



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

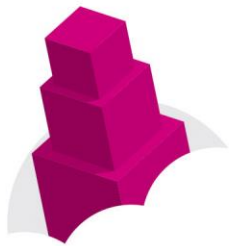
Key Principles

- **Early identification:** Children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. We will work closely with parents and professionals.
- **Priority of access:** In the context of finite overall resources, children with special educational needs and/or a disability and their parents/carers will be accorded priority in accessing appropriate support and provision, in order that they can be helped to achieve their full potential, socially, emotionally, physically and academically.
- **Equal opportunities:** Young children with special educational needs and/or a disability will also be supported in accessing the full range of educational and social opportunities available to their peers.
- **Individual needs:** Support will be tailored to the differing strengths and needs of individual children and their families. This requires flexibility in the responses of different agencies and effective co-ordination between them.
- **Parental involvement:** The fundamental rights and responsibilities of parents/ carers should be recognised and respected. They should be full partners in all aspects of assessment, provision and intervention. They should have access to all relevant information regarding their children and participate in all decisions affecting them.
- **Training and support:** Staff will be given the opportunities to enhance their existing knowledge and skills which help them to become more confident about providing for young children with special educational needs and/or disability.





- Ensure that parents/carers are provided with positive advice, support and resources that assists them practically in addressing their child's needs.
- Work closely with schools and local education authorities/departments and library boards to support children's learning in the early years and ensure a smooth transition when children start school.



- Encourage the inclusion of children with SEND and value diversity.
- Ensure that individual needs are met through the provision of appropriate levels of support and an appropriate curriculum.
- Work constructively with statutory agencies to ensure that needs are properly assessed and addressed.
- Provide opportunities for staff to develop the necessary skills, attitudes and insights for working with young children with special educational needs.



- Recognise the importance of play in the development of early learning and as preparation for the acquisition of more formal educational skills.
- Provide a safe, secure, stimulating and inclusive environment which recognises and values diversity, while having high expectations of all children.
- Develop and implement whole school policies that emphasise the role of **all** staff in meeting the needs of **all** children.
- Encourage an inclusive approach to young children with special educational needs and/or disability and their families that makes them feel welcome in the school environment.
- Enable staff to work collaboratively with parents, local authority and other agency services to help identify the specific needs of all pupils with SEN at the earliest possible stage and plan appropriate individual programmes.
- Support early intervention strategies at both the individual pupil and group level through priority allocation of available resources.



- Ensure that all staff involved with early years are trained in the skills required to work collaboratively to identify, assess and support young children with SEN.

Long Ditton Montessori Children's House aims to provide all children with a broad and balanced learning environment that is committed to the integration of children with special educational needs and disabilities. Our philosophy is that all children with or without SEND should have the opportunity to develop to their full potential alongside other children in an educational environment. However, at present there are no facilities for children in wheelchairs, access is possible as there are no stairs.



We aim to provide a learning environment suitable for all children, including those with Special Educational Needs. We offer a holistic approach in our targeted support plans. To do this the nursery follows the guidelines listed below which have been set in conjunction with the new SEND Code of Practice 2014 and Surrey's Graduated Response and banding arrangements for children (0-5) with Additional and Special Educational Needs and Disability in early years.

Responsibilities

Cristina Hendrick is the designated special educational needs co-ordinator and a trained Early Years SENCO. Gemma Mustoe is also a trained SENCO and is our Deputy SENCO.

Cristina Hendrick is our SEN Teacher who works with all children on Individual Support Plans (ISP) or have English as an additional language (EAL).

Cristina Hendrick is also our Early Language Lead Practitioner (ELLP) who offers small group support to children with attention and listening difficulties and those at risk of language delay.



Identification/Assessment and Review

- We operate a child centered approach whereby each child has a designated Key Person, who is the initial contact for parents and



is available by arrangement to discuss any concerns parents have.

- Key Persons share relevant information with the other members of the team.
- During the session the Key Person records the child's activities and progress.
- The Key Person aims to observe the children twice a term using a narrative-style observation. If any special educational need is identified this will be shared with the parents.
- Progress of pupils with SEN is monitored and regularly reviewed each term with input from all staff.

Arrangements for co-ordinating SEN provision.



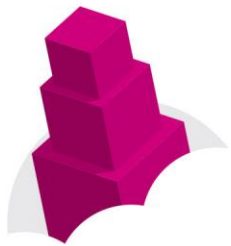
- The SENCO keeps a register of children with SEN, which is updated termly.
- The SENCO records relevant information on newly admitted children whose needs are already known.
- A tiered structure of support is used to identify the required provision to support children with additional and special educational needs and disability.
- The SENCO leads the staff meeting each term to review the targets for children who need intervention through Early Years Local Offer (EYLO). The team collaborates in setting new targets that are recorded by the SENCO, from this an Individual Support Plan (ISP) is written, this will be assessed and reviewed termly.
- Newly arising concerns are discussed and an Early Years Enhanced Local Offer (EYELO) is started by the SENCO, with parental consent, for more targeted support.
- If the child shows little or no progress, the SENCO, with parental consent and in consultation with the Key Person and other staff as appropriate, requests external support from Education, namely from our Early Years Improvement Advisor.
- Where applicable an Early Help Assessment (former CAF) is actioned to identify and record a child's needs and is shared with all agencies that may need to be involved with the child and their family: education, health and social care departments.





