

PLYMOUTH COLLEGE PREPARATORY SCHOOL



EARLY YEARS FOUNDATION STAGE SEN AND LEARNING SUPPORT POLICY

Statement/Values

This policy has been formulated with regard to the Special educational needs and disability code of practice: 0 to 25 years (January 2015), the Equality Act 2010, the Children and Families Act 2014 and the Early Years Foundation Stage Statutory Framework 2014.

In Plymouth College Early Years Department we have high expectations and aim to ensure that every child learns, develops well and is kept healthy and safe, has full access to the school curriculum and takes part in every aspect of school life unless there is a specified modification or disapplication outlined in an EHCP (Education and Health Care Plan). We want all children to achieve the best possible educational and other outcomes so they become confident young children who can communicate their own views appropriately.

Definition of SEN/AN

SEN refers to Special Educational Need. A pupil has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for them. If they have “a significantly greater difficulty in learning than the majority of others of the same age” or “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”.

AN refers to an additional need. It is not identified as a special need but a need none the less that is creating a barrier to learning.

Four categories of SEN are broadly:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Objectives

- To identify as soon as possible, barriers to learning and participation for pupils
- To ensure that children experience success in their learning to the highest standard possible
- To enable children to participate fully and effectively in lessons
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To work closely with external agencies e.g. Gateway where appropriate, to support the need of individual pupils
- To ensure that staff have access to training and advice to support quality teaching and learning for all pupils
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for ASEN

Responsibility for SEN

The Special Needs Co-ordinator and Assistant SENCO, in collaboration with the Head teacher and Governing Body, take responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents, carers and other agencies. The SENCO, Mrs Raymond-Jones and Assistant SENCO, Mrs De Jager provide professional guidance to colleagues to secure high quality teaching for pupils with SEN.

The SENCO/Assistant SENCO attend local cluster meeting run by Plymouth City Council Early Years Service and other independent courses when necessary.

The SENCO provides a termly report to the SEN Governor that includes SEN and AN registers and the impact of interventions.

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with ASEND. The Headteacher works closely with the SENCO and keeps the governing body fully informed of ASEND issues, providing an annual ASEND Information Report (see 6.79 Code of Practice 2014 0 -25 years for content of report).

The SEN Governor is Dr S Thorpe.

Responsibility for teachers/parents

Facilities for pupils with SEN

Plymouth College preparatory School has many stairs/steps, however there are lifts and other disabled access throughout most of the building and disabled toilets. The Early Years department will have regard to the Equality Act 2010, the Children and Families Act 2014 and Code of Practice 0 to 25 years in terms of admitting pupils with disabilities. There are facilities for small groups/individual teaching in the Early Years rooms, Learning Support Department classroom and library as well as a medical room with a bed (please link to Medical policies).

Resources

Identification, Assessment and Review

The Early Years follow the SEND Code of Practice: 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: The Early Years Teacher and SENCO analyse a pupil's need before identifying a child as needing SEN using the non-statutory Early Years outcomes guidance

Plan: Parents are notified whenever it is decided that a pupil is to be provided with SEN support

Do: The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning

Review: The effectiveness of support is reviewed half-termly (with an agreed date)

Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO. However any member of staff may raise concerns with the class teacher, SENCO or Head about a potential SEN or other barrier to learning. We involve the parent/carer in question as soon as we feel a pupil has a barrier to learning. A child is initially put on a 'monitor' list but if she/he fails to reach expected progress in Early Years Foundation Stage profile and other accumulated evidence, then they are placed on the Additional Needs register. Parents are consulted before this decision is made.

Within the Assess, Plan, Do, Review graduated approach a range of data assessment is used to inform decisions such as:

- Relevant family/medical history
- P Scales
- Foundation Stage Profiles
- Behaviour observations
- Levens' Scale
- Base line profile
- Previous nursery records
- Outside agencies

Individual Additional Needs plan

This support plan is drawn up in consultation with parents where possible. It includes short term outcomes which are reviewed termly and we may seek help from external social and education agencies such as those in Plymouth City Council Early Years' Service. At this stage an SEN may be identified. See Appendix A for IEP form currently used in Early Years.

Four Categories of SEN – Broad Areas of Need

1. *Communication and Interaction*, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic spectrum disorder)

2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. *Social, Emotional and Mental Health Difficulties*. They include:

- Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.

- ADD (Attention Deficit)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

4. **Sensory and/or Physical Needs**, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

If a child is formally identified as having SEN or SEND by an external agency, he/she will be added to the SEN register with parental agreement sought. Any differences in opinion between parents and professionals must be documented. If an Early Years child is not making the expected progress/considerable lower achievement with regard to the national expectations for their age, a decision may be made to request a formal assessment for an EHC Plan (Education Health Care Plan, example at Appendix B) through Plymouth City Council Early Years Service. An application can only be made following 2 full cycles of 'Asses, Plan, Do, Review' covering at least two terms and usually after a multi-agency support plan (TAM) has already been put in place. If an EHC Plan is issued it will outline outcomes to be met and additional provision to be provided for the child.

