

Cophorne Preparatory School

Learning Support/ SEND Policy

Amended Spring 2021
Owner: Deputy Head

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This is a whole school policy and applies to all members of Cophthorne Preparatory School including EYFS

1. Learning Support Policy

Cophthorne Preparatory School is an independent school for boys and girls from Nursery to Year 8. It is mainly a day school although it has the facility for flexi-boarding.

At Cophthorne Preparatory School our aim is to identify, assess and support children with Special Educational Needs and Disabilities with regard to the Special Educational Needs and Disability Code of Practice: 0 – 25 years July 2015, also for pupils with Education, Health and Care Plan (previously called Statements) and for pupils in receipt of government funding (e.g. free school meals, pupil premium and nursery vouchers) under the Equality Act 2010. Children with Special Educational Needs and/or Disability should be offered full access to a broad, balanced and relevant curriculum.

This policy is a whole school policy and applies to all members of Cophthorne Preparatory School, including the Pre-Prep and the EYFS (Early Years Foundation Stage). The purpose of this document is to provide information about our approach and procedure that will enable all partners to work together for the benefit of children with Special Educational Needs and/or Disability (SEND).

This policy details how Cophthorne will do its best to ensure that the necessary education and welfare provision is made for a pupil who has Special Educational Needs and/or Disability (SEND) and that those needs are made known to all who are likely to teach them. The School will use its best endeavours to ensure that all teachers are able to identify and provide for those pupils who have SEND as we recognise that special educational needs are the responsibility of all staff and provision should be such that pupils with SEND are able to join in the activities of the school, together with pupils who do not have SEND so far as reasonably practical, whilst maintaining the efficient education of the pupils with whom they are educated.

Partnership with parents plays an important role in enabling children with SEND to achieve their potential. All parents of children with SEND will be treated as partners in the education of their children and communication between staff, parents, carers and other professionals and agencies is promoted.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about the nature of support they feel would help them to make the most of their education will be heard and acted on where appropriate. Often they will be encouraged to participate in the decision-making process and contribute to the assessment of their needs, their targets and their reviews.

Children are entitled to a comprehensive and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it. Pupils who have SEND should be supported wherever necessary to achieve full access to a broad and balanced curriculum. This will need to be facilitated through a wide range of support including skilled staff, specialist teachers, support assistants, ICT, specialist equipment and resources.

1.1 Special Educational Needs

Children are entitled to a comprehensive and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it. Pupils who have SEND should be supported wherever necessary to achieve full access to a broad and balanced curriculum. This will need to be facilitated through a wide range of support including skilled staff, specialist teachers, support assistants, ICT, specialist equipment and resources. At Copthorne we ensure that our admissions, discipline and other procedures (e.g. arrangements for school trips or examinations) take account of pupils' needs.

- All pupils at Copthorne Prep are entitled to learning support if they have greater difficulty in learning than the majority of children of the same age.
- Children in school have SEND (and therefore visible on the learning support register) if they have a learning difficulty and/or a disability which calls for special educational provision to be made for them.
- Special educational provision means education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.
- At Copthorne we ensure that our admissions, discipline and other procedures (e.g. arrangements for school trips or examinations) take account of pupils' needs.

1.2 The Fundamental Principles of the SEN and Disability Code of Practice

A child with SEND should have their needs met.

The views, **wishes and feelings** of the child and the **child's parents** should be sought and taken into account.

Parents/guardians have a vital role in supporting their child's education.

The child and parents/guardians should participate as fully as possible in decisions and be provided with information and support necessary to enable participation in these decisions.

Children with SEND should be offered full access to a broad, balanced and relevant curriculum.

