



Comper Foundation Stage School

SEND Policy

2021-2022

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| Updated | October 2021 |
| Review Date | October 2022 |
| Signed | <i>Catherine King</i> |
| Print | Catherine King |
| Signed | <i>Jesper Ekelund</i> |
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www.comper.org.uk

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Special Educational Needs (SEN) Policy

Context This policy has regard to:

- The SEND Code of Practice: 0-25 years – 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

Headteacher: Catherine King

Governor with responsibility for SEND: Jesper Ekelund

SENCO: Chrissy Gower

SENCO Qualifications: NASENCO 2015

SENCO contact details:

cgower@comper.oxon.sch.uk

This policy will be reviewed annually

Agreed by Governing Body: October 2021

Review date: October 2022

At Comper Foundation Stage School we recognise that all children have the right to access a broad, balanced, relevant and differentiated curriculum, allowing progression and learning at a pace and level reflective of their individual abilities. The nursery believes that all children have a right to develop their knowledge and understanding and have experiences alongside their peers, no matter what their individual needs, and are committed to the inclusion of all children.

Definition of Special Educational Needs and Disability (SEND)

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from accessing facilities of a kind generally provided for others of the same age in mainstream schools.

About our school

Comper Foundation Stage School provides for children with a wide range of special educational needs including those with:

- **Communication and interaction needs**; this includes children who have speech language and communication difficulties including autistic spectrum conditions
- **Cognition and Learning needs**; this includes children who have learning difficulties and specific learning difficulties in areas such as literacy, numeracy or understanding information
- **Social, Emotional and Mental Health needs**; this includes children who may have behaviour difficulties relating to their emotional development, anxiety or attachment disorder
- **Sensory and/or Physical needs**; this includes children who have visual or hearing needs, multi-sensory impairment or a physical disability that affects their learning

Children will not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

As a school we acknowledge and celebrate the fact that every child is unique and a valued member of our school community.

Our special educational needs co-ordinator (SENCo) is: Chrissy Gower

She is a qualified teacher working at Comper as the SENCo one day a week. Outside Comper she works as an early years SEN inclusion teacher to mainstream nurseries and settings. She works closely with the Head Teacher to oversee the provision and monitoring of children's learning and progress and to support the families of those children with special educational needs.

Chrissy can be contacted via:

Email: cgower@comper.oxon.sch.uk

Tel: 01865 245768

The SENCo is responsible for:

- Overseeing the day-to-day operation of the nursery school's SEND policy
- Coordinating provision for children with special educational needs
- Ensuring that from the earliest point parents of children with special educational needs are involved, informed and are part of the decision making process
- Liaising with other staff members advising on a graduated approach to providing SEN support
- Helping to identify children with special educational needs, assessing and planning for progress
- Maintaining the school's special needs register
- Acting as the designated teacher for Looked After children with SEN
- Liaising with other early years providers and outside agencies such as, Educational Psychologist, health and care professionals and voluntary bodies
- Ensuring that transitions to other nurseries or on-going schools are smooth and effective and that parents are involved at every step
- Supporting professional development of other staff in regards to SEN knowledge
- Working with the SEN Governor to ensure the school's SEND and Inclusion policies are adhered to

Our governor with responsibility for SEND is: Jesper Ekelund

SEN Policy

Our SEN policy is also available on our website

<http://www.comper.org.uk/sen-policy>

How do we identify and give extra help to children with SEN? The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child has a special educational need
- How we assess children and plan for their special educational needs, and how we adapt our teaching

- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this

Click here to read it:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

How do we work with parents?

Comper Foundation Stage School views parents as the experts regarding their own child and by working in true partnership with parents, recognising and respecting their knowledge and understanding, we will be best placed to fully meet the needs of individual children. When a child begins at Comper with specific needs already identified, staff are required to gather all information available from parents and any other settings attended, to support the inclusion of the child. Ongoing dialogue and shared written information will ensure that accurate assessment of the child's abilities and needs is maintained.

