deciding what steps to take next.
- Set the review date making sure that the parents and all the involved agents are invited and involved.

Specialist or outside agencies may come from education, health or social services. For example, support teachers for children with sensory, learning, or behavioural problems, physiotherapists, speech and language therapists or paediatricians. Social workers may offer support of courses on parenting skills etc. and we will endeavour to locate these and help the parents/carers to access any appropriate resource or training.

### Types of Provision and Teaching Strategies

Each setting will build in appropriate provision and teaching strategies to meet the specific needs of individual children.

## The Individual Education Plan

When we are planning an IEP we:

- Involve the child if its is appropriate.
- Include only what is additional to or different from our differentiated curriculum.
- Choose 3 or 4 targets at the most.
- Select the targets by working from what the child can already do.
- Discuss with everybody involved with the child, including the parents/carers what is the best way of working towards achieving these targets.
- Decide on a date for the targets to be achieved and the date for the review.
- Decide which members of staff are to be involved and try as far as possible to stick to this.
- Timetable the frequency and length of the teaching sessions.
- Decide on the criteria for success.

It is important to be flexible with an IEP. If it seems to be failing the child, it needs to be changed. There is no failure in admitting that it is not working - the failure is in refusing to acknowledge the failure. The parts of the IEP that are giving difficulty, whether these are the targets, the staff involved or the time of the sessions, must be altered.

An IEP is a working record and should record the dates that the child's performance was checked, by whom and with what result, anything that is causing difficulty for the child, any pattern that seems to be emerging, such as the child always failing to meet a target during a particular session or with a particular member of staff and any methods that seem to work well or any strategies that seem to fail.

Positive teaching is crucial. It would be stating the obvious to say that an unhappy child cannot learn effectively. This involves more than just praising the child as s/he achieves something. It is an approach that should be consciously adopted:

- We always try to involve the child him/herself in recording his/her success.
- We always work in small steps.
- We never move on to the next skill until the previous one has been thoroughly learnt and consolidated.
- If a target is too difficult we reduce the step towards it.
- If the child shows signs of distress or tiredness we stop the session.
- We are always patient with the child and give him/her plenty of repetition. S/he won't mind 'overkill' and will probably need all the practice s/he can get.
- We are always consistent in our approach and record this.
- We always praise the child when s/he achieves success, but are also truthful. Even a very young child knows whether s/he has managed to reach a goal, so our false praise will be easily detected.
- We always refer to failure in a positive way.
- We always check previously achieved targets on a regular basis.



### Access to the curriculum by children with special educational needs

Children with special education needs are entitled to access to a balanced and broadly based curriculum. The arrangements we have in place to meet the children's needs include the following:

- When staff undertake their short term planning, the Individual Education Plans of the children with special educational needs are taken into consideration.
- Staff will bring with them to the planning meetings the targets for their individual children, including those with special needs, which they identified in consultation with the team leader.
- The planning will include differentiated levels of activities, so that all children's needs including those with SEN, are catered for.
- Appropriate resources will be provided for children with special educational needs.
- When planning their group times staff will take into account the different needs of the child and will meet their needs in appropriate ways e.g. seating a child with hearing impairment so that s/he can hear the story well.
- Where necessary the child will be supported during an activity by a Learning Support Assistant or another member of staff.

Date; March 2011

Review date; March 2014 (or sooner if there are legislative changes)