

## 9.2 Supporting children with special educational needs

“xiii. A child or your person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her” (SEN CoP 2014 p15)

### Policy statement

At Albany Montessori School, we provide an environment in which all children are supported to reach their full potential. We have regard for the DfES Special Educational Needs Code of Practice 2014 and the Equality Act 2010. We provide an inclusive environment where all are treated as individuals. We also recognise a child may also require support if they have emotional/behavioural difficulties.

### Aims

- We provide practitioners to help support parents and children with special educational and/or emotional needs and disabilities.
- We identify the specific needs of children with SEN/disabilities and emotional needs and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children’s needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.

### Procedures

- The needs and progress of children with Special Educational Needs are monitored by our Special Educational Needs Co-ordinator (SENCO). **Our designated SENCo is FAWZIA TOPAN.**
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- We work closely with parents of children with SEND to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the Support plan process, more commonly known as the “Assess, Plan, Do and Review cycle” of their children’s education. Children’s progress and achievements are shared with parents on a regular basis.
- We liaise with the Inclusion Development Officer, Julie Carroll, employed by Herts County Council, who regularly visits our setting to offer support. We also liaise with other agencies such as Health professional including – Health Visitors Speech and Language Therapists and Children’s Centres.
- We use a graduated approach (SEN Code of Practice 2014) for identifying assessing and responding to children’ special educational needs.

- Our setting initially makes adjustments to activities using different strategies and differentiation to support the child, using the Early Years observations to identify and support needs.

## **Role of the SENCO**

To ensure the setting has regard to the SEN Code of Practice (2014) and the Equality Act 2010.

To be responsible for ensuring;

- A SEN Inclusion Policy is in place
- The Policy is put into practice
- The Policy is reviewed annually
- Take the lead in observations and assessments of children with SEN including their strengths and areas to develop using the Individual Assessment of Early Learning and Development (IAELD) where appropriate.
- Liaise with the key person to complete the IAELD/developmental assessment and set SEN Support Plans where necessary
- Gather evidence and co-ordinate support, work with colleagues to develop the child's skills through inclusive planning in line with Early Years Foundation Stage
- Keep appropriate records which are regularly reviewed and monitored;
- Ensure appropriate Sen Support Plans are in place and regularly monitored and reviewed
- Work closely with parents to ensure background information is collected and shared appropriately
- Liaise with colleagues and manager as appropriate;
- Promote a positive working relationship with parents/carers
- Develop links and liaise as appropriate with other professional, Health Visitors, SEN Pre-school Advisory Teacher, Speech and Language Therapists, Inclusion Development Officer, Educational Psychologists
- Attend SENCO clusters regularly to update and inform
- Identify individual setting's needs and arrange in-house training where appropriate
- Have an awareness of Early Support and Common Assessment Framework, (e-CAF)
- Use knowledge and experience to support the setting to develop their inclusive practice.

## **SEN Support – The Graduated Approach – Assess, Plan, Do, Review**

- Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping children to prepare for adult life. Where we identify a child as having SEN we will work in partnership with parents to establish the support the child needs.
- When we have identified the need to make special educational provision for a child with SEN we will inform the parents. We adopt a graduated approach with four stages of action; ' assess, plan, do and review.

## **Assess**

- In identifying a child as needing SEN support, the key person, working with the setting SENCO and the child's parents, will have carried out an assessment of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from speciality teacher or from health, social services or other agencies beyond our setting. Where professionals are not already

working with the setting, the SENCO should contact them, with the parent's' agreement. At the point we will also request permission from the parent/carer for us to complete Hertfordshire's Individual Assessment for Early Learning and Development to further inform our planning for the child's individual needs.

## **Plan**

- Where it is decided to provide SEN support we will be inform the parents/carers, formally if needed. We will then agree, in consultation with the parent/carer, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, and a clear date for review. Plans will take into account the views and personality of the child, and seek to work in a way that is conducive to them. . The support and intervention provided or sought should be agreed to meet the outcomes identified for the child. It should be provided by practitioners with relevant skills and knowledge.

## **Do**

- The early years practitioner, usually the child's key person, remains mainly responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions of programmes agreed as part of SEN support. This may include an individual SEN Support Plan. The SENCO supports the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support. All staff within the setting however, have a responsibility for supporting all children.

## **Review**

- The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date (in Early Years this would potentially be half termly). The impact and quality of the support should be evaluated by the practitioner, and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.
- This cycle of action will be revisited in increasing details and with increasing frequency, to identify the best way of securing good progress. At each stage parents will be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

## **Education, Health and Care Plans (EHCPs)**

- Hertfordshire County Council 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.
- Where young children do need an EHC plan, HCC must seek advice from the early years setting in making decisions
- Families of children with an education healthy and care plan are entitled to a personal budget
- Statements will be transferred over the Education, Health and Care (EHC) assessments and plans from September 2014 usually during an annual review or at a key transition

- Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of early years settings is in Chapter 9 Education, Health and Care needs assessments and plans (SEN Code of Practice 2014 p 86-87)

### **SEN Support Provision**

- We work closely with any other agencies using an integrated approach through Team Around the Child, using tools such as Early Support and the Common Assessment Framework (e-CAF)
- We provide parents with information on sources of independent advice and support.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff, speech and language therapist
- We provide a complaints procedure
- We monitor and review our policy annually
- Our staff whenever possible attend in service training of special educational needs through Herts for Learning or other training providers.

### **Local Offer**

- Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their areas who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plan. In setting out what they “expect to be available”, local authorities should include provision which they believe will actually be available. Our setting has written an early years offer which feeds into the HCC Local Offer which is available on our website.

### **Funding for SEN Support in the early Years**

- Hertfordshire provide Exceptional Needs Funding for children with SEN who access funded 2, 3 and 4 year old placements. In certain circumstances we will endeavour to access this funding with parental permission. If successful this funding will be used by the setting to support the individual child.