



GREENBANK PREPARATORY SCHOOL & DAY NURSERY

LEARNING SUPPORT, SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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‘Greenbank aims to provide a caring environment where traditional values of courtesy, respect for others and pride in work enables all children to develop their talents, gain self-esteem and reach their full potential.’

This is a whole school policy which includes the Early Years Foundation Stage, which is the Nursery, Preschool and Reception classes. It also includes temporary workers and volunteers.

RATIONALE

Nurturing Potential, Inspiring Dreams

We seek to provide all our children, including those with special educational needs (SEN) or disabilities, with an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. We thereby seek to enable our children to:

- achieve their best
- become confident individuals living fulfilling lives, and
- ultimately, make a successful transition into adulthood

Hence, our staff will seek to work together with children’s families to do all that they can, within the school’s resources, to enable all our children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through special educational provision for a child with SEN, through reasonable adjustments for a child with a disability or support for a child with a medical condition.

RELEVANT LEGISLATION AND GUIDANCE

Part 3 of the Children and Families Act 2014

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE (May 2014)
- SEND Code of Practice 0-25 (January 2015)

- Supporting Pupils at School with Medical Conditions DfE (April 2014)
- Guidance for Early Years settings, schools and SEN practitioners working with children and young people with SEND (Stockport LEA Autumn 2016)
- Implementing the SEND code of practice in Early Years in Stockport.

This guidance informs our understanding of SEN, disability and special educational provision:

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A **child of compulsory school** age 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 making use of the facilities generally provided for others of the same age in mainstream schools.

For children aged two or more, special educational provision is educational provision or training provision that is additional to or different from that made generally for other children of the same age by maintained schools or nurseries or by relevant early years providers.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above (indicated by bold type) when they reach compulsory school age or would do so if special educational provision was not made for them.

Furthermore, children's SEN are generally to be thought of in the following broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

We understand that these four areas give an overview of the range of needs that should be planned for. We appreciate that children are individuals and may have needs that cut across these areas and that their needs may change over time. We are interested in the identification of need in order to best support children's learning and development and not to label or categorize them.

POLICY AIMS

- To have high ambitions for all children;
- To provide high quality, differentiated teaching to meet the needs of the majority of children;
- To provide personalised support to meet the needs of children, who may require support in some aspects of their learning and development;
- To ensure that the SEN of children are identified, assessed and provided for and that the impact of intervention is reviewed: this will underpin our graduated approach of assess, plan, do and review.

- To provide parents with opportunities to share insights about their child and discuss any additional provision made, review progress and identify future targets;
- To involve children, as appropriate to their maturity, in the decision making about their learning support and foster their development as responsible, independent learners with high self-esteem;
- To seek access, in co-operation with parents, to external agencies, such as health services or psychologists, in the best interests of children;
- To promote on-going professional development on SEND for all staff;
- To ensure the effective liaison between the Learning Support Co-ordinator, the EYFS SENCO (Early Years Foundation Stage Special Educational Needs Co-ordinator) and all staff in the best interests of the children;
- To share information, with parental consent, to support children's transition or transfer to other schools or settings.

EARLY YEARS FOUNDATION STAGE (EYFS)

IDENTIFYING AND SUPPORTING CHILDREN WITH SEND

In accordance with the setting's duty to ensure that all children learn, develop well and are kept healthy and safe, there is on-going monitoring and assessment of all children's progress and development. The setting uses the non-statutory Early Years Outcomes Guidance as a tool to assess the extent to which the young children in our setting are developing in relation to the expected levels for their age across seven key areas of learning and development.

When this on-going assessment alerts staff to emerging difficulties, or when parents themselves wish to raise concerns about their child's development, these concerns will be discussed with parents. In many instances, a period of monitoring might be agreed upon and no further action might be required. However, where concerns remain, the EYFS SENCO will meet with parents and discuss activities and strategies, which might be adopted to support the young child's development. The EYFS SENCO will make a written record of such meetings, recording intended action, the anticipated outcomes sought for the child and a date for review. This information is then recorded on the setting's Learning Support information system.

