

Cruddas Park Early Years Centre

Special Educational Needs and Disability Inclusion Policy



The SEND policy should be read in consultation with the Accessibility Plan and the Parents/Carer's SEN Information Guide. Together they include details of:

- The Centre's admission arrangements for pupils with SEN or disabilities
- The steps we have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the Centre by pupils with SEN and disabilities.

(Children and Families Act 2014, Part 3)

The SENCO is Julia Devine.

The Governor responsible for SEND is Sue Blakemore.

The policy was developed by the SENCO, Julia Devine who consulted with Senior Adviser for SEN and Special Schools, Sheila Kingsland, the Head teacher, Karen Collins and Chair of the Governors and link Governor for SEND, Sue Blakemore. It was shared with the rest of the Governing Body and then with all staff at Cruddas Park Early Years Centre during an INSET day on 8th January 2018. Parents/Carer's were given a hard copy in January 2018 and it was uploaded onto the school website. A hard copy was also displayed on the Parent's Noticeboard in the Centre.

Rationale:

At Cruddas Park Early Years Centre every child is equal, valued and unique. We aim to provide an environment where all children feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We seek to raise achievement, remove barriers to learning and ensure inclusion for all children.

Throughout this policy, and the following policies, we will ensure steps are taken to prevent disabled children from being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equal Opportunities Policy, Equality Information Objectives, Parents/Carers' SEN Information Guide, SEN Policy.

Cruddas Park Early Years Centre is committed to providing an appropriate and high quality education to everyone within its community enabling all children to make progress, achieve their best and become confident individuals, living fulfilling lives. We have procedures to ensure that all children make successful transition into their next phase of education, and indeed, in preparation for adulthood, (Refer to **Transition Arrangements**).

Objectives:

- To ensure equality of provision for children with Special Educational Needs and Disabilities. (SEND).
- To take into account legislation related to SEND and Inclusion, including The SEN Code of Practice (2014), The Children and Families Act (2014), The Special Educational Needs and Disability Regulations (2014), Equality Act (2010), Progression Guidance (2010/11), Mental Capacity Act (2005), keeping Children Safe in Education 2016
- To provide full access for all children to a broad, balanced and relevant curriculum.
- To ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed.
- To enable children with SEND to achieve their potential.

- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and participate in the decision-making for their provision.
- To take the views of the child into account.

Admission Arrangements:

Refer to Admissions Policy.

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCO) should

- manage the day-to-day operation of the policy,
- co-ordinate the provision for pupils with SEND,
- maintain the SEND list and regularly update the SEND provision map,
- maintain resources and specific interventions to ensure appropriate provision is made,
- track progress using school-based and statutory assessment data,
- complete referrals to outside agencies when required,
- complete relevant documentation required for additional funding for pupils,
- work closely with other professionals to initiate and maintain Education, Health and Care (EHC) needs assessments and plans for pupils with more complex needs, who may need more specialist provision, outside a mainstream setting,
- prepare a SEND information report for the local authority to publish within their local offer and review it annually,
- act as the link with parents/carers and outside agencies and lead Termly Review Meetings,
- support and advise colleagues,
- monitor and evaluate the SEND provision and report to the Governing Body,

In addition, as the Class Teacher, the SENCO should also

- set high expectations which inspire, motivate and challenge children,
- promote good progress and outcomes for children,
- work closely with Support Staff and other Early Years Practitioners in the planning and monitoring of interventions,
- lead Care Meetings every fortnight to ensure that any difficulties or barriers to learning are identified and acted upon quickly and that children's progress and well-being are being closely monitored,
- make accurate and productive use of assessment to inform the four part cycle,
- manage behaviour effectively to ensure a good and safe learning environment,
- fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of Support Staff/EYP's, professional development, acting on specialist advice from SALT etc.
- communicate effectively with parents with regard to childrens' achievements and their well-being in between Termly Review Meetings.

Looked after children (LAC)

The SENCO and Head Teacher meet regularly, as and when necessary, to ensure that arrangements are in place for supporting pupils who are looked after and also have SEN. SEN reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

The designated member of staff for looked after children is Karen Collins, (Head Teacher). (Refer to Safeguarding policy).

Access to Facilities and Provision:

Please refer to schools Accessibility Plan.

Allocation of Resources:

The Head Teacher and SENCO are responsible for the operational management of the budget for Special Educational Needs and Disability provision. The Centre will use a range of additional funding and, where applicable, pupil premium to provide high quality appropriate support for children with SEN.

Access to the Curriculum:

The broad, balanced and relevant curriculum is differentiated to enable all children to access learning. Our Parent/Carer's SEN Information Guide provides a clear description of the details of what is available for all children with SEN and what additional and different provision we can offer.

