

## **Introduction**

Special Educational Needs (SEN) and Disability includes physical, emotional, sensory and learning needs.

At Wycliffe Lower Prep ('the School'), the Early Years SENCOs will support and advise teachers and practitioners so that they can provide a broad and balanced curriculum for all children.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Education Needs and Disability Code of Practice: 0 to 25 years (January 2015) ('the Code')
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (April 2017)

This policy should be read in conjunction with the whole school SEND Policy.

## **Aims**

The aims of this policy are to work towards eliminating disadvantages for pupils with SEN and disabilities by:

- creating an environment that meets the SEN and/or disabilities of each child
- ensuring that the SEN of children are identified, assessed and provided for
- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- ensuring that the School intervenes early where a child appears to be behind the expected levels and follows Gloucestershire's Graduated Approach to SEN support (see whole school SEND Policy)
- making clear the expectations of all partners in the process
- identifying the roles and responsibilities of staff in providing for children's SEN and/or disabilities
- enabling children to reach their full potential in an inclusive environment (EYFS curriculum March 2017) and making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- not treating disabled pupils less favourably than their peers
- ensuring that staff work in partnership with parents and/or carers, that parents are informed when special educational provision is made for their child, and that parents are kept up-to-date with their child's progress and development, including when external specialists are engaged
- ensuring that all pupils have a voice in the process.

## **Definition of Special Educational Needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age
- have a disability which either 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 early years providers
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will 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.

### **Definition of Disability**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

### **Identifying and Supporting Pupils with SEN and Disabilities**

The Early Years Foundation Stage ('EYFS') is the School's starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have different needs and require particular action. Staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need 'additional' or 'different' intervention from that given to other children of the same age.

The School aims to support children in a manner that acknowledges their entitlement to work at their own individual age and stage of development and ability, and to share the same learning experiences that their peers enjoy. The child's needs are at the centre of all decisions.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

If staff believe that a child may have a learning difficulty, for example where there are early indications that the child is not making the expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support. If parents and/or carers have any concerns that their child may have a learning difficulty, they should speak to one of the SENCos who, in turn, will arrange a meeting to develop an integrated, child-centred, outcome-focussed plan using Gloucestershire's Integrated and Graduated Pathway, using a My Profile, My Plan, or My Assessment.

Once agreed, the plan may involve the child's key person or teacher offering interventions that are 'different from' or 'additional to' those provided as part of the usual working practices. The key person will keep the SENCo and parents and/or carers informed and draw upon them for additional information. If the SENCo, key person and parents and/or carers agree that the child would benefit from further support, the key person, with SENCo support, will then co-ordinate arrangements for further assessments of the child's needs. The SENCo will liaise with parents and/or carers and gain their permission before seeking any outside intervention. If a formal assessment of the child (such as by an educational psychologist) is requested by the School, the cost will usually be borne by the parents. Where parents wish to request a formal assessment from outside school, they should ensure the School is given copies of all advice and reports received.

If children need further support from an external professional, they may work in a small group or on a one-to-one basis beyond the classroom.

A My Plan will show the progress and attainment level, outcomes set for the child, and the teaching strategies to be used. It will also indicate the additional or different provision of support in place, involvement of any specialists and professionals, the planned outcomes, and the date for the plan to be reviewed. Parents and/or carers will be involved in the writing and review of each My Plan. Any information the child would like to share about themselves e.g. their strengths, weaknesses and learning difficulties and what these mean to the child can also be incorporated into the My Plan. All records include the date the record was drawn up and the date for review, where appropriate.

If a review identifies that further support is needed from outside agencies, parents and/or carers will be informed prior to any support being actioned. Outside agencies may provide information for the child's new My Plan.

A My Plan+ is written after a My Assessment has been completed. The + denotes that there is an assessment attached to the Plan as the pupil and/or their family has/have multiple complex issues which require a deeper understanding before a Plan could be completed. A My Assessment is used to gather together information from the family, child (where appropriate), key person and any other professionals working with the family. The My Plan and My Assessment may be amended as and when circumstances change and at the request of the pupil, parent, teacher, Key Person, or SENCo. The pupil (subject to their age and understanding) is encouraged to take ownership of it and to set their own targets.

All records include the date the record was drawn up and the date for review, where appropriate.

### **Education Health Care Plan (EHCP)**

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, if the child continues to demonstrate significant cause for concern and/or where the child has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for the child. A range of written evidence about the child will support the request.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School cooperates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

### **Early Years SENCo Role and Responsibilities**

The Early Years SENCos are Mrs Mandy Hawes (Nursery) and Mrs Julie Palmer (Lower Prep). They manage the day-to-day operation of the policy in the Early Years and:

- coordinate the provision for and manage the responses to children's special needs, including those with an ECHP
- ensure all Wycliffe Lower Prep School staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- support and advise staff, and ensure that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- draw up My Plans or My Assessment in consultation with staff, external professionals and parents and/or carers, and the child (where appropriate)
- oversee the records of all children with SEND and ensure they are kept up to date
- act as an additional link with parents and/or carers and staff and ensure parental insights are considered to support their child's SEN and disability
- act as link with external agencies, professionals, and other support agencies
- monitor and evaluate the SEND provision

- manage a range of resources, human and material, to enable appropriate provision for children with SEND
- contribute to the professional development of all staff.

This policy is monitored and evaluated against the statutory requirements of the EYFS and the Code (so far as they apply to the School). This policy is regularly review by the EYFS Lead, SENCos and Nursery Manager. It is the responsibility of the EYFS Lead to ensure that this policy is being applied effectively throughout the Lower Prep School.