Range of Needs

- Communication and interaction (eg. Speech, Language and Autism)
- Cognition and Learning (eg dyslexia, dyspraxia, dyscalculia)
- Social, emotional and mental health difficulties (eg anxiety disorder, bipolar)
- Sensory and/or physical needs (eg visual impairment, hearing impairment, sensory processing, physical disability)

Within these 4 broad areas, fall many categories of need. As an independent school part of the ISC, the SENDCo must monitor and provide data on children with:

- Specific learning difficulties (SPLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Social, Emotional and Mental Health (SEMH)
- Speech, Language and Communication Needs (SLCN)
- Hearing Impairment (HI)
- Visual Impairment (including colour blindness) (VI)
- Multi-Sensory Impairment (SMI)
- Physical Disability (PD)
- Autistic Spectrum Disorder (ASD)
- Other Difficulties
- SEND support but no specialist assessment of type of need.
- English as an Additional Language (See EAL policy).

Strands of Action to meet SEND – Four Part Cycle

Assess	analyse the pupil's needs which should be assessed regularly
Plan	adjustment, interventions and support agreed by teacher, pupil and parents. Review date set. All teachers informed.
Do	Implementation using agreed plans.
Review	effectiveness of support and interventions

2. The Equality Act 2010

Refer to Cophorne School's Equality Act Policy

3. Aims and Objectives

Our objectives are to encourage a whole school approach within the School, where class, subject teachers and learning support staff all work together to provide support, encouragement and understanding in every aspect of a pupil's school life from Nursery, through Reception, and Years 1 to 8.

- To identify children with SEND.
- To ensure that all children with SEND have access to a broad, balanced and relevant curriculum.
- To gather and analyse information on such children in order to set up a

programme of support suited to their needs.

- To have high quality teaching that is differentiated and personalised to meet the individual needs.
- To assess individual pupils when appropriate.
- To involve parents/guardians and pupils in discussion and decisions in relation to the special educational need and the provision for those needs.
- To enlist the support and resources of outside agencies when necessary.
- To implement the appropriate support.
- To monitor the progress of individual children.
- To discuss long and short term aims.

4. Provision

Provision for pupils with SEND is a matter for the school as a whole. **All teachers are teachers of children with SEND.** Flexibility in our provision is of significant importance to us in order to deliver the most appropriate and beneficial support to a child. Special educational provision means education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age. This includes:

- In class support (including 1:1) from the class/subject teacher.
- In class support (including 1:1) from a learning support assistant, gap student or specialist teacher.
- Small group work in the classroom with the class/subject teacher, LSA or specialist teacher.
- Group interventions outside the classroom during non-lesson periods from an LSA or specialist teacher.
- Booster sessions (or extra work) with the class teacher when they have struggled with a particular concept.

1:1 Sessions

For some children the above may amount to several hours a week of support, which is included in the regular school fees. Where a child's needs are more significant than can be reasonably addressed within this provision and assessment results highlight a pronounced learning difficulty, then 1:1 with a specialist teacher/practitioner will be offered. This means that a child will receive bespoke 1 on 1 lessons with an individual action plan (AP) for these sessions. These will be shared and agreed with parents. Sessions are chargeable at £20.50 per session and can take place during Modern Foreign Language lesson if agreed with everyone involved. Included in the cost of this session is a weekly email update and short piece of consolidation homework. The specialist teacher/practitioner will be involved in the assess, plan, do cycle process which involves reporting back to parents termly in Learning Support Meetings.

Charges were introduced in January 2013. All chargeable sessions are shown here on the website <https://www.cophorneprep.co.uk/wp-content/uploads/Extra-Charges-September-2020.pdf>

When appropriate, with outside agencies eg Speech and Language Therapists and Occupational Therapists will be arranged by the SENDCo a privately arranged fee direct to the agency.

5. Identification and Assessment of Pupils with Special Educational Needs

The majority of children will learn and progress within the classroom environment. Those children whose overall attainments, or attainments within specific subjects, fall significantly outside the expected range may have special educational needs. The decision for intervention and support will be made on evidence that indicates whether an individual pupil's levels of attainment and rate of progress are adequate within the following definition of that term:

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the child's behaviour

The school will seek further information from parents, previous schools, pupils and, when appropriate, external agencies.