- For children who need specific individualised targeted support are placed on Early Years Band 1. The SENCO writes ISP's in consultation with the Key Person/ Educational Psychologist / SEN support teacher / health professionals and parents.
- ISPs are shared with staff at meetings.
- The SENCO formally reviews ISPs once a term with contributions sought from staff/parents and children where appropriate.
- Children on Band 1 may meet the threshold criteria for an Education Health and Care Plan (EHCP) former statements.
- We adopt a graduated approach with four stages of action: assess, plan, do and review. This cycle of action is revisited in increasing detail and with increasing frequency in order to secure good progress.

Specialist Provision



- Primarily all teaching staff are able to deliver differentiated teaching methods. When a SEN is identified an ISP is put into action, all staff members are made aware and follow up the targets.
- The SENCO has been involved in professional development to support the teaching and provision for SEN.
- The SENCO delivers specialist and targeted SEN support in small groups or on a one on one basis.
- Where applicable we apply for Inclusion Support Grants and Discretionary Funding to Surrey County Council in order to deliver one on one support (Band 1).

Partnership with Parents

We believe that a good working relationship with parents is paramount to the education and development of every child. We welcome parents guidance and knowledge because they know their child best. If any concerns are identified parents are consulted immediately. If a child is put on an ISP the parents will be consulted and asked for their input. Likewise if it is deemed necessary for an EYLO action then a meeting with the parents is arranged and the child's development discussed before any action is taken.



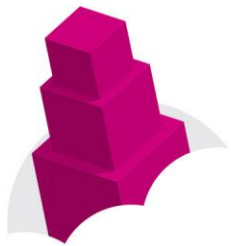


We would like parents to know that they are always welcome in the nursery either to help out or to discuss any concerns they might have. Arrangements can be made for private discussions at a mutually convenient time.

If any member of staff has any concerns about a child in our care they will always meet with the parents privately to discuss any action that may need to be taken.

Children's Involvement

Children are involved as much as possible in their choice of activities to address their needs and in acknowledging progress towards their individual targets.



Inclusion

Pupils with SEND are perceived positively by all members of the school community and included in all activities.

Arrangements for Complaints

Complaints about SEND should be made to the Principal and will be dealt with in line with the SEND policy.

Confidentiality

Children are only discussed with the Key workers and that child's parents/carers, Parents are asked for their written consent if we feel we need to discuss their child with outside agencies.

Evaluation

Our SEND policy will be reviewed and updated annually.

Definitions

- A child has special educational needs if s/he has a learning difficulty that requires special educational provision to be made for her/him.





- Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:
 - a) have a significantly greater difficulty in learning than the majority of children of the same age; or
 - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
 - (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.



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

- *Special educational provision* means:
 - (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
 - (b) for children under two, educational provision of any kind.
 See Section 312, Education Act 1996



- Early Years Local Offer (copy attached) sets out what is expected to be available in all early years settings and covers aspects of best practice.



- Special Educational Provision is educational provision that is additional to or different from that generally made for children of the same age.
- Early Years Enhanced Local Offer is the first stage of intervention planned by the nursery to address difficulties in areas such as communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and/or physical needs.
- Early Years Band 1, is the next stage. If the child has not made satisfactory progress, this involves advice and support from external agencies and professionals such as Educational Psychologists or pupil support.
- An Individual Support Plan sets out short term targets and strategies to achieve aims for an individual child. This also includes a provision map outlining additional targets to support the desired outcomes.





LONG DITTON MONTESSORI CHILDRENS HOUSE LOCAL OFFER

Our setting is very proactive in the monitoring and early identification of children with additional needs. We have a qualified and experienced SEND coordinator who intervenes following the new SEND Code of Practice. Where appropriate, we make referrals to other professionals and work closely with them and the family.

We are not a specialist school but can support children with emotional, social, communication and language, physical and behavioural needs.

Between the age of 2 and 3 we carry out a progress check using a child development tracker (if the child has not had a 27 month old health visitor check). We then continue tracking each child's development on a termly basis. We can also use the progress check to compare progress over a period of time across all areas of development and flag any areas at risk of delay.

The child's registration records can provide important information from parents about their concerns.

Narrative observations are carried out on all children alongside children's individual planning and development tracking. We use a specific tracker for monitoring language and communication development (ECAT).

The key person is available to meet with parents to discuss concerns and has regular termly meetings to discuss progress based on summative assessments.

The SENCo is available for consultations with parents and the key person. If there are concerns, together with the parents we can action an E-help form to request the right support children may need from other professionals both in health and education.

Our SENCo oversees the progress of all children on the SEND register. Together with the support of the key person, the SENCo and our Early Years advisor, we are able to action individual educational plans (IEP) for children with additional needs outlining the desired targets. These are monitored and evaluated at regular intervals and reviewed with the support of parents.

We arrange regular progress meetings with parents and our Early Years advisor in order to discuss and share information on strategies or any additional support that may be required.





Where required our SENCo can offer children 1:1 SEN support and communication and language support in small groups.

We work closely with the parents, children and new schools during transitions to a new setting and arrange transition meetings for children with additional needs to ensure a smooth transition.

Through our key person system, we can closely follow the child's lead and quickly identify their needs and sensitive periods in their development. We use differentiated learning approaches by adapting our language and the level of difficulty of activities to the child's ability and age.

The key person is responsible for target planning and working directly with the child to help meet developmental milestones. When additional support is required the IEP is implemented with the assistance of the SENCo.

The manager also carries out a resource assessment to assess any need for new equipment or teaching resources to meet individual needs.

We encourage participation by operating an open-door policy for parents and give parents access to their child's learning journey folders.