We will always contact parents if we have a concern that a child may have a special educational need, or would benefit from extra support to aid their development in a specific area. The child's teacher or key person will meet with parents/carers to share and discuss observations from both home and school and for the school to gain an insight into any concerns parents might also have about their child.

The SENCo or Head Teacher will be happy to meet with parents; please contact through the school office on 01865 245768.

We work closely with children with SEN and their parents through informal information exchange at the end of their session or the school day. We also use the following to communicate with parents:

- Tapestry online learning platform
- Three SEN Reviews per year
- Regular parents' evenings
- Early Help Assessments and Team Around the Family meetings if necessary

We recognise the importance of having the opportunity to discuss how your child is

progressing, therefore should you ever need to discuss anything, please do see your child's teacher and/or the SENCo.

Information about the parent support service 'Special Education Needs and Disability Information and Advice Support Service' (SENDIASS) is available from the office or SENCo or at the following address:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

Voice of the child

Children's views are sought and taken into consideration in discussions about their learning and development. This is achieved by:

- observing the child's interests, likes and dislikes and using a child voice sheet with photographs
- Getting detailed knowledge from parents in an all about me form
- Using photographs to help children make choices or indicate preferences
- Using the three houses tool

Adapting the curriculum

We follow the Early Years Foundation Stage Curriculum which supports that each child is unique and develops at their own rate. To efficiently support any child who may have additional needs we ensure the provision is accessible by all, adapt the way in which we facilitate the play taking place, and if appropriate, plan short group/individual sessions to support certain aspects of development.

Links with other agencies

Comper is able to call upon the expertise of a range of support services. This takes place following discussion between parents, the key person or Teacher and Head Teacher or SENCo. To request assessment and advice a Single Point of Request for Involvement (**SPORFI**) form is completed and requires parental consent.

We have access to a range of specialist support services including:

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Educational Psychology Service
- SENSS Communication and Interaction Advisory Team

- SENSS Physical Disability Advisory Team

- SENSS Hearing Impairment Advisory Team
- SENSS Visual Impairment Advisory Team
- SENSS Complex Needs Advisory Team
- Early Years SEN Inclusion Teachers
- Community Paediatrics at the JR Hospital
- Community Nursing Team
- Diabetic Nursing Team
- Health visitor Team
- School Nursing Team

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability/send>

We also work with other services and organisations that are already involved with a family, with the family's permission

Graduated response to SEND

SEN support is based on a cycle of action that can be revisited with increasing detail, increasing frequency and increased involvement of parents.

The cycle of action has four stages: **assessing, planning, doing and reviewing** the provision, as outlined in the SEND Code of Practice, 2014.

Comper Foundation Stage School regularly reviews the progress of all children and where progress is slow the first response is high quality targeted teaching which may be in small groups or through short, individual interactions between staff and children. Slow progress does not necessarily mean a child has special educational needs. In deciding whether to make special educational provision all the information available, including that from the child and parents, is gathered and viewed alongside national expectations of progress.

Identifying a child has SEN

Where there is a need for more specialist expertise to identify the child's needs and to determine the most effective approach, services such as educational psychology, specialist teachers or health may be approached. Parents will be informed and invited to contribute at every step.

Assess: In identifying a pupil as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data
- the parent's views and experience
- the pupil's views
- if relevant and available, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers, with their child, will meet with the class teacher/key worker and the SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will involve:

- A staff/parent meeting
- A joint plan being produced
- Planned review meetings - the frequency of review will depend on the level of need present, but will be at least once per term.
- The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place.
- A copy of the plan will be given to parents/carers.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the pupil daily and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review:

- The review will take place on the date agreed.
- The review will evaluate the impact and quality of the support and interventions and include the views of the pupil (where possible and appropriate) and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps.
- Where appropriate other agencies will be asked to contribute to this review.
- The review will feed back into the analysis of the pupil's needs, then the class teacher/key worker, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency.
- The school will consult with parents/carers to get consent before involving a specialist or external agency.

Coming off the SEND register

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

Staff development

Comper Foundation Stage School is committed to further developing knowledge and

expertise in the area of Special Needs education.

