



Special Educational Needs Policy

Ravenscourt Park Montessori commits to providing an environment in which all children, including those with special educational needs, are supported to reach their full potential.

We are guided by the DfE and DoH Special Educational Needs Code of Practice 0-25 years (2014), the DfE Statutory Framework for the Early Years Foundation Stage (EYFS), and compliance with the Equality Act (2010). We aim to ensure that, as far as possible, our provision is inclusive to all children with special educational needs and disabilities, and this Policy relates closely to our Equal Opportunities, Diversity and Inclusion Policy.

We believe that early identification is vital in supporting children experiencing any developmental difficulties, and are supported appropriately by all practitioners to gain access to the full range of provision.

We are committed to working in partnership with parents, carers and relevant agencies to identify and meet individual children's needs, and this Policy relates also to our Parents as Partners Policy.

Our Procedures in this area are as follows:

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO). Our SENCO is Denise Tan.
- We ensure that the SENCO has completed the relevant training courses, with key information and training cascaded to the rest of the team.
- Where ratios allow, we will ensure other members of staff attend the SENCO training, to allow them to offer support to the SENCO under their direction.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We will ensure that our physical provision is as far as possible suitable for children with disabilities. We will make reasonable adjustments, where appropriate, in accordance with the Disability Discrimination Act (2010) and the Equality Act 2010
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We encourage parents/carers of children with particular needs to approach our SENCO for more information and to discuss how their child's needs can be met.
- We are committed to working closely with parents/carers who are fully involved in all stages of the assessment, planning, provision and review of their children's education.
- We provide parents/carers with information on sources of independent advice and support, for example The Special Educational Needs and Disability Information, Advice and Support Service (IASS) / Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (0808 808 3555).
- We work in partnership not only with parents/carers but also with other agencies in meeting individual children's needs. We liaise with professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We will use a graduated response for identifying, assessing and responding to children with special educational needs.
- We will develop an Individual Support Plan for each child, reviewed regularly.

- We aim for children with special educational needs to join in with the same activities as children without special needs as much as is possible. All children have a right of full access to early years education through The Early Years Foundation Stage.
- We offer opportunities for children to experience appropriate high-quality play experiences that encourage curiosity and learning.
- We encourage independence and an awareness of emotions and ability to express those emotions.
- We observe and track each child's progress closely, and provide experiences to meet each child's current needs and interests. Any concerns in tracking against the EYFS will be explored thoroughly to ensure the appropriate next steps are taken.
- Where purposeful action has proved not to meet the needs of the child, we will consider an Education, Health and Care (EHC) assessment. This will aim to make special educational provision available to meet the needs of the child.
- We will encourage all children to accept and embrace their peers regardless of ability.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We provide a complaints procedure for any parent who has any concerns about our approach in this area.

The Graduated Approach:

- We ensure that children with special educational needs are appropriately involved at all stages of the graduated approach, taking into account their levels of ability.
- We undertake a progress check at the age of 2 which supplies parents/carers with a short written summary of the child's development.
- We have systems in place for supporting children based on a continuous cycle of 'assess, plan, do and review', which is applied in increasing detail and frequency to ensure that children progress.
- We use a system for keeping records of the 'assess, plan, do and review' for children with special educational needs.
 - Assess
 - We use initial observations and assessments from staff, information received from external resources and/or parental concern to support early identification.
 - We use on-going observational assessments linked to the Early Years Outcomes/Development Matters to support early identification of needs.
 - Plan
 - We use Individual Support Plans (ISPs) to agree targets, interventions and support for a child identified with special educational needs with a child-centred focus and outcomes underpinning and informing the content of the plan.
 - The SENCO will liaise with the child's parents/carers, together with the child and external agencies, if appropriate, in planning new ISPs.

- We encourage parents/carers to attend ISP meetings.
 - Do
 - Key Person / Inclusion Support Worker will be responsible for working with the child on a daily basis
 - Our SENCO will support and oversee implementation of the ISPs.
 - Review
 - The SENCO will organise review meetings with parents/carers, Key Person and/or Inclusion Support Worker and external professionals to monitor progress.
- If a child is not making expected progress we will discuss requesting a Statutory Assessment in consultation with the parents/carers and outside professionals.
- The Local Authority (LA) considers the need for a statutory assessment via the Pre School & Foundation Panel, and if appropriate a multi-disciplinary assessment will be made.
- Where the local authority decides to carry out an EHC needs assessment it will seek information from us about the child's needs.
- EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

Working with support services and other agencies:

- The key support services we work with to support children with SEN include:
 - Early Intervention Service – Early Years SEN Advisory Teacher & Early Years Specialist Practitioners
 - Health Visitors
 - Speech and Language Therapy Service
 - Physiotherapy Service
 - Occupational Therapy Service
 - Local Children's Centre Staff
- First, we seek advice from our Early Years SEN Advisory Teacher to discuss whether referral is appropriate.
- The request is discussed with the child's parents/carers. Once agreed, the setting will complete a referral and assessment form and ask the parents/carers to sign before returning form to the early years SEN team.
- In consultation with the Early Years SEN Advisory Teacher we may seek Inclusion Funding to provide additional adult support, which is a means of enabling settings to provide early intervention and promote inclusion for children identified with special educational needs and disabilities.
- We may also seek funding from the Disability Access Fund (DAF) to provide financial support for three to four year olds with special educational needs or disabilities.

The role of our nominated SENCO is to:

- Work closely with our manager and other colleagues and has responsibility for the day-to-day operation of our SEN Policy
- Co-ordinate provision for children with special educational needs within our setting

- Offer support for parents/carers
- Stay up-to-date with the latest training and information and supports the development and training where appropriate of the rest of the team
- Lead the communication with parents and relevant bodies to support children with special needs within the setting.
- Ensure appropriate records are kept
- Cascade information to the team, ensuring it is the responsibility of all team members to uphold this Policy
- Support and advises team members
- Assist staff in making observations and assessments
- Assist staff in planning for children with special educational needs
- Supporting transition for SEN children between settings, including holding a transition meeting with the production of a SEN Transition Form, and information sharing of the form between settings together with any other relevant paperwork
- Contact the Hammersmith and Fulham Early Years SEN Advisory Teacher at an early stage for informal advice and support

In line with our Confidentiality and Information Sharing Policies, we commit to the following:

- We will respect parents'/carers' rights to confidentiality when supporting children with special educational needs.
- Our staff will sign a Confidentiality Agreement.
- We will always discuss any possible referrals to other services with parents/carers to seek their agreement before we make such referrals.
- All meetings with parents/carers other than the normal parent staff contact will take place in private.
- All our staff will need to be aware of any Individual Support Plan (ISP) targets agreed for a child as they are all likely to be involved in supporting that child. However, all staff are also aware that their knowledge of these targets is privileged information which should not be shared with anyone without the permission of either the setting Manager, SENCO or parent/carer.
- All records will be kept in locked storage.

Date: November 2020

Our Special Educational Needs Policy will be reviewed annually.