Furthermore, the setting will provide all parents with a more formal review of their child's progress by means of a progress check made between the ages of two and three. This review will also give parents the opportunity to express any concerns about their child's development. The written summary will provide a record of a child's progress in: communication and language; physical development and personal, social and emotional development.

The summary will highlight areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

Where there is more significant cause for concern, or where specific monitoring or the adoption of support strategies has not seen the expected progress or outcomes, the EYFS SENCO will meet with parents to discuss the concerns. Whilst the delay in learning or development may, or may not, indicate that the child has SEND, it may now be appropriate to involve more specialist services. This might include referral to

Speech and Language Services, Psychology Services or Occupational Therapy Services. It might also include liaison with Health Services or the suggestion that the family seek further hearing or vision checks. All referral to external agencies will be conducted with parental agreement.

Following this more specialist assessment, it might be decided that a child needs SEN support. The relevant phase practitioner, EYFS SENCO and parents will agree: the desired outcomes for the child; the interventions and support to be put in place; the expected impact on progress, development or behaviour and a clear date for review. The setting's information system will then be updated accordingly. Furthermore, the EYFS SENCO might make application to a local authority for additional Early Years SEN funding.

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the setting will consider requesting an Education, Health and Care needs assessment. Where the setting and parents agree that a request for an EHC needs assessment should be made, the setting will make the request to the relevant local authority. Where a request for an EHC needs assessment is accepted, the setting will provide any requested reports and support parents through the process.

For any pupil who is awarded additional funding from the local authority (additional EY SEN funding or via an EHC plan), the school will work in partnership with the local authority and will comply with the SEND code of practice (2015).

THE ROLE OF THE EYFS SENCO

- To advise and support colleagues;
- To ensure that all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN;
- To update the setting's Learning Support/SEND information system;
- To disseminate information and advice gained from training and promote colleagues' access to SEND training;
- To ensure that parents are closely involved throughout and that their insights inform action taken by the setting and that the child's views are represented;
- To liaise with the School Learning Support Co-ordinator and outside agencies;
- To ensure that the relevant phase practitioners, such as key-workers and teachers, have access to reports and advice provided by outside agencies in relation to the children they are responsible for working with on a daily basis.
- To liaise with the School LS co-ordinator and outside agencies
- To liaise with parents of children receiving Learning Support.
- To support the transition of pupils with SEND to their next schools.

EYFS SENCO CONTINUED PROFESSIONAL DEVELOPMENT AND TRAINING

- Attends the Stockport EYFS SENCO network meetings
- Makes access to Learning leads, which provides a range of support materials and services across the range of SEND

- Attends relevant Stockport Local Authority, and other, training sessions
- Attends training sessions including those delivered by Stockport Local Authority, Stockport Children's Therapy Services and Seashell Trust;

KEY STAGES ONE AND TWO

IDENTIFYING AND SUPPORTING CHILDREN IN NEED OF ADDITIONAL OR SEN PROVISION

The school has high expectations for all pupils and, as such, conducts continual monitoring of their progress in addition to regular formal, assessment of pupils' performance against standardised tests. (Please refer to our Assessment Policy).

Where concerns arise as to children's progress, or their wider development, these initial concerns will be discussed with parents by the class teacher, and in some instances in conjunction with the Learning Support Co-ordinator (LS-CO). Parents themselves are also welcome to make an appointment to discuss any concerns about their child's progress or development with the class teacher or LS-CO.

As judged appropriate, initial discussions will explore the specific areas of concern, referring as appropriate to: assessment already conducted, the progress or outcomes sought for the child and any strategies or support to be put in place. Where it is agreed that some additional support is needed, this support might include: targeted in-class support from the teacher or a teaching assistant, some additional small group work with a teaching assistant, or the LS-CO; additional access to IT learning resources or the need for parental support to reinforce learning consolidation at home. A timescale for review of the additional support will be agreed and a written record of the agreed support will be made on a Record of Concern. The child's name will be entered on the school's Learning Support information system, to facilitate the best means to monitor their progress over time.

