

Special Educational Needs Policy

Definitions: When we use the term Preparatoria we mean, The Preparatoria School, sister school and nurseries. When we use the term children we mean, babies, toddlers, children and pupils.

When we use the term staff, we mean, teachers, leaders, Head of Schools, practitioners, apprentices, ancillary staff and volunteers.

Statement of Policy

At the Preparatoria we aim to provide all children with a broad and balanced learning environment that is committed to the integration of children with special needs. Our philosophy is that all children 'with or without special needs' should have the opportunity to develop to their full potential alongside other children in an educational environment. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

Aims

- To recognise each child's individual needs and ensure all staff are aware of, and have regard for the Special Educational Needs Code of Practice.
- To identify and plan for each child's individual learning requirements and monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed.
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive; and to develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To celebrate diversity in all aspects of play and learning by promoting positive images and role models during play experiences of those with additional needs wherever possible.

Objectives:

- To identify any particular learning needs in any of the areas of learning and to develop an effective strategy to meet those needs.
- To allow children with special educational needs to fully participate in all activities of the Preparatoria by providing additional support, adapting activities and environments and by using specialist equipment as appropriate.
- When appropriate, to work together with staff from external agencies to provide the best learning opportunities for each individual child.
- To inform parents of the needs and progress of their child, to consult with parents regarding their child's educational needs and to work in partnership with them.

Responsibility

One member of staff has overall responsibility for the implementation of this policy and for liaison with staff, parents and external agencies with regard to all special educational need issues. This person is designated the Special Educational Needs Co-coordinator (SENCO).

The SENCO at the Preparatoria is our Pre-school Teacher.

The SENCO will advise and support other staff at the setting, ensure that appropriate Person Centered Plans (PCP) are in place, and ensure that relevant background information about children with special educational needs is collected, recorded and updated.

All members of staff have responsibility for monitoring the progress of children and informing the SENCO if they believe a child may have special educational needs. All staff are responsible for supporting children with special educational needs and their parents, for implementing person centered plans and for ensuring children with special educational needs can fully participate in all activities of the setting.

Special Educational Needs Code of Practice

It is the duty of the Preparatoria to carry out our statutory duties to identify, assess and make provision for children's special educational needs.

Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. The SENCO will work alongside parents to assess the child's strengths and plan for future support and will ensure that appropriate records are kept according to the Code of Practice.

Operating Policy

- All children will be given a full settling in period when joining the Preparatoria according to their individual needs.
- When a child starts at the setting the key person will talk to the parent about their child, and will use this information to complete a Starting the Learning Journey document. Any existing special educational needs, disabilities or health problems will be documented at the time.
- The key person will continually monitor each child's progress using the EYFS or Preparatoria curriculum and record each child's development and achievements. This ongoing assessment and recording will be used to aid the early identification of any special educational needs.

If the key person believes a child has special educational needs the following action will be taken:

- The key person will consult the SENCO and they will then gather information about the child and make an initial assessment on the child's special educational needs.
- The key person and the SENCO will consult with the child's parents ascertaining the parent's views, seeking additional information, explaining that there is some cause for concern, and giving them ideas of how they can help at home.
- The SENCO and the child's key person, in consultation with the parents, will decide on the action needed to help the child progress. This will be recorded on a Person Centered Plan (PCP). The PCP will include information about the short term targets set for the child, the

teaching strategies to be adopted and any provision to be put in place that is additional to or different from the normal curriculum plan.

- The key person and the SENCO will continually monitor the child's progress. A PCP review will take place every 6-12 weeks. The child's parents will be invited to attend these review meetings, which will also be attended by the SENCO and the child's key person. If parents are unable to attend, their views on the child's progress will be sought. Progress will be reviewed and the PCP may be changed and adapted as required.

If at a PCP review the SENCO and the child's key person, in consultation with the parents, decide to request help from external support services the child will have moved onto the next stage of the support.

Help from outside agencies will be sought when despite receiving an individual program and/or concentrated support, the child:

- Continues to make little progress in specific areas over a long period.
- Continues working at an early years curriculum substantially below that expected of children of a similar age.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group.
- Has sensory or physical needs, and requires additional equipment or regular visits by practitioners from a specialist service.
- Has ongoing communication or interaction difficulties that impede social development and cause barriers to learning.

When help from external support services is sought, the SENCO will make the child's special educational needs records available to those services.

Staff from the appropriate external support services will meet with the SENCO and colleagues to review the child's progress and advice on the most suitable form of external support. This could include:

- Advice on new PCPs and targets.
- More specialist assessments.
- Advice on the use of new or specialist strategies or materials.
- Providing support for particular activities.

The child's parents will be included in this process and their views will be sought on any changes to the special needs provision for the child.

The child's progress will continue to be monitored by staff, the SENCO and any external support services involved. PCP reviews will take place at least three times a year. The child's parents will be invited to attend these review meetings, which will also be attended by the SENCO, the child's key person and staff from external support services. If parents are unable to attend, their views on their child's progress will be sought. Progress will be reviewed and a PCP may be changed and adapted as required.

Statutory Assessment

If the help given is not sufficiently effective to enable a child to progress satisfactorily, it may be necessary for the SENCO and colleagues, in consultation with the parents and external agencies already involved, to consider whether a statutory multidisciplinary assessment is appropriate.

A request to the Local Education Authority (LEA) for a statutory assessment can be made by the setting or by the child's parents. The LEA is then responsible for deciding whether a statutory assessment is required and for carrying out that assessment.

When a request for statutory assessment is made, the SENCO will provide the LEA with copies of all documentation relating to the child's special educational needs and the action taken to deal with those needs. The SENCO and colleagues will provide assistance to the LEA and support to the child and parents whilst a statutory assessment is taking place.

If the result of a statutory assessment is the issuing of a statement of special educational needs and the setting is the educational establishment named in the statement; then monitoring, support, and reviews will continue to take place with the assistance of external agencies as specified in the statement.

New Settings

When a child with special educational needs moves from the Preparatoria to another setting, the SENCO will liaise with the new setting and will pass on copies of all reports and other paperwork to ensure they are fully aware of the child's needs, and of the support that has been provided to date.