In order to help children who have special educational needs the school adopts a graduated response that recognises there is a continuum of special educational needs. The school records the steps taken to meet the needs of individual children. The Head of Learning Support/SENDCo has the responsibility for ensuring that the records are kept and available as needed. And up to date "Learning Support Register" must be circulated with all staff whenever there has been an amendment. Recommendations from external agencies must also be shared and understood. These records will be kept on both Microsoft Sharepoint and iSAMS so that they be accessed by all staff when needed.

If the School recommends a child for outside specialist expertise (the cost being met by the Parents), it will provide a record of the child's work, a short report and information about the arrangements that have already been made.

Cophorne uses graduated responses

- Differentiation
- School Support
- School Support +
- Request to County for a Statutory Assessment for an Education, Health and Care Plan.

5.1 Differentiation

When the form/subject teacher recognises a child with a weakness, they will use the four part cycle. This can be done with the support of the Head of Department. The Head of Learning Support/SENDCo will be informed, an initial concern form will be completed (See Appendix 1), and the parents/guardians notified. The Head of Learning Support/SENDCo will discuss, advise and give appropriate strategies if necessary. All subject teachers will be informed of the concern. The form tutor or class teacher will retain the overall responsibility for the pupil and will link with subject teachers and specialist staff.

The form/subject teacher will use the four part cycle

Assess	analyse the pupil's needs which should be assessed regularly
Plan	adjustment, interventions and support agreed by teacher, pupil and parents. Review date set. All teachers informed.
Do	Implementation using agreed plans.
Review	effectiveness of support and interventions

If the form/subject teacher considers that the pupil has not responded to this cycle, then the Head of Learning Support/SENDCo will assess the child after discussion with the parents. As a result of the assessment and information obtained, the child may be identified as having some degree of SEND. Specialist lessons may be appropriate and a further assessment by an external agency such as an Educational Psychologist, a Speech and Language Therapist or an Occupational Therapist will be requested. The cost of the external assessment will be borne by the parents/guardians of the child concerned. External support services provide a more specialist assessment and will write a report on the pupil's abilities, strengths and weaknesses. It will also give recommendation on targets for the pupil, the use of appropriate teaching strategies and information on relevant teaching and support materials.

The assessment report will be discussed with the parents and the relevant teachers. A summary of the assessment will be distributed. A copy of the full assessment report will be accessible from the Head of Learning Support/SENDCo and the school office.

It is the responsibility of the EYFS Staff to liaise with their SENDCo, and then the Prep School Staff to liaise with the Head of Learning Support.

5.2 School Support and School Support +

When concerns are raised about a child, they will be screened for learning support by either the Head of Learning Support or a qualified Specialist Teacher/Practitioner. When a child has been screened and confirmed as having a difficulty that requires support beyond classroom differentiation, they will be classified as needing School Support (SS). Some pupils will start Cophorne with their learning difficulty already identified and will automatically be at School Support (SS) level.

Children who are at SS level may be offered 1:1 sessions or group interventions as part of their support. If their parents choose to enrol them in 1:1, an individual Action Plan will be written for these sessions, outlining the areas of focus. The teacher delivering these sessions will write this and share it with parents.

If a child does not progress despite the support given detailed in section 5.5 or their screening indicates underlying difficulties, the Head of Learning Support may refer a child for an external assessment with an outside agency (Educational Psychologist, Occupational Therapist, Speech and Language Therapist etc). At this stage, a child will be classed as School Support Plus (SS+). Once the report has been received, discussions will take place with the Head of Learning Support/SENDCo, form teacher, subject teacher/s, the parents and the pupil as to the appropriate interventions. These could include special equipment, individual or small group lessons with a Specialist Teacher or a Learning Support Assistant and support in the classroom from a Learning Support Assistant. Targets will be set and monitored over a period of time. The targets will be based on the specialist's report, and in discussion with the parents, pupil and teacher. Targets will be recorded and reviewed on a Personal Learning Plan (PLP).

