

EYFS SEN Policy

(see also Grangewood Independent School's General Special Educational Needs & Disability Policy)

This policy includes our admissions statement for children with send and should be read in conjunction with our admissions policy and accessibility plan.

1 Introduction

- 1.1** Grangewood Independent School has regard to the definition of SEND stated in the 2014 SEND Code of Practice: "A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."
- 1.2** 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 the child from making use of educational facilities of a kind generally provided for children of the same age in schools
 - c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.'
- 1.3** A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- 1.4** Not all children and young people with a disability have SEN but often there is an overlap.
- 1.5** 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.
- 1.6** 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.
- 1.7** Grangewood Independent School EYFS department understands its responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society (Equality Act 2010).
- 1.8** We endeavour to monitor all children/pupils who are not making expected progress in the four broad areas specified in the SEND Code of Practice i.e. communication and interaction needs, cognition and learning difficulties, social, emotional and mental health difficulties, and sensory and/or physical development by providing high-quality teaching which is differentiated and personalised.

- 1.9** All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as individuals, with their own cultural and spiritual beliefs.
- 1.10** We will ensure that the provision offered in Grangewood's EYFS department is effective; and that every teacher and EYFS practitioner is responsible and accountable for all pupils in their class, wherever or with whoever the pupils are working.
- 1.11** Children/pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- 1.12** We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.

2 Aims and objectives

- 2.1** The aim of this policy is to meet the needs of each child as an individual regardless of difference and diversity.
- 2.2** The objective of this policy is to ensure that all children feel valued and confident and are cared for in a warm and loving environment. We will work with parents/carers at all stages of the child's education and care to ensure our principles are put into practice.

3 Practice

Grangewood Independent School Special Educational Needs and Disability co-ordinator is **Mrs B. Roberts** and our EYFS Special Educational Needs and Disability coordinator is **Miss D. Francis**.

- 3.1** In line with guidance from the EYFS Framework and in accordance with the SEND Code of Practice (2014) we will endeavour to:
- Be alert to the early signs of needs in our children that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary (early identification).
 - Stretch and challenge all children.
 - Encourage children to recognise their own unique qualities and the characteristics they share with other children.
 - Challenge any inappropriate/negative attitudes displayed by staff, parents/carers or children.
 - Engage children in anti-bias activities e.g. stories or persona dolls, which promote positive attitudes to all people regardless of their level of ability, appearance, culture, mobility etc.
 - Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.
 - Enable all children to have full access to all elements of the school curriculum.
 - We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

- Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND, therefore, parents/carers are encouraged to discuss any issues and concerns with their child's Key Person.
 - Ensure that our children have a voice in this process.
- 3.2** Where EYFS staff feel that a child is not progressing in line with his/her peers they will speak to parents/carers in the first instance to seek their opinion and to discuss how the child can best be helped.
- 3.3** We aim to make any reasonable adjustments to our setting required by individual children or parents/carers and offer **quality inclusive opportunities** which take into account the learning needs of all the pupils in the classroom, including the provision of differentiated work and creating an inclusive learning environment. The needs of most pupils can be met at this 'universal' level and progress is recorded through the assessment procedures that are carried out with all pupils. No outside agencies will be contacted without parental permission.

4 The Local Offer

- 4.1** The 'Local Offer' is a local authority document that outlines the provision that is universally available across education, health and social care within the Local Authority (LA). This provides information on how to access universal services, as well as more specialist services. www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx?l1=100005
- 4.2** LA Area EYFS SENCOs
- Kari Ashey – 07815524547 (Education)
kari.ashey@ronaldopenshaw.newham.sch.uk
 - Eunice Costello – 07580206964 (Health)
eunice.costello@ronaldopenshaw.newham.sch.uk

5 SEN Support

- 5.1** SEN Support refers to specific, additional and time-limited interventions provided for some pupils who need help to support their learning.
- 5.2** The following four categories outline the areas of difficulty that may be identified at the 'SEN Support' level:
- Communication and Interaction
 - Cognition and Learning
 - Social, mental and emotional health
 - Sensory and/or physical
- 5.3** Informing parents to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them, is an essential initial step.
- 5.4** The triggers for intervention through SEN Support could be concern about a child who despite receiving appropriate early education experiences:
- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
 - continues working at levels significantly below those expected for children of a similar age in certain areas

- presents persistent emotional and/or behavioural difficulties, which do not improve by the behaviour management techniques usually employed in the setting
- has sensory or physical needs, and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

5.5 Where children are identified as needing extra support within the EYFS department this is called **SEN Support** and involves the EYFS SENCo, the parents/carers and the child's key person working together to write a Support Plan to identify provision and targets necessary to support the child's learning.

5.6 A SEN Support Plan sets out:

- A child's needs
- The level and type of support needed to meet the identified needs
- What progress the school expects the child to make once the plan has been put into operation

The child's progress is reviewed and measured against the targets detailed in the SEN Support plan.

5.7 The School SENCo and the EYFS SENCo, in consultation with parents, will agree the Support Plan needed to help the child to progress in light of the identified need. These individualised arrangements for learning and teaching may include:-

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness
- The provision of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment
- Staff training to provide effective intervention without the need for regular or ongoing input from external agencies.

5.8 The Support Plan will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision. The plan will focus on two or three key targets and will be discussed with parents and the child.

