



# **Early Years Special Educational Needs Policy**

**KH/AL/WB/SN January 2016 (Review Date January 2017)**

### **Special Needs & Early Years.**

The Government's 'Early Learning Goals' sets out what most children will have achieved by the end of the Foundation Stage. Children will progress at different rates during the Foundation Stage and it is important to remember that at the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress but do not necessarily have specific special educational needs.

Monitoring of individual children's progress throughout the Foundation Stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children within the same group.

The SEN Code of Practice does not assume that there are set categories of special educational needs. Children will have needs and requirements which may fall into one or more of the following areas:

- Generalised development delay
- Speech and language difficulty
- Social/communication difficulty
- Sensory difficulty eg: hearing/sight
- Delayed social emotional development
- Physical impairment
- Medical problems

When there is evidence that a child's rate of progress in any of these areas is inadequate then further action needs to be taken.

If inadequate progress is identified then SEN support will be put in to place. This is a graduated approach depending on the needs of the child. It involves parents, key workers and the Early Years SENCO in identifying the needs of the child, planning the provision to be given to the child and seeking expertise at whatever point it is needed.

## **SEN Support**

When a child has been identified as having a special educational needs it is the responsibility of the Foundation Stage Nursery or Reception Teacher to identify a child's needs and to begin, through liaising with colleagues and parents/carers, to provide planned support specific to the child.

Using the Foundation Stage Teachers will be able to identify children who, despite receiving appropriate early education, still show cause for concern.

### **A child may cause concern if he/she is:**

- Making little or no progress even where teaching approaches have been personalised
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties
- 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 require specific individual interventions in order to access learning.

If Teachers, in consultation with parents/carers, decide that a child needs further support to help them progress, they should then seek the help of the Early Years SENCO.

The Early Years SENCO, with colleagues, will then collect all known information about the child and if needed seek help from external professionals, with the agreement of the parents. These external professionals may include health service, social services and educational psychologists.

### **Intervention**

The SEN Code of Practice describes the concerns that would lead to SEN support being considered.

The child:

- makes little or no progress even when teaching approaches are targeted to improve the child's identified area/s of weakness
- continues working at a level significantly below those expected in certain areas for children of a similar age

- presents persistent emotional and/or behavioural difficulties which are not reduced by behaviour management techniques usually employed
- has sensory or physical difficulties 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 in order to access learning.

### **Arrangements**

When an area of weakness has been identified then the Key Worker is responsible for making arrangements.

Key Workers should:

- Share views, ideas and information about the child with other members of staff
- Complete detailed observations
- Raise concerns with parents/carers
- Agree actions.

The Early Years SENCO and the child's Teacher, in consultation with parents, will then put into place the following procedures:

### **Procedures**

#### **Assess, Plan, Do & Review.**

Chinthurst School models its approach on the guidelines given in the SEND Code of Practice: 0 to 25 Years (2014). This is a graduated approach in the form of a four part cycle; Assess, Plan, Do & Review.

**i) Assess:** Once a child has been identified as needing SEN support:

- The teacher, with the SENCO, will carry out a clear analysis of the child's needs. Expression of concern forms will be used to collate information from all staff with concerns.
- This analysis will draw on the teacher's assessment and the child's previous progress and attainment and behaviour.
- A comparison will be made as to the child's development related to that of his/her peers.
- The views and experiences of the child's parents will also be taken into account when assessing the child's needs.

- Advice will be sought from external agencies where relevant.
- Assessment to be reviewed regularly.

**ii) Plan:**

Once it has been decided to give a child SEN support parents will be formally notified and invited in for a meeting with the Teacher and the SENCO. Adjustments, interventions and support will then be put in place.

At this stage of the cycle all teachers and support staff will be made aware of child's needs, the expected outcomes, the support required and any strategies or approaches to be used.

The parents will be made fully aware of the planned support and interventions.

**iii) Do:**

- Teachers will be responsible for working with the child on a daily basis, working closely with the support of the SENCO.

**iv) Review:**

Support and interventions will be reviewed termly in discussion with the teacher, SENCO and parents.