All staff will be given a copy of the PLP. The form/subject teacher will continue to use the four part cycle in conjunction with the Personal Learning Plan.

Personal Learning Plan could include:

- Short term targets for pupil
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the plan is reviewed)

Targets should be: SMART: Specific, Measurable, Achievable, Realistic, Time bound and will be written collaboratively with all teachers that work with that pupil.

When a child's learning needs have an adverse effect on their classroom behaviour and social relationships/wellbeing, a Learning Passport will be created which allows staff to more easily recognise their behavioural needs and reduce the likelihood of isolation. This is only needed when a child's behaviour requires differentiation from the teacher.

5.3 Request for a Statutory Assessment leading to an Education, Health and Care Plan (EHCP)

The school, parents or an outside agency can refer a child and request a statutory assessment from the LEA (Local Educational Authority). Evidence should be obtained from everyone involved with the child.

- A small group of children may require a statutory assessment by the LEA.
- The LEA (Local Education Authority – Surrey/West Sussex) is responsible for determining whether a statutory assessment is required
- Agreement to a statutory assessment does not always lead to an Education, Health and Care Plan.
- Parents have right of appeal to the SEN & Disability Tribunal (SENDIST)
- The statutory assessment must be done within a given timescale
- Education, Health and Care Plans are reviewed annually with the Head of Learning Support (or SENDCo in the Nursery), the Parents and the LEA. The LEA will decide if any amendments need to take place and if the EHCP is to remain in place.