We have a team of 5 Higher Level Teaching Assistants, and 9 Teaching Assistants who are trained to deliver SEN provision.

Staff have been trained in:

- Good Autism Practice
- SCERTS
- Autism Education Trust Training courses 2 and 3
- Talk Boost
- Lego Therapy
- supporting a child with a tracheostomy
- supporting a child with Diabetes
- Oral Health
- Supporting children with SEMH
- Speech and Language Development
- Child Development

The SENCo attends:

- County OXSIT meetings
- SENCO Supervision meetings run by the Educational Psychology Service

Staff meetings are arranged to respond to the particular needs of the settings within Comper and we discuss strategies, range of needs and consistency of approach among staff to ensure the best support is being given to the children in our care. Arrangements for the induction of NQTs and new staff into the school's policy and SEN procedures are detailed in the induction pack.

How do we know if SEN provision is effective?

The progress of all children is tracked throughout the school through careful observation against the developmental milestones identified in development matters, although this document is not used as a tick list of developmental achievement. There are three pupil progress meetings a year where each child is discussed in detail with the Teacher and Senco present to identify a child's strengths and any barriers to learning. We also run three additional SENCO surgery meetings with each phase where staff concerns can be raised with the SENCO. Observations of progress and the child's next steps are made in Learning Journeys on the Tapestry web platform

which are shared with parents/carers and these observations inform assessment. For children who are making smaller steps of progress we currently use the

developmental journal to monitor the progress they are making and this will be changed and developed over the next year in line with the new foundation stage curriculum.

Every term the SENCo meets with the SEN Governor. Information about how the governing body evaluates the success of the provision for children with special educational needs is contained in the Governor's annual SEN report. A copy is available from the office.

How are children with SEN helped to access activities outside of the classroom?

All children are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010.

We talk to parents when planning trips so that everyone is clear about what will happen. For children who are in receipt of 1:1 adult support whilst at nursery we may ask that a parent/carer accompanies us on the trip.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/_guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children/young people with SEND?

We recognise that all behaviour is a form of communication.

Detailed information regarding this can be found in our Behaviour Policy available from our website or can be requested from reception.

Building secure attachment and relationships is important to nurture learning and confidence. We use the key person system in Daycare and Nursery. The key person system is vital for young children; they need to know there is one special person with whom they can form a secure and trusting relationship in order that they might develop self-confidence, a sense of well-being and the ability to take risks in their learning. The key person will get to know your child's likes, dislikes, fears and interests by spending time with them, being interested in them and discovering their learning style.

The key person will also hope to work in partnership with parents, learning about the children in their care, listening and being a source of information and support for parents.

Transfer arrangements

When starting at Comper Foundation Stage School we ask that there be a minimum of 3 visits with your child and staggered start on entry when starting at the nursery. It is useful to us if parents are able to let us know of other agencies supporting their child in order to build a better picture of what we need to do as a nursery to add to support already in place.

When a child with special educational needs is moving on to their next setting Comper Foundation Stage School will:

- Support parents in visiting schools and understanding the choices that are available to them.
- Arrange a meeting with the receiving school to involve parents, other professionals supporting the child/family and nursery Key Person and SENCo to discuss how a smooth transition might be achieved.
- Arrange extra school visits prior to entry. Supported by nursery staff if appropriate.
- Offer receiving school staff the opportunity to visit the child in nursery.
- Provide assessment and achievement records for the receiving school.
- Provide photos and/or videos for children to look at over the summer before their transition.

We have a close working relationship with SS Mary and John Primary School where most of our reception children transition to. We organise a careful transition for all our children each year and we take our SEN children for three extra visits in a small group to explore the year one classrooms and garden and meet the staff.

If you would like to give us feedback, including compliments and complaints about SEN provision, please contact the Headteacher, Catherine King on 01865 245768.

If you'd like impartial advice from Oxfordshire's SEND Information and Advice Support Service (SENDIASS):

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-par-tnership>

If you'd like to know more about opportunities for children with SEND and their families, support groups or information about SEN these are listed in the Family

Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>