- Interventions will be evaluated and support revised in light of the child's progress and development.

The arrangements put in place might include:

- The use of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies.

The strategies to be used will be recorded in the form of an Individual Education Plan (IEP). This will include information about:

- The short term targets set for the child
- The provision to be put in place
- When the plan is to be reviewed
- The outcome of the action taken

The IEP will focus on three or four key targets and will be discussed with the parents. The IEP's will be reviewed regularly, at least once a term, and the aim is to consult parents as part of the review process.

It is also important that throughout the process regular monitoring by the Key Worker takes place, to ensure that the support is effective. An example of a monitoring profile can be found in the Appendix.

If at any of these reviews it is agreed that the child is now making adequate progress the child will be taken off SEN Support, but staff will continue to be closely monitored to ensure progress continues.

Adequate progress can be defined in several ways, where:

- The child closes the attainment gap between the child and his/her peers
- The child's progress is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- The child's progress matches/betters his/her previous rate of progress
- The child demonstrates an improvement in self-help, social or personal skills
- The child demonstrates improvement in behaviour

## **Outside Agencies**

Outside agencies may need to be consulted if a child requires help beyond the expertise of the school staff.

These agencies may:

- provide specialist assessments,
- give advice on the use of new or specialist strategies/materials or
- provide support for particular activities.

**Guidance on when external agencies maybe approached.**

Help will be sought from outside agencies if it appears that the child continues to:

- Make little/no progress in specific areas
- Work at an early years stage substantially below that expected of children of a similar age
- Show emotional/behavioural difficulties which interfere with the child's own learning or that of a group, despite having an individualised behaviour management programme
- Have sensory/physical needs and requires additional equipment or regular visits

It may be necessary at this point to consider an Education Health Care Plan and, using an Educational Psychologist.

**In Early Years the Early Years SENCO will have responsibility for:**

- Liaising with colleagues where a child raises a cause for concern
- Ensuring liaison with parents and other professionals, along with colleagues, of a child with special educational needs.
- Advising and supporting colleagues
- Ensuring that relevant background information about individual children with special educational needs are collected, recorded and updated.
- To help plan future support for the child in discussion with colleagues
- Ensure appropriate Individual Educational Plans are in place
- Ensure appropriate records are kept including a record of children on SEN Support

Name of Early Years SENCO - Kim Husband

Name of Pre-Preparatory SENCO – Amy Lovell

Name of Main School SENCO - Kim Husband

**Appendix 1**

SEN response in early years.

The chart below shows the suggested actions and steps involved in early years in order to meet a child's individual needs.

<b>Level</b>	<b>Who is involved?</b>	<b>Action</b>	<b>Next steps</b>
Differentiation	All staff	Staff adjust activities according to individual needs, in order to help the child succeed and progress.	An IEP is considered if after careful differentiation a child is not making adequate progress.
SEN Support	The EY SENCO to discuss concerns with staff and offer advise. The EY SENCO with the help of the child's Teacher, to write an IEP. Parents/carers to be consulted throughout this part of the process.  It may be necessary to request the involvement of appropriate external agencies.	The IEP to be carried out. Additional or different activities/resources used to meet the child's needs. IEP to be reviewed regularly. Monitoring of planned activities to be continuous.	If progress is not adequate, with permission from parents/carers, advice from outside agencies to be requested.
EHC	The assessment process to be initiated by an educational psychologist and parents.	Everyone working with the child will be required to send written reports about the child's needs.	Local Authority will then decide what happens next.

(EY SENCO - Early Years SENCO)

## **Appendix 2**

### **Our Statement of Aims**

We aim to have regard for the DFE Code of Practice on Special Educational Needs.