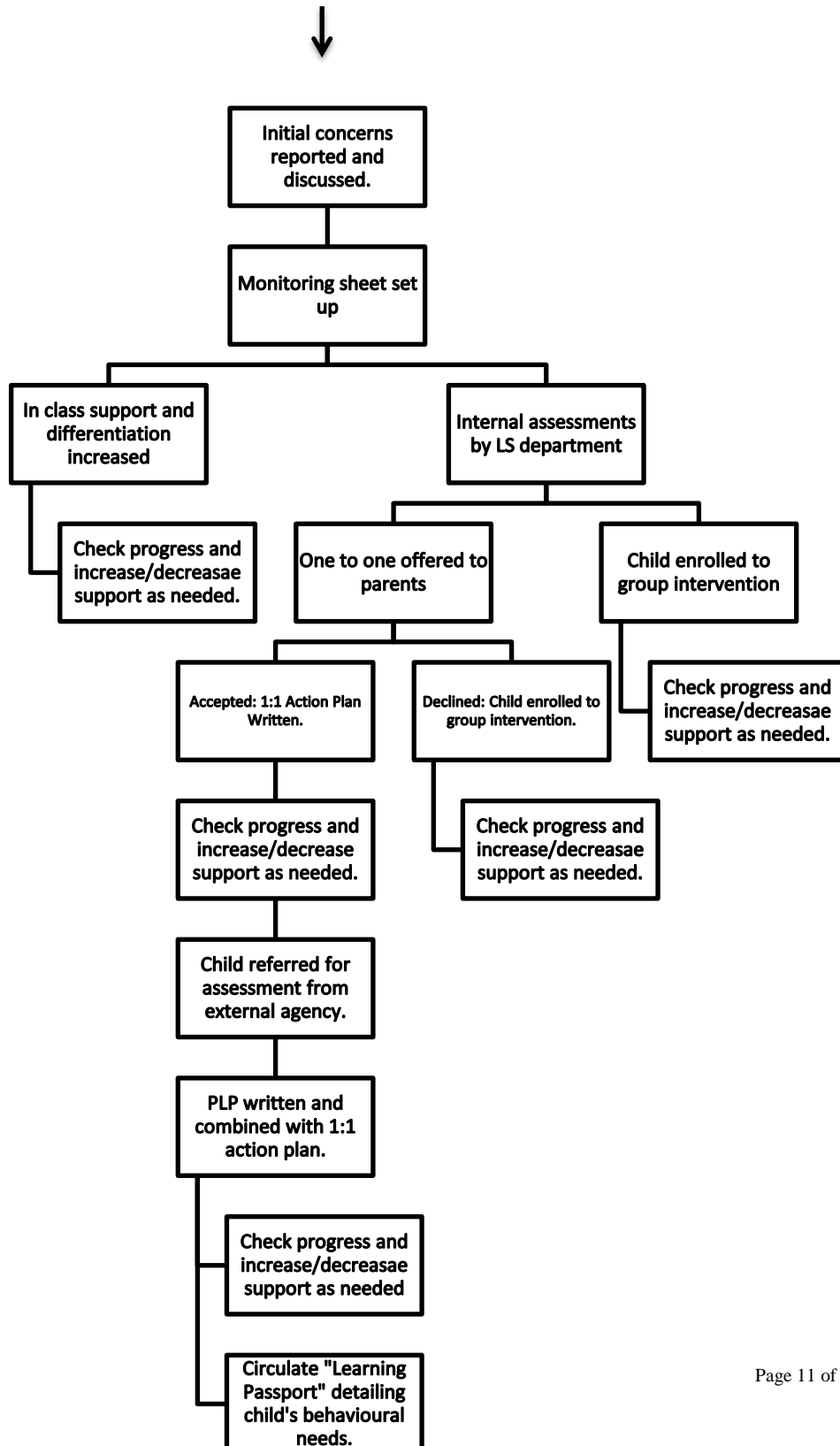
5.4 Monitoring and Evaluating

The children are monitored:

- Through Personal Learning Plans and Action Plans.
- Through termly school reports.
- Through individual tests, class tests, exams, class work and reading records.
- Through class observation and 1:1 teaching reviews.
- Through discussions which can take place in staff meetings, arranged meetings and informal discussions in the staff room.
- Through informal and frequent liaison between Head of Learning Support/SENDCo, teachers, learning support assistants and learning support teachers regarding children with special needs.
- Through discussion with parents and the pupil.

5.5 Cophorne School's Graduated Approach to Meeting the Needs of Pupils

Teacher recognises a child with weaknesses as a result of the Four Part Cycle – Asses, Plan, Do Review.
Discusses concern with Head of Department, Head of Learning Support (SENDCo in Nursery)
Teacher completes initial concern form, notifying and discussing with the parents.



6. Roles and Responsibilities

It is the responsibility of all the teaching staff within Cophorne School to meet children's individual needs.

The Learning Support Department consists of:	
Head of Learning Support/ SENDCo (Pre-Prep & Prep)	Ms Mackey
Nursery SENDCo (PreSEND)	Mrs Powley
Head of EAL/ EALCo	Mrs O'Brien
Specialist Teachers	Mrs Fox
Specialist Practitioners/EAL Practitioners	Mrs Harris Mrs O'Brien
Learning Support Assistants (Prep)	Mrs Harris Mrs Vaughan Mrs O'Brien Mrs Godwin Mrs Tomkins Mrs Bradbury.
Learning Support Assistants Pre-Prep	Mrs Grant Mrs Jubb Mrs Stevens Mrs Pinney (EAL specialist) Mrs Reynolds Mrs Smith Miss Day Miss Davis
Nursery Assistants	Miss Davis Mrs Ford Miss Rumble Miss Pavlou Miss Robertson
Gap Year Students	Miss Mendola

The Head of Learning Support and the Coach House Nursery SENDCo are responsible for their Special Needs Policy and coordinating the implementation of it.

At Cophorne the Head of Pastoral Care (Mrs Lee) has the initial responsibility for pupils with behaviour difficulties. Matron (Mrs Burlinson) has the responsibility for pupils with medical conditions and the Head of Teaching and Learning (Mr Close) for the pupils with High Achievement and Potential. Information is shared regularly between these departments in order to ensure provision is complete and thorough.

