

Rosslyn School

Special Educational Needs And Disabilities Policy

Foundation Stage

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Updated by Mrs. Jane Scott May 2008

Introduction

A child has *Special Educational Needs* if they have a *Learning Difficulty*, which calls for *Special Educational Provision* to be made for them. (Education Act 1996, Section 312)

Since the majority of children will learn and progress within the normal school programme, those who have difficulty in doing so for a short or prolonged period of time are considered to have some *Special Educational Needs*.

The term *Learning Difficulty*, will apply to any child who has a significantly greater difficulty in learning than the majority of children of the same age **OR** to any child who has a disability, which prevents or hinders the child from making use of the facilities/resources provided by Rosslyn Nursery/School.

Special Educational Provision relates to any teaching/assistance given to a child, which is additional to, or otherwise different from, the educational provision made for children of that age at Rosslyn Nursery/School.

Aims of the SEN and Disabilities Policy

The SEN and Disabilities Policy is part of the Whole School Policy across the curriculum and should not be taken in isolation. Specific aims for this policy are:

1. To identify, assess and provide for children with SEN and Disabilities as early as possible.
2. To ensure that children are assessed without unnecessary delay in an effective, manageable system, which complies with the Code of Practice 2001.
3. To meet the needs of pupils wherever possible without a statement of SEN.
4. To recognise and cater for the needs of all children including the more able.
5. To provide access to a broad and balanced education within the framework of the Foundation Stage.
6. To form a partnership between parents, child and any outside agencies in order to offer the most effective assessment and provision.

2. Rosslyn's Principles/Values for SEN and Disabilities

The principles agreed by Rosslyn Nursery/School in meeting the needs of all our children are as follows:

1. The policy for SEN and Disabilities at Rosslyn Nursery/School closely follows the Code of Practice 2001 on the Identification, Assessment and Provision for our children thought to have Special Educational Needs.
2. The school recognises that Special Educational Needs must be met and that those can include learning difficulties, behaviour problems, language disorders and physical disabilities. It also recognises the needs of gifted children.
3. The school aims to provide access to a broad and balanced curriculum for all children, whatever their needs and irrespective of ability, race or gender.
4. Class teachers will monitor the children in their class to assess strengths and weaknesses. They will encourage children to build on their strengths and work on their weaknesses without fear of failure.
5. Children arriving at the school with an identified Special Educational Need will be placed on the school's SEN register and the SENCO (Special Educational Needs Coordinator) and the Head Teacher will meet with parents and staff members to ensure that the child's needs are addressed in school. (Internal policy – not a legal requirement)
6. Class teachers will play a vital role in identifying those children in the need of additional support.
7. Parents will be informed regarding any SEN concerns and involved in any decision-making.
8. Other experts e.g. Educational Psychologists, Speech Therapists will be consulted when necessary and their advice sought.
9. SEN children, wherever possible, will take part in all decision-making processes and will therefore be involved in setting their own achievable targets.
10. The main school has a Learning Support Assistant available for additional one to one language support and maths support.

The name of the School Principal is Mrs Jane Scott.

The name of the School Early Years SENCO is Mrs Sally Smith.

The name of the School SENCO is Mrs Carol Blackburn.

3. The Role of the SENCO/Learning Support Teacher and Learning Support Assistant

The SENCO ensures that all children with SEN have their individual needs met in order that they are able to achieve their own potential.

The SENCO should consult with all Nursery Staff to discuss provision for SEN children in their class.

The SENCO will also liaise with parents and outside agencies to ensure appropriate support for SEN children where necessary.

The SENCO will write Individual Education Plans (IEP) for SEN children, which outline their strengths, weaknesses and action to be taken in school to support their needs.

The SENCO will also be responsible for writing IEP reviews each term and organising review meetings for parents and teachers to discuss progress.

The SENCO is committed to attend regular training and cascades information to all Nursery staff.

4. Resources for SEN and Disabilities.

Roslyn Nursery/School has a Learning Support Policy where children in need of one to one attention can be given appropriate teaching.

The Nursery adopts a flexible approach to activities and where possible differentiation of activities will be offered.

5. Identification, Assessment and Provision

Identification

The Nursery has regard for the 2001 DfES Code of Practice for Special Educational Needs.

Children with learning difficulties could be identified by either the class teacher, the parents or could enter the school with records showing SEN requirement. The model outlined in the 2001 Code of Practice is strictly adhered to and appropriate action taken.

Any concerns the staff or the parents may have about the child's needs should be discussed with the SENCO.

Assessment

All Nursery children are regularly assessed using the **Core Basis Assessment Booklet** and the **National Curriculum 2000 Record of Achievement**. Both of these follow **Stepping Stones** and **Early Learning Goals**.

If there are any concerns about a child's development the SENCO will discuss these with the parents and discuss the 2001 Code of Practice for Special Educational Needs where appropriate. The Nursery will then follow the graduated approach of **Early Years Action, Early Years Action Plus** and **Statutory Assessment**.

Provision

The Nursery adapts activities to suit individual needs, where possible.

The Nursery can offer support sessions for children with SEN, during these support sessions each child will follow an Individual Play Plan (IPP) or targets on their IEP.

In general, it is the school's practice to keep class sizes as small as possible so that quality teaching is available to all our children.

If parents have any concerns about the SEN provision in the Nursery, then they should refer to the Schools Concerns/Complaints Policy. They can also contact OFSTED on 020 7421 6800.

6. Statutory Framework from the Code of Practice (A guide to the Stages of Identification, Assessment and Review)

The school provides a differentiated curriculum for children with special needs in accordance with the 2001 Code of Practice. The differentiation advocates a continuum of provision which involves parents in the decision making process at each stage.

Early Years Action

The class teacher and SENCO with parental involvement will collate information about the child's development. The SENCO will initially draw up an IPP, followed by an IEP; these will consist of small achievable steps to build the child's confidence. This work will be done in the classroom and the child's parents will receive a copy of the IEP. The IEP's will be reviewed termly.

The SENCO may also contact outside agencies e.g. Health Visitor for advice.

Early Years Action Plus

The class teacher, SENCO, Head Teacher and parents make a formal referral to outside specialists e.g. Educational Psychologists, Speech Therapists etc.

The SENCO will draw up an IEP based upon the recommendations of the specialists and small group or 1:1 may be offered within school.

Progress will be reviewed termly.

Statutory Assessment

Concern is expressed by all professionals, that the child's needs may be better met by seeking a 'Statement of Special Educational Needs'. A formal assessment by the local Education Authority (LEA) is sought.

The LEA considers the findings of the formal assessment and, if appropriate, make a statement and arrange, monitor and review provision. Where possible this provision will be school based but may trigger extra resources from the LEA so that further provision beyond what is available in the classroom, can be made e.g. Learning Support Assistant.

An annual Review must be held (usually within the school) and all interested parties are invited to attend. At this meeting, recommendations for the next year will be made and submitted to the LEA.

7. Outside Agencies

Health Visitor referrals will be made following parental permission.

Children with speech difficulties are referred to a Speech Therapist via their G.P.

Children with hearing concerns are referred for a full assessment via their G.P.

Children with social difficulties are referred to a Clinical Psychologist via their G.P.

The resulting reports will form the basis of the IEP's.

8. Monitoring the Policy

The Principal, Mrs. Jane Scott and the SENCO, Mrs. Sally Smith, will monitor the Policy.

The Policy will be reviewed annually, or at the time of any change.

Signed

Date