



Calder Valley Steiner Education

Calder Valley Steiner Nursery

Making time for Childhood

Special Educational Needs Policy

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Special Educational Needs Policy

Introduction

This policy is an integral part of the nursery curriculum policy and describes the way we meet the needs of pupils who experience barriers to their learning and development, whether physical, emotional or social barriers.

CVSE believes that all children can benefit from access to the Steiner Waldorf curriculum.

CVSE welcomes pupils with special educational needs providing that the nursery, with its limited resources, can offer them the support that the children require. It is essential that parents of children with any additional educational needs or physical or mental difficulties and challenges discuss their child's requirements with CVSE so that the nursery can advise whether it can make reasonable adjustments in order to provide adequately for him/her.

CVSE has a named trustee for SEN – Ingrid Lihou.
SEND lead for the nursery is Angie Whitehead

The nursery keeps a SEND register.

Aims

- To support pupils' learning and access to the education on offer at CVSE, including participation in ring time and regular routines and activities of the nursery, though these may be modified to meet their individual needs.
- To ensure all staff, including students are aware of the details of the SEND policy.
- To ensure the setting is working with due regard to the current SEND code of practice.
- To identify as early as possible any pupil with SEND.
- To follow the SEND Code of Practice 2015 guidelines to ensure a graduated response to identification and assessment of children with SEND and to work in partnership with parents to provide an Individual Learning and Development Plan (ILDP) which is reviewed three times a year.
- Ensure a 2-year-old assessment is completed following admission or receive a copy of a previous assessment if the child is a transfer.

Staff responsibilities

Their roles and responsibilities are:

To ensure the aims of the SEND policy are reflected in the practice of the setting

To ensure that the needs of all the children with a SEND are being included in all aspects of the nursery planning, practice and assessment.

To maintain a special educational needs register and to keep up to date records on each child at each appropriate stage.

To support staff and keep them well informed of developments in relation to SEND
To ensure that all staff are aware of the procedures for identifying, assessing and making provision for children with a SEND
To ensure staff development through staff training and course feedback at staff meetings.
To ensure effective liaisons with parents and external agencies
To support staff when writing Individual support plans (ISP) and Individual Learning and Development Plan (ILDP)) when appropriate and set realistic smart targets for the child.
To set dates for evaluations and reviews, whilst working in partnership with parents, ensuring copies of all written reports are available to parents.
To support staff when liaising with external agencies for example attending meetings and reviews.
Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice 2015
Staff will be sent on courses that support their roles as early year's practitioners. They are able to access specific courses designed to support them when working with children with a SEND, or medical needs.
Staff are all made aware of the process of identifying a SEND child and are supported in their roles by the nursery SEND-CO and the local authority area SEND-CO.

Definition of Special Educational Needs

A pupil has special educational needs if they have a **learning difficulty or are exceptionally gifted and able**, which calls for **special educational provision** to be made for them.

There are four areas of SEND, some children may have needs in one or more of these areas.

These are: - Communication and Interaction - Cognition and Learning - Social, Emotional and Mental Health Difficulties - Sensory and/or Physical Difficulties

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. 'Children have a learning difficulty if they: - Have a significantly greater difficulty in learning than the majority of children of the same age.

Policy/SEND

Have a disability that prevents or hinders them from making use of our educational facilities

Additional factors.

There are occasions when progress and attainment are affected by factors other than special educational needs for example:

- Having a disability
- Attendance and punctuality
- Health and welfare

- Using English as an additional language (EAL)
- Being a looked after child
- Emotional wellbeing

Where this is the case appropriate provision will be made but this does not automatically necessitate the child receiving SEP.

Special educational provision means:

Educational provision, which is additional to, or otherwise different from, the educational provision generally made for other pupils of the same age

Inclusion and Access

CVSE will have regard to the statutory framework for ‘inclusion and anti-discrimination identification and assessment’.

The nursery understands the importance of early identification and assessment of children with SEN. In practice the precise cause of special needs may be varied, multiple and in some cases hard to identify. Assessment can be difficult regarding Specific Learning Difficulty, emotional and behavioural difficulties, physical difficulties and challenges, sensory impairments and medical disorders.

We aim to meet the needs of all pupils including those with difficulties and challenges, those with special educational needs wherever possible, as well as pupils with English as an additional language.

The amount of support that the nursery can offer is limited and parents may wish to make alternative or additional arrangements for extra support outside of setting. The nursery will assess whether a child:

- Can access the curriculum, learn and make good progress, within the composition of the class.
- Can be supported adequately by the nursery staff (teacher and assistants) within the limits of what is available at any time.
- Will impede other children from accessing the curriculum and making progress due to their specific learning needs.
- The nursery will ensure the 2-year-old assessment is completed to ensure early help is sought, in line with SEND and safeguarding requirements.

Effective assessment of the need for early help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment.

These early help assessments, such as the Early Help Assessment Framework (EHA), should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgment as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.
- If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care.

SEND Support – A Graduated Response

In line with the DfE SEND code of practice (2015) the nursery uses a four-part cycle – known as the graduated approach. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

This enables decisions and actions to be revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and seeing good outcomes.

Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified this cyclical process becomes increasingly personalised.

- Individual assessment leads to a growing understanding of the barriers to and gaps in the pupils learning.
- Continued reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress.

The triggers for using the four-part cycle could be:

- A teacher's concern about a pupil's behaviour or learning abilities

- Parent(s) concerns about a pupil's behaviour or learning abilities.

As a result of the four-part cycle, it may be recommended that a pupil be seen by a specialist outside the setting. It may be that more expert help is needed and this may involve one or more of the following outside agencies:

- GP
- Educational Psychologist
- Child Psychiatrist
- Social Services
- CAMHS
- LEA (e.g. in the case of a school or parental referral/request for an Educational and Health Care Plan)
- External special needs expert or therapist e.g. Speech therapist
- Other

CVSE considers all children to have individual needs and aims to meet these needs as far as is possible taking into consideration the child's age, developmental stage and other circumstances.

The Admissions policy ensures children with SEND are/will be accepted provided that:

1. The nursery is suitable for a child's age, ability or special educational needs.
2. The child's attendance would not prejudice the efficient education of the children already placed in our nursery.
3. The nursery has or can provide the resources to meet their needs.

Partnerships with parents

CVSE has a team approach for every child. Parents are valued within this approach as the child's first and foremost carer.

At CVSE we aim to build positive relationships with parents and partners and ensure time is made to meet and share information about a child's strengths and needs.

Statutory Assessment – Education, Health and Care Plan

A child with an EHC Plan may be admitted to the nursery if the LEA continues to support the placement and if the setting (initially) agrees that resources will be in place to enable the EHC Plan to be complied with effectively. Compliance with the Equality Act will be met, and reasonable adjustments made.

Review

Progress of a student will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with parents will be at least termly. All records will be centrally held confidentially.

Complaints Procedure

If a parent or carer has a complaint related to Special Educational Needs, the CVSE complaints procedure should be followed, with involvement from the SENDCO.

Transfer Arrangements

Relevant information will be sent from CVSE to the new setting which the child will be attending. The new setting's staff are welcome to visit and observe a session and discuss the child.

Training and Resources

The Trustees will ensure that appropriately experienced individuals will coordinate SEN provision for children within the nursery. Calderdale Council are an excellent resource.

Related Policies

Safeguarding policy
Access Policy
Behaviour Policy
Bullying Policy

Monitoring Compliance

- This policy will be adhered to by all staff
- This policy will be reviewed every year as required or as new legislation or policy is published by the DfE