There are four key areas of Learning Support co-ordination:

1. Strategic direction and development
2. Teaching and Learning
3. Leading and managing staff
4. Efficient and effective deployment of staff and resources

To provide continuity of administration and liaison, the Head of Learning Support and Nursery SENDCo seek to have a reduced teaching commitment in order to allow for a suitable amount of time in which to monitor and evaluate special educational needs provision throughout the school. The Head of Learning Support can also give guidance to class/subject teachers on the four part cycle, drawing up of programmes of work to suit individual members of their teaching groups.

The Head of Learning Support and Nursery SENDCo will also be involved in progress reviews regarding children at the Initial Concern stage on School Support and those who have Education, Health and Care Plan/Statement of Special Educational Needs. An important part of the Head of Learning Support and SENDCo role will be to discuss the needs of particular children with class teachers and to keep close and positive contact with all parents/carers concerned.

The Head of Learning Support and SENDCo are responsible for overseeing the day-to-day provision for children who have been assessed as needing support, however class teachers are responsible for implementing strategies and differentiating their teaching.

The Head of Learning Support's responsibilities include:

- Overseeing the day-to-day operation of the school's Learning Support Policy.
- Co-ordinating the provision for children with special educational needs.
- Liaising with the Nursery SENDCo, Head of Pastoral Care and Matron.
- Liaising with and advising fellow teachers.
- Managing Learning Support Teachers and Learning Support Assistants.
- Managing the Learning Support budget and ensuring resources are available to support the whole school Learning Support Policy.
- Developing, supporting and monitoring a programme of early identification, assessment, tracking and monitoring those children with special needs.
- Overseeing the records of all children with special educational needs.
- Ensuring that appropriate records are kept for children on the Four Stage Cycle, School Support and for those with an Education, Health and Care Plan (Statement of Educational Needs).
- Ensuring that appropriate programmes are in place, modified and evaluated on a regular basis.
- Liaising with parents/carers of children with special educational needs.
- Taking the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs.

- Contributing to the in-service training of staff.
- Liaising with external agencies including Educational Psychologists, Speech and Language Therapists and Occupational Therapists.
- Liaising with the Learning Support Department of Senior Schools.
- Information sharing with staff via mails, meetings, handovers and circulating documents, particularly at times of transition.

6.1 LSA and Specialist Teacher/Practitioner Deployment

LSA stands for Learning Support Assistant. Learning support assistants work with students who have special needs, or don't speak fluent English to help them cope with the classroom environment. This can be on a one to one or small group basis and is meant to help the student and take some extra responsibility off the teacher.

LSA duties include:

- To provide agreed support to the teacher in the delivery of planned whole class learning activities.
- To work under the direct supervision of a teacher to carry out planned learning activities with small groups or individual pupils, providing feedback on their engagement in activities and their achievement of the desired learning objectives.
- To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
- To observe and feed back to the teacher on pupil performance and behaviour, taking action as appropriate in line with relevant school policies.
- To support the physical, intellectual, emotional and social development of pupils, including contributing ideas and suggestions to support planning, to meet their development needs.
- To interact with and respond positively to children, young people and adults.
- To meet and liaise regularly with the Head of Learning Support and LS department to maintain consistent progress towards the departmental action plan.
- To support pupils to improve their numeracy and literacy skills through focussed small group or 1:1 learning activities and more generally across the curriculum.
- To prepare and utilise ICT resources to support pupils learning.

- To prepare and support the use of learning materials and create visual displays, in accordance with the requirements of the teacher, in order to facilitate a relevant physical learning environment.
- To provide care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
- To contribute to the provision of support for bilingual / multilingual pupils if required.
- To invigilate internal and external tests and examinations under formal conditions.
- To encourage participation in structured and unstructured learning activities including play. Additional duties and responsibilities not affecting the grade of the post
- To undertake midday supervision duties.
- To provide toileting support to pupils as necessary.*
- To support, as appropriate, in instances where pupils are unwell whilst at the school/college.*

Specialist Teachers/ Practitioners:

LSAs may also be referred to as a “Specialist Practitioner” if they hold a Level 5 or diploma or level 7 certificate in Strategic Teaching Support for Dyslexia and Literacy. If the LSA also has QTS then they may be referred to as a “Specialist Teacher”.