In planning and teaching, all practitioners strive in providing appropriate learning objectives that meet the children's diverse learning needs and remove the barriers to learning. For the majority of the week children with SEND are taught alongside their peers in mainstream classes. However, in order to maximize learning, some children are withdrawn from a busy classroom, individually, in pairs and/or in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Children with SEND are actively encouraged and supported to join in and benefit from additional activities.

(Refer to Teaching and Learning Policy)

Identification, Assessment and Review Arrangements:

Cruddas Park Early Years Centre follows the graduated approach with four stages of action and intervention as described in the Code of Practice (2014); Assess, Plan, Do and Review.

Early intervention is crucial and school assessment data, teacher judgements and, where appropriate, assessments from outside agencies are used to identify children who require additional and/or different provision.

For children who have been identified as needing additional support and/or different provision, the key worker or class teacher and SENCO must inform their parents/carers as soon as possible and liaise with them closely to plan and implement targeted provision within a support plan. If a child does not make expected progress over a sustained period of time, the SENCO will seek parental permission to involve specialist expertise from outside agencies to inform future provision. Support plans are reviewed termly by the key worker/class teacher and SENCO at SEND review meetings chaired by the SENCO.

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked-after child
- Being a child of service personnel

Parents/Carers' SEN Information Guide

This guide can be found on the school website and outlines the provision available for pupils with SEN within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements:

The SENCO co-ordinates effective transition of children with SEND as they move from different groups within the setting, i.e. Playgroup and Nursery. Information is shared between the existing practitioner, the SENCO and the new practitioner and the relevant documentation from Playgroup is transferred into the SEND file. If a child with SEND is moving to a new nursery setting or is starting school, after discussion and agreement with parents, information is shared with the receiving setting or school. A meeting is arranged and all of the documentation from the SEND file is handed over to the teacher/practitioner in the new setting so they can begin planning for the best provision as soon as possible. A 'Transferring of SEND information' form is completed and signed by the teacher/practitioner and the SENCO. A copy of this is retained and kept in the SEND file. For children with SEND who are starting school, the SENCO or class teacher from the new setting or school is invited to the final SEND review meeting in the Summer Term. These meetings usually take place in June. An additional visit is also arranged during the last few weeks of the Summer Term as an opportunity for the class teachers and the children to become acquainted with one another before they meet again in September.

Partnership with Parents/Carers:

Cruddas Park Early Years Centre has positive attitudes to parents/carers and values their important role in their child's education. They are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. Parents/carers are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education, Health and Care Plan. Parents/carers are fully involved in the review process and the decisions to be made regarding the best provision for their child. Interpreters are arranged for parents who require translation during meetings.

The SENCO is proactive in supporting parents in a variety of ways, including liaising with agencies, organising activities and facilitating and delivering training. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

Monitoring and Evaluating the Effectiveness of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the children with SEND:

- Regular observation of teaching by the Senior Leadership Team,
- Analysis of assessment data,
- Assessment records that illustrate progress over time,
- Pre and post assessments for those children who are withdrawn for targeted interventions,
- Success rates in respect of individual targets,
- Monitoring of the Care Files by the SENCO,
- Monitoring by the Governor with responsibility for SEND,
- Monitoring of attendance using 'First Day Response' methods,
- Regular meetings between the SENCO and Head Teacher.

In addition to this, we evaluate the success of provision from the views of parents/carers and children. We do this during:

- Parents consultations twice a year
- Review meetings three times a year
- Parent questionnaires three times a year
- 'Stay and Play' mornings/afternoons three times a year

During our latest Ofsted Inspection SEN provision was described as 'Disabled children and those with special educational needs make good progress from their different starting points. The school identifies their individual needs very quickly and puts in special programmes for them so as to assure their good progress.' (Ofsted Inspection Report, December 2014)

Staff Development:

The Head teacher reviews the training needs of staff through Performance Management/ Appraisals and pupil progress to plan appropriate CPD in relation to SEND. The SENCO ensures that staff are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training e.g. communication strategies to support children with autism, behaviour management strategies for lunch time supervisors.

Medical Conditions:

Cruddas Park Early Years Centre follows the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way and may be incorporated into a healthcare plan.

Links with external services:

Links with a range of external services are well established. Multi agency meetings take place involving colleagues from the following services – SEND APR Team, Educational Psychology Service, Speech and Language Therapy Service, Early Education Additional Support Team and, when appropriate, Social Services and Looked After Children Team.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker / class teacher attempts to resolve matters, then if required the SENCO and /or Head Teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. The Centre will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

Review Date	Changes made	By whom	Date Shared
December 2017 Next review Dec '18	13/12/2017	Julia Devine Karen Collins	18/12/2107-shared and ratified by GB