In some instances, these initial discussions might relate to broader aspects of the pupil's development, such as those relating to motor skills, attention and focus or sensory perception. It might also be agreed that referral to more specialist services, such as health services, or additional hearing or vision checks, should be made; such agreement would also be noted on the Record of Concern. Furthermore, in some instances it might be helpful for the LS-CO and parents to compile a pupil profile to communicate to all staff, with whom they have contact, the best means of supporting an individual across all aspects of their school life.

Review of a child's Record of Concern is generally held to coincide with scheduled Parents' Meetings. This provides parents with the opportunity to discuss progress towards the desired outcomes with the class teacher and the LS-CO. Furthermore, additional discussion of progress might be scheduled at another time, as proposed by school or parents. Where pupils are making the anticipated progress, it might be decided to cease the additional support. In other instances, it might be considered beneficial to continue the level of support to sustain the level of progress and a new Record of Concern would be written. The learning support information system would be updated accordingly.

When more serious concerns about a child's progress or development arise, or when their progress or performance, despite differentiated teaching and some additional

support, is significantly below that of peers, the class teacher and LS-CO will meet with parents.

These discussions will seek to gain more information to best understand the pupil's profile, context and needs. It might be agreed to conduct additional assessment in school or seek advice from specialist services, such as health professionals or from an educational psychologist, where this is possible.

In conjunction with seeking specialist advice as appropriate, the LS-CO class teacher and parents will agree a more individual plan of support for the pupil. This Additional Support Plan (ASP) will detail the support that will be provided for a child in order that they might achieve the outcomes identified for them. Older children will be involved in the drafting of this plan; they will be encouraged to recognize their own strengths and the means by which they can best support their own learning and how they believe adults can best support them. As they will be receiving provision, often including some individual teaching, which is **additional to** or **different from** that generally made for other children of their age in Greenbank Preparatory School, they will be understood to be receiving SEN support. The level and nature of the support will be recorded on the school's Learning Support information system.

SEN Additional Support Plans will be subject to agreed review, similarly to Records of Concern. This will generally be twice a year, as time is needed to establish the impact of support and intervention. Similarly, where there is good progress, it might be agreed to cease the plan. It might be agreed to continue support at the level of Record of Concern. Where concerns remain as to the level of progress or performance, a new SEN Additional Support Plan will be drawn up, with involvement of the child, parents, class teacher and LS-CO.

In all cases where children receive Learning Support, we anticipate the best outcomes when parents contribute to the process and support children in home learning and consolidation activities.

THE ROLE OF THE LEARNING SUPPORT CO-ORDINATOR (LS-CO)

- To oversee the operation of the school's Learning Support/ SEND policy;
- To work with the EYFS SENCO and head teacher in the development of Learning Support/ SEND policy;
- To co-ordinate provision for children with additional, or SEN, Learning Support;
- To advise and support colleagues;
- To update and maintain the school's Learning Support information system;
- To disseminate information and advice gained from training and promote colleagues' access to SEND training;
- To liaise with parents of children receiving Learning Support ;
- To liaise with the EYFS SENCO and outside agencies;
- To support the transition of pupils with SEND to their next schools.

LS-CO CONTINUED PROFESSIONAL DEVELOPMENT AND TRAINING

- Attends regular cluster meetings with SENCOs and LS-COs from local independent schools;
- Makes access to the NASEN (National Association for Special Educational Needs) SEND gateway, which provides access to a range of support materials and services across the range of SEN;
- Attends the NASEN Live exhibition and conference, when possible;

- Attends training sessions including those delivered by Stockport Local Authority, Stockport Children's Therapy Services and Seashell Trust;
- Holds a Post-Graduate Certificate in Dyslexia and Literacy, awarded by Dyslexia Action and validated by the University of York in addition to being a qualified teacher.