Specialist teachers and practitioners may assess children through various screening methods to ascertain whether they require additional support beyond that provided by the school. They may not diagnose SPLD or make access arrangements unless they hold a level 7 APC (Assessment Practise Certificate) from a recognised body.

Specialist practitioners/teachers have additional responsibility in:

- Carrying out assessments in line with the Learning Support Policy
- Liaising with the Head of Learning Support to ensure lists and registers are updated with assessment results.
- Delivering 1:1 sessions using evidence based practise and approved schemes of work.
- Contributing to and reviewing targets in the child’s Individual Learning Plan.
- Writing and reviewing AP (Action Plans) which outline the targets for the session block.
- Keeping a recording of 1:1 session and reviewing them weekly.

- Liaising with parents and other teachers regularly.
- Attending parents evening meetings for children whom they teach 1:1
- Contributing to end of term reports for children whom they teach 1:1
- Record keeping of hours and session “charge sheets” to be used by the Head of Finance.

Specialist practitioners and teachers are entitled to 20% non-contact time of their 1:1 teaching hours in line with subject teachers. During this time, they should prepare lessons, mark work, carry out assessments and liaise with staff/parents. LSA’s are entitled to the equivalent of 1 hour of prep per week in which to complete their planning, teacher liaison and assessment of group interventions.

6.2 Professional Development/Training

All specialist teaching staff and support assistants are encouraged to attend training courses relevant to their areas of speciality to enhance their professional development. This may be internal or external and includes online courses.

6.3 Sharing and Circulating Information

It is integral that information about pupils be shared an accessible to all staff concerned. This includes on online platform and shared servers as well as paper copies. Meetings should be held regularly to ensure that staff understand the needs of their pupils and are able to meet them.

7. Specialist Equipment

Specialist equipment and materials are kept in the Learning Support Rooms. The equipment and materials are available for use by the specialist teachers, support assistants and class/subject teachers.

8. Complaints Procedure

Complaints about the SEND provision should be addressed to the Head of Learning Support for the Pre-Prep and Prep school and to the SENDCo in The Coach House Nursery (EYFS) in the first instance. If a parent does not feel a query or complaint has been satisfactorily resolved, they should follow the school Complaints Policy that can be found on the school website or a copy requested from the school Office.

9. Safeguarding children with SEND

Children with special educational needs or disabilities (SEND) and disabilities can face additional safeguarding challenges. Our Governing body and staff are aware that

additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children/young people with SEND being disproportionately impacted by behaviours such as peer on peer abuse, cyberbullying and sexual abuse.
- Communication barriers which prevent children and young people with SEND speaking of their abuse.
- Children with SEND may struggle to understand their experience and recognise it as abuse.
- Children with SEND are more reliant on adults and can lack independence, putting them at increased risk of abuse from adults.

At Copthorne Prep School we identify pupils who might need more support to be kept safe or to keep themselves safe by weekly Pastoral/SEND meetings, along with liaisons between teachers and year groups.

NEXT REVIEW: AUTUMN 2022

10. The Coach House Nursery **Cophorne Preparatory School**

Special Educational Needs and Disabilities (SEND) Policy

The Coach House Nursery follows the aims and principles of the Special Educational Needs and Disability Code of Practice 0 – 25 years (July 2015).

We believe that all children regardless of their individual needs, have the right to a broad, balanced and purposeful early years curriculum and full access to all activities. Our intention is to welcome all children to an inclusive setting.

In order to achieve this, we aim to identify any difficulties a child might have, and to work closely with the children, their parents or carers and, where necessary, other agencies.