- To identify a child with Special Educational Needs as early as possible.
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.
- We aim to provide a welcome and appropriate learning opportunity for all children.
- We will work towards the guidelines supplied to providers of Early Years Education.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To develop skills in identifying children with learning problems and construct a suitable programme of work.
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
- To effect a programme of support and referral that will enable children to receive the help they need quickly and effectively.
- To inform parents/carers of the needs and progress of their child and to work in partnership with them if the child is not making appropriate progress.
- All children in Nursery, irrespective of their special needs, are encouraged to participate in all the group activities.
- Our system of observation and record keeping which operates in conjunction with parents/carers, enables us to monitor children's needs and progress on an individual basis.
- The needs and progress of children who have Special Educational Needs are monitored by the Special Needs Co-ordinator, with regular meetings with the Teachers.
- If a child's needs cannot be met in the Nursery, without additional personnel or equipment, then funding will be sought to ensure that provisions are made.
- We work in liaison with relevant professionals and agencies outside the group to meet the children's specific needs.
- Our staff are willing to attend in-service training on Special Needs arranged by professionals.

**Appendix 3**  
**Chinthurst Pre-Preparatory School**  
**Expression of Concern.**  
**Early Years.**

This is a statement of initial concern. If you have any concerns please complete the form below and the pupil will then be placed on the SEN register. Please return completed form, along with any evidence, to the SENCO.

<b><u>Name of pupil:</u></b>
<b><u>D.O.B:</u></b>
<b><u>Chronological age:</u></b>
<b><u>Form:</u></b>
<b><u>Form Teacher:</u></b>

**Checklist of concerns:** (Please tick where appropriate)

**Communication and Interaction:**

Difficulty following instructions	
Difficulty following directions	
Has poor attention skills	
Relies too much on routines	
Echoes what has been said	
Gives inappropriate answers to questions	
Only follows first part of instructions given	
Does not look at the speaker when they are talking	
Distracts others	
Constantly making noises	
Constantly interrupting	
Failure to follow instructions	
Defiant	
Constantly saying 'no'	
Speaks normally but only seems to understand part of what is said	

**Cognition and Learning:**

Difficulty in seeking support and guidance	
Difficulty completing activities independently	
Difficulty in recognising rhythm in spoken words	
Difficulty listening and joining in with stories and poems	
Difficulty recognising groups of one, two and three objects	

Does not show interest in new things	
Difficulty understanding words, sentences or concepts	
Child only responds to 1 or 2 key words (Example brings a pencil when you asked for the box with the pencils in)	
Difficulty understanding abstract concepts	
Doesn't understand how words within a sentence affect the meaning	

### **Social, Emotional and Mental Health:**

Difficulty establishing relationships with peers	
Physical towards peers	
Physical towards adults	
Difficulty in understanding and responding to social situations	
Very low levels of on task behavior	
Inability/ unwillingness to work without direct supervision	
Limited attention/ concentration	
Poor rates of task completion	
Anxious, depressed/ withdrawn behaviour	
Obsessive behaviour	
Difficulty playing with other people	
Difficulty making friends	
Has temper tantrums	
Attention seeking behavior	
Acute Anxiety/ Fear about attending school	
Acute Anxiety/ Fear once at school	
Behaviour requires support	
Behaviour in school impacts on attainment	
Often unhappy, down hearted or tearful	
Nervous or clingy in new situations, easily loses confidence	

### **Sensory and/ or Physical Needs:**

Difficulty with running and walking without falling	
Difficulty throwing a ball forward without falling over	
Difficulty kicking a ball	
Difficulty building a tower of less than 5 bricks	
Difficulty imitating a circular scribble and a straight line	
Difficulty in turning a single page of a book	
Difficulty drinking from a cup	
Difficulty using cutlery	
Very sensitive to noise	
Constantly fidgeting or squirming	

**What is your main concern?**

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**Strategies used so far (Modification/extension work/differentiation)**

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**What are the pupils strengths?**

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**Have you informed/notified: (please tick)**

Head of Pre-Preparatory

Parents

**Details of consultation with parents:**

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**Sample of evidence attached?**

YES/NO (delete as applicable)

**Signed:** \_\_\_\_\_

(Class Teacher)

**Date:** \_\_\_\_\_

**Received:** \_\_\_\_\_

(SENCO)

**Date:** \_\_\_\_\_