5.9 Support Plans will be reviewed termly by the School SENCo, EYFS SENCo, the child's key person and the parents, following a cycle of **Assess/Plan/Do/Review**. Should this group, and particularly the parent, decide that the child needs further support then outside agencies will be contacted as appropriate.

6 Education, Health and Care Plan (EHC)

6.1 Statements of special educational need are being gradually replaced by **Education, Health and Care Plans** (EHC Plans), which include health and social care needs alongside educational needs. Local authorities may place a child with an existing EHC Plan in an independent school, if the parent or young person requests this, the school may then be named on the plan. Such an arrangement will only be made 'so long as this is compatible with the provision of efficient instruction and training and does not mean unreasonable public expenditure' (9.84 of the statutory guidance).

An EHC plan is a legal document which describes a child's needs. It sets out the education, health and care services needed to meet identified needs and the type of educational place that would best suit the child. A child could have a plan from birth to 25 if he or she stays in education, and the plan will change and develop as the child gets older. If a child already has a statement or a learning difficulties assessment, then he or she will automatically get an EHC plan to replace it.

- 6.2** For some children with complex needs the support and range of services available in school is not enough to help them achieve their full potential. If a child is still not making progress, even with SEN support from school, the EYFS staff and school SENCo will ask the parent/carer to request a formal assessment from the Local Authority (LA) for an Education, Health and Care (EHC) plan.
- 6.3** This can be done by written application to the LA at: SEN Section, London Borough of Newham, Newham Dockside, 1000 Dockside Road, London, E16 2QU.
www.newham.gov.uk/Pages/Services/Assessment-for-an-education-health-and-care-plan.aspx
- 6.4** The LA will choose an EHC co-ordinator, who will collect all the information for a panel made up of education, health and care professionals to make a decision. The co-ordinator will ask for information from the parent/carer, the child, the school and from any other professional connected with the child.
- 6.5** Within our EYFS classes, Grangewood Independent School, will meet its duty to work with the local authority, if it is named on a pupil's EHC plan and has access to the provision detailed in the plan to meet the identified needs of the child.
- admit to an EYFS class a child that names the school in an EHC plan and detailed provision specified in plan is fully accessible to the school.
 - ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet the specified needs.
 - request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.
 - cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
 - ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
 - seek advice and information about the pupil prior to the annual review meeting from all parties invited.
 - send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
 - cooperate with the local authority during annual reviews.
 - prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
 - ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.
- 6.6** If it is determined that the child does not need an assessment, the school (with other professionals if necessary) will work with the family to develop or improve the child's current support plan. If it is decided that the child does need an assessment, the co-ordinator will contact parents/carers to explain what happens next and to fix a date for a meeting.
- 6.7** All children with EHC plans will have short-term targets set for them that have been established after consultation with parents, child, the school and other professionals, if necessary. These targets will be set out in an Individual Education Plan (IEP) and

be implemented, at least in part and as far as possible, in the normal early years setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the early years' practitioner (ie. class teacher or Key Person).

- 6.8** When children transfer to Key Stage One (Year One) our Year One teacher will work closely with our EYFS staff and the child's parents to ensure a smooth transition for the child.
- 6.9** If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.

7 Grangewood Graduated Approach

- 7.1** See Grangewood whole school (general) Special Educational Needs & Disability Policy for more detail.

8 The School SENCo and EYFS SENCo are responsible for:

- overseeing the day-to-day operation of the SEND and EYFS SEND policies
- co-ordinating provision for children with SEND
- ensuring there is liaison with parents and other professionals in respect of children with SEND,
- managing learning support assistants / monitors
- ensuring that appropriate IEPs are in place, that relevant background information about children with SEND is collected, recorded and updated
- liaising with external agencies

9 Professional Development for Staff

- 9.1** We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- 9.2** Relevant external and internal training is provided for all the staff as is appropriate
- 9.3** All new staff are required to read the school's policies and procedures for SEN.

10 Pupil Participation

- 10.1** Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- 10.2** Pupils participate where possible, in all the decision-making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.
- 10.3** We encourage pupils to participate in their learning by setting their own daily goals and being responsible for scoring their own work where appropriate.

11 Confidentiality

- 11.1** All information kept on each child is confidential and Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where the Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)

12 The role of the Governing Body

- 12.1** The governing body has due regard to the Special Educational Needs and Disability code of practice: 0 to 25 (2014) and revised EYFS (2017) when carrying out its duties toward all pupils with special educational needs.
- 12.2** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.
- 12.3** The governing body will identify a governor to have specific oversight of the school's provision for pupils with special educational needs. Grangewood Independent School's designated SEN governor is **Ms A. Takpi**.
- 12.4** The Headteacher and the SEN governor, in conjunction with the SENCOs, ensure that all those who teach a pupil with an Education, Health and Care Plan (EHC Plan) are aware of the nature of the plan.
- 12.5** The SEN governor will ensure that all governors are aware of the school's SEN provision, including the deployment of equipment, personnel and funding (should any be made available).

13 Monitoring and review

- 13.1** This policy was agreed and implemented January 2014.
- 13.2** The Governing Body is aware of the need to constantly review, monitor and evaluate our practices to ensure that they are effective.
- 13.3** It is the duty of the Governing Body to review the EYFS SEN policy annually and to be aware of how this policy works in practice and in conjunction with the whole school Special Educational Needs & Disability Policy.
- 13.4** There will be on-going monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

Signed:

Member of Governing Body:

Date:

Chair of Governors:

Date:

Next Review Date:

February 2020