Our Special Educational Needs Co-ordinator (SENDCo) is Heather Powley and she

- Helps to identify children's special educational needs.
- Helps to plan approaches and strategies.
- Keeps parents and carers in touch with progress.
- Makes sure the progress is regularly reviewed.
- Knows about outside agencies that can help.
- Makes sure the parents are fully involved with the planning for their child.
- Meets with other members of staff to discuss individual children.
- Assists staff with observations and assessments or carries these out
- Assists staff in planning for children with SEND
- Supports staff development and sharing knowledge
- Works closely with Head of Learning Support – Lauren Mackey to coordinate provision, organise training and ensure that the children's needs are being met.

10.1 Identifying children with SEND and Taking Action

In the Coach House Nursery, we believe that all children develop and learn at different rates, as is reflected in the EYFS. However there are some children who, at some time may find it harder to learn than other children. It is important that we identify a child's individual needs as early as possible and put things in place to help them quickly, as early intervention has been shown to improve children's long term outcomes.

- 1) With regard to the identification of all children's strengths and weaknesses,
 - We aim to observe the progress that all children make and note any child who seems to be having difficulties in any area of learning. This includes children who are having difficulties in behaving and concentrating.
 - We record progress and share it with parents/carers regularly.
 - If we feel that a child needs something additional to, or different from our usual provision, we discuss this with parents/carers and will complete an initial 'Cause for Concern' form. This will be reviewed after an agreed length of time and if there are still concerns on any area of development, an Individual Support Plan (ISP) may be drawn up.
 - We plan ways in which support can be put in place at home as well, promoting a positive working relationship with parents/carers.
- 2) We can request extra support:-
 - If with all the resources normally available to us, we all feel that a child is still experiencing difficulties and their needs are not adequately being met, we can request further support and advice from outside professionals, for example - Speech and Language therapists or Early Years Advisors from Surrey County Council, then:
 - The SENDCo will liaise with external professionals in drawing up an ISP and planning suitable strategies.
 - The SENDCo will organise review meetings with the external professionals, parents or carers to monitor progress.
- 3) If it becomes evident that the child's needs are more complex, with a possible long term impact on their learning, the parents/carers or SENDCo can request an Education, Health and Care Plan (EHCP) from the Local Authority. In order for this, a child must have input from a Paediatrician, a Speech and Language Therapist and an Educational Psychologist.

10.2 Planning Support for Children with SEND

The Coach House Nursery will endeavour to make reasonable adjustments to be fully inclusive; however some constraints (for example the layout of the building) may not make this possible.

We endeavour to provide an inclusive environment by-

- Making sure that our long, medium and short-term planning for all children also contain approaches and activities for ensuring the progress of those children with SEND.
- Differentiating our activities so that they are achievable by all children, and that all children experience success and gain confidence.
- Adapting our materials and teaching styles to deliver our learning activities to children with different individual needs.
- By meeting the needs of each child, including specialist resources and equipment as appropriate. The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery. We may apply for extra funding through Surrey CC (Inclusion Funding)

We keep parents and carers in touch with their child's progress through regular meetings when their child has SEND.

We do not contact another professional about a child without parental consent, unless there are concerns about child protection.

10.3 Training

Our SENDCo attends three cluster groups a year to share approaches and ideas to update and inform. He or she may also attend extra training, as and when required.

We have a range of books and leaflets on SEND and Support Services and these are available to use.

10.4 Monitoring our SEN Policy

We monitor our SEN policy by -

- Reviewing it annually
- Making it available to everyone, in our policies folder.
- Asking parents and staff regularly about how well we meet SEN in our setting.
- Talking to children about how happy they feel about their setting and their play.

- Our 'local offer' is available on the school's website and gives parents/carers information about the support children with SEND could expect to receive.

10.5 Complaints Procedure

Complaints about SEN provision should be made to the SENDCo initially. She will report back within one week, and will also provide a next line of contact if the matter has not been resolved to mutual satisfaction. Parents can access the schools Complaints Policy from the school website or a copy may be requested from the school office.

Heather Powley – Nursery SENDCo

REVIEWED: SPRING 2018/Autumn 2019

AMENDED: SPRING 2018

NEXT REVIEW: AUTUMN 2021