



Eastwood at the heart of community with community at heart

Policy: Special Education Needs (SEN) and Disability

Date Adopted:
Spring 2017

Policy Category:
Curriculum & Achievement

To be revised
Spring 2018

Definition:

The definition of SEN and disability used for this policy is as follows:

“Children with special educational needs all have learning difficulties that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.”*

DfES Special Educational Needs (SEN) A guide for parents and carers ISBN: 1-84185-644-4 p.4

Rationale:

- We strive to create an inclusive environment that is suitable for all children where each child matters and the needs and interests of individual learners are valued and supported.
- We need to ensure that we communicate effectively with parents and build particularly strong partnerships so that we can work together to support children with special needs
- Where relevant and appropriate we will seek additional funding and resources to support children with special educational needs and disabilities.
- We have to identify the support and services that Eastwood provides as part of Wandsworth’s ‘Local Offer’ and ensure that we are working within the new requirements of the Revised Code of Practice for Special Educational Needs and disabilities
- We will work closely with specialist providers to ensure that the most complex needs of children are met.
- We will provide training for staff to help them develop the knowledge and skills needed to support the care and learning of children with complex needs

Aims:

- To ensure equality of opportunity irrespective of a child’s Special educational need and/disability and ensure children reach their full potential.
- To form effective working partnerships with parents and carers as part of the process of fully understanding their child’s special needs
- To ensure that the Eastwood Aims and Values are met for children with special educational needs and disability
- To ensure that the safety and wellbeing of children with special educational needs and disabilities are protected

Objectives:

- To ensure a happy, respectful, caring and secure environment for everyone who forms a part of the centre.
- To ensure that staff benefit from training and support to help them meet the needs of children with special educational needs and disabilities

- To ensure that everyone in Eastwood (or using Eastwood services), their opinions and talents are respected and valued.
- To ensure plans for children with SEN are appropriate and effective, closely monitoring progress to ensure that the plans remain relevant.
- To ensure that any concern, raised by any parent, carer, staff member or professional who knows the child is taken seriously and followed up in an appropriate and timely fashion and that feedback is provided to the person flagging their concern.
- To identify and then break down barriers to learning and achievement.
- to identify, as early as possible, any difficulties children have and work with them and their parents to develop appropriate learning strategies.
- to include and work with parents or carers from identification through to all stages of the code of practice.
- to adopt a “staged approach” to the assessment and support of children with SEN as required in any current statutory Code of Practice.
- Keep an overview of the needs of children with SEN
- Ensure parents are fully involved in planning for their children
- Ensure that all members of staff share the role of supporting children with SEN

Procedures and practices following a graduated approach:

At Eastwood we will: -

Identification

- Identify children’s special educational needs as early as possible- through on-entry assessment; children’s progress meetings; parent consultations, ongoing observations and assessment of children; effective communication between different parts of Eastwood (including play drop-in sessions and crèche places)
- Involve parents in children’s assessments and keep them informed of progress
- When children attend Eastwood Nurseries, regularly compare attainment and development with national age-related-expectations- at least termly through Children’s Progress Meetings between Key Persons and line managers.
- Provide a 2 year old progress check in a timely fashion for children admitted at 2 years of age and use this to identify areas where the child needs additional support
- Keep and maintain a SEN and disability register and place children on this register with parental consent

Differentiation

- Differentiate, adapt and adjust activities and materials to enable children to access the curriculum, ensuring that inclusion of all children with SEN
- Provide training (sometimes specialist training) for individuals and teams to help them effectively support the care and learning of children with SEN and disabilities
- Plan approaches to working with and supporting children with SEN based on evidence of what works for that child and that need
- Seek parents’ permission for progressing through any stage of the revised SEN Code of Practice and where it is felt appropriate to request an Education Health and Care Plan.
- Update parents on children’s progress at least termly
- Hold regular network meetings enabling the team around the child to discuss progress and future action plans for individual children

Responding to needs

- Liaise with, or establish a Team Around the Child when needs are identified or when a child with an identified need is known to be starting at Eastwood
- Undertake an Early Help Assessment where the support of an outside agency is needed
- Work together with parents to plan ways of supporting children in managing their difficulties, agreeing programmes or plans of action according to children’s needs

- Review with parents children's action plans at half-termly intervals and make appropriate changes where necessary
- Emphasise and encourage positive behaviour by everyone in school, adults and children alike
- Regularly review IEPs to ensure they remain appropriate and effective for children's progress
- Update training as appropriate

Seeking additional support now and in the future

- Seek parents' support when it is felt that additional support from services outside the school would be helpful to their child's learning and development
- Work together with professionals from other services, children and their parents to plan and use Individual Education Plans (IEPs) with which to support children's learning and provide training for staff
- Use the limited Educational Psychologist time effectively in the review of children with SEN
- Making progress to children having an Education, Health and Care Plan (starting with an Education, Health and Care Plan Request) when it is clear that the child will need extra support in order to do well, make good progress and fulfil their potential, whether at Eastwood or when they move on to school.
- Admit children with previously identified SEN allowing for a suitable period of transition appropriate to the child's needs- parents being welcome to stay for as long as they feel they need to be with their child

Leadership and Management

- Regularly review, amend and improve the Eastwood Statement of our Contribution to the Local Offer.
- Co-ordinate the work of the nursery's Base for Children with Social and Communication Difficulties;
- Monitoring the progress of children with special educational needs and disabilities
- Commission support services and training as appropriate to ensure the needs of children can be met

Written By: Curriculum and Achievement Committee

Signatures:

Chair of Governors

Head Teacher:

Date: Spring Term 2017