



Kingston Vale Montessori Nursery Special Educational Needs Policy

Introduction

This policy represents the agreed principles for Special Educational Needs (SEN) throughout the Nursery. All Nursery staff representing Kingston Vale Montessori Nursery (KVM) have agreed this policy.

The Special Educational Needs Coordinator (SENCo) at Kingston Vale Montessori Nursery is Mrs Wendelien Bellinger who is a qualified Montessori Teacher. The SENCo can be contacted via the school office (tel: 020 - 8546 3442) or via email: principals@kvmontessori.co.uk. The SENCo has responsibility for:

- liaising with parents and other professionals in respect of children with special educational needs
- liaising with, supporting and advising colleagues on the provision of support to children with SEN
- co-ordinating provision for children with SEN
- overseeing the records of children with SEN
- monitoring, evaluation and reviewing the provision of SEN support at KVM

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- the Equality Act 2010
- the Education Act 1996
- the Special Needs and Disability Regulations 2014
- the Children and Families Act 2014
- the Special Educational Needs and Disability Code of Practice 0 – 25 (2014)
- the policy of the Local Education Authority
- the aims of the nursery as outlined in nursery documentation

Aims of policy

The aims of this policy are:

- to ensure that children with SEN have access to a broad and balanced curriculum at the appropriate level, promoting inclusion
 - that the special educational needs of our children will usually be met in a normal school setting
 - that the views of the child will be sought whenever possible
 - that the views of the parents are valued and parents are encouraged to play a vital role in their child's education
- Definition of SEND**

The Special Educational Needs and Disability Code of Practice 0 – 25 (2014) states that a child or young person has special educational needs if they have a learning difficulty or disability which calls for

special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have significantly greater difficulty 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 others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so 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 Needs may include:

- cognition and learning difficulties (including literacy, numeracy and social elements of learning)
- emotional, social and mental health difficulties
- communication and interaction difficulties
- sensory and/or physical difficulties (including hearing, visual and mental difficulties)

Identification, Assessment and Provision

The principle of early identification and intervention underpins our approach to recognising those pupils who need extra help. Every child at KVM is assessed within six weeks after entry in order to establish a starting point for the development of appropriate curricular provision for the child. The Government's Early Learning Goals set out what most children should achieve by the end of the Early Years Foundation Stage (the end of the school reception year) and progress is tracked by every child's keyworker on a termly basis using the Early Years Outcomes as an aid to enable practitioners to understand the outcomes they should be working towards.

Graduated Response

At KVM, we recognise that every child is unique and will progress at different rates during the EYFS. If, however, at any point during a child's time at KVM, assessments indicate that a child in our setting is not making the expected progress, it may be necessary to use alternative approaches to learning, even if a special educational need has not been formally identified.

We operate a graduated response system:

- Once a child has been identified as having a particular need they are provided with a range of supportive measures which enable the child to master the skill he / she is experiencing difficulty with.
- If the child continues to need additional support in order to address their needs they will be placed on our Special Educational Needs (SEN) Support Register. This is done in full consultation with parents.
- "Individual Education Plan" (IEP) with achievable targets is set for the child
- Working practices and the environment where necessary to suit the needs of the child
- The IEP is implemented and reviewed on a half-termly basis to review its success, adapting where necessary

Initial Concerns

Staff may initially have concerns about a child that they share internally and in particular with the SENCo. At this stage staff will observe the child regularly to gather evidence for possible future discussions with parents or outside agencies.

Discussions with parents

If staff feel that following initial observations there is indeed cause for concern, parents will be invited to come and discuss these concerns with a staff member. Parents will be invited to contribute their knowledge and understanding of their child and raise any concerns they may have.

Individual Education Plan

An Individual Education Plan (IEP) is drafted if the child continues to need specialised support and contains planning for the child which is additional to, or different from, the standard provision and includes:

- specific and measurable short-term strategies set for the child
- teaching strategies
- the provision to put in place to support these strategies
- when/how the plan is to be reviewed
- the outcome of the action taken

The IEP will be reviewed half termly with parents and, if appropriate, the child. Where it is deemed not applicable for the child to attend, their views and needs should be taken into consideration.

All of our staff will be made aware of the IEP strategies agreed for a child as they are all likely to be involved in supporting that child. All of the staff are aware that their knowledge of these strategies is privileged information which should not be shared with anyone without the permission of either the settings SENCO or Manager who would discuss any need to share information with the child's parent or carer.

SEN Support

If, during a review of the IEP, it becomes clear that additional, outside expertise is required, this support is known as SEN Support. The triggers for SEN Support could be that the child:

- makes little or no progress despite strategies set out in the IEP devised to improve the child's identified area of weakness
- continues working at levels significantly lower than those expected for children of a similar age in certain areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- has sensory or physical problems, 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

When necessary and with parental permission, we draw support from a range of specialist expertise to support the child. In our setting the different SEN Support mechanisms may include:

- an initial visit from the health visitor
- support from the Early Years Team/LA support services for advice or equipment
- referrals to outside agencies including speech therapists, paediatricians, educational psychologists etc

Requests for an Education, Health and Care Needs Assessment

For a very few children the help given through the IEP and, subsequently, SEN Support will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. Where a request for an Education, Health and Care Needs Assessment is made to the LA, the child will have demonstrated

significant cause for concern and the setting will have gathered evidence throughout the stages listed above.

As a result of an Education, Health and Care Needs Assessment the LA will decide whether a child needs provision through an Education, Health and Care Plan. The Education, Health and Care Plan will outline the provision necessary, the name of the setting where the provision is to be made and how the needs will be met; this may be through additional support or equipment and may have a cost implication to the LA. All EHCPs are reviewed at least yearly and all those involved are invited to consider whether any amendments need to be made.

Admissions Policy

KVM adheres to the admission policy of the LEA and endeavours to provide appropriate support for pupils with a range of special educational needs.

Access for the Disabled

KVM is equipped with wide doorways, a ramp access and disabled toileting facilities. The needs of the pupils will be taken into account when considering full access to the foundation stage curriculum.

Record Keeping

We keep individual records; these are based predominantly on observations. We use regular observations, consultations with parents, staff and other professionals to inform planning in order to meet the needs of individuals. Information gathered may be shared with other professionals with parental permission; a summary of achievement and relevant attachments are sent on to the next school. The records we keep are available to the child's parents on request.

Nursery Transfer Summary

If a child moves to another nursery or reception setting we complete a Nursery Transfer Summary that outlines the child's achievements at our setting. This has a section which relates to Special Educational Needs and asks for the parents and child's comments.

Confidentiality

We respect parent's rights to confidentiality when supporting children with special needs; we will always discuss any possible referrals to other services with parents to seek their agreement before we make such referrals. All meetings with parents other than the normal parent-staff contact will take place in private.

The Local Offer

We are aware of the Local Offer and signpost parents the information about provision they can expect to be available across education, health and social care for children and young people in the area with SEN or disability.

Review

This policy is reviewed annually to ensure relevance and continued statutory compliance.

Signed: Wendelien Bellinger

Date: December 2017

Review date: December 2018