All class teachers should have a summary of their responsibilities for pupils identified as having Additional and Special Educational Needs (these documents are kept in a secure place within a locked cabinet and some information is held on a secure server), a list of SEND pupils in class and additional SEND information where appropriate e.g. characteristics of dyslexia or dyspraxia.

Review meetings

Review meetings are held termly for all pupils on Additional Needs Register. Parents are invited to attend as well as class teachers and teaching assistants as appropriate. Representatives from outside agencies may also be invited if appropriate.

For pupils with SEN, EHC reviews may be more frequent depending on the need. An annual formal review is also held to check progress in objectives/outcomes outline in the EHC plan. A copy of the plan is sent to each invitee including parents and SEN Early Years team at Plymouth City Council. For children issued with an EHC plan, there will be an additional review no later than 6 weeks after the issue date. This will involve outside agencies and SEN team.

At Plymouth College Preparatory School the registers are updated termly to take into account summative assessment results and staff informed of change.

Resources and Provision

The school provides:

1. Special teachers in Learning Support
2. Teaching Assistants
3. Individual teaching programmes
4. Individual timetables
5. School Nurse
6. Some specialist equipment

7. Access to External Support that may include:

- Educational Psychology service
- Sensory Service (hearing/vision impaired pupils)
- Paediatric Therapy service (e.g. speech and language)
- Behaviour Support Service
- Education Welfare Service
- Parent Partnership Service
- PC Inclusion Service
- Children's Social Care
- Children and Mental Health service

Plymouth College Preparatory School will also seek support from voluntary and private agencies as required.

Local Offer

Plymouth City Council publish a local offer setting out in one place information about provision they expect to be available in their area across education, health and social care for children and young people who have SEN or are disabled. The Plymouth Online Directory (POD) is a website that provides education, childcare, welfare, health and social care information for adults and families living in Plymouth. This will provide information about the SEND local offer in more detail.

Definitions:

Assessment Coordinator	Professional who leads the process for EHC
ATAN	Advisory Teacher Additional Needs
CAMHs	Child and Adolescent Mental Health Service
CDC	Child Development Centre
CHIDS	Childs Health and Integrated Disability Service
CITEY	Communication and Interaction Team Early Years
EHC Plan	Education Health Care Plan
EP	Educational Psychologist
GP	General Practitioner (Doctor)
Graduated Approach	On-going process of increasing/decreasing support for child
HV	Health Visitor
IAW	Inclusion Advisory Worker
IEP	Individual Education Plan
Lead Professional	Professional who takes the main lead in the Team Around Me
MASSEY	Multi Agency Support Session Early Years
SALT	Speech and Language Therapist
SPOC	Single Point of Contact
TAM	Team Around Me

Complaints

Plymouth College Preparatory School works, wherever possible, in a partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Useful contacts:

Multi- Agency Support Sessions Early Years (MASSEYS) – 01752 224962

Single Point of Contact (SPOC) – 01752 37264

Gateway Team – 01752 668000

Early Years Safeguarding and welfare Officer (Maria Hollett) – 07795121445 or 01752 308997

Children's Centre Manager (Cluster 5 and 6) key responsibility for SEND (Oliver Mackie) - 07500 762171 oliver.mackie@barnados.org.uk

Further information can be found in:

0-25 Special Educational Needs and Disability Code of Practice
Early Years Guide to SEND Code of Practice 2 September 2014

<http://www.foundationyears.org.uk/eyfs-statutory-framework/>

Early Years Service Website

Plymouth Online Directory

Developmental Journals

Single Point of Contact

Early Years Service – 01752 307450

Related Documents to this policy

This policy should be read in conjunction with the following documents all of which are available at the school office or on website

- Equality Policy
- Medical Conditions Policy
- Safeguarding and Child Protection Policy

This policy should be reviewed annually (or sooner on the event of revised legislation or guidance).

S Raymond-Jones
December 2016
Review March 2017

INDIVIDUAL EDUCATION PLAN – SEN SUPPORT

Name	Jack Smith	DOB	01/01/2003	Date	25/01/2015	Review date	
Class teacher		Year group		Signed			

Area of need	Communication & Interaction		Strengths	Jack has a great imagination and loves reading and writing stories. Jack's favourite lesson is English
	Cognition and Learning			
	Social, emotional & mental health difficulties			
	Sensory and/or Physical	X		

Barriers to learning
<p>Jack's visual impairment means that he relies on braille during lessons. He gets very distressed during lessons at loud noises or when there is a lot of discussion. He cries and holds his hands over his ears and sometimes shouts. When Jack becomes very distressed Jack leaves the room with a TA until he has calmed down and feels able to return to the class.</p> <p>Jack's favourite lesson is English but he is becoming increasingly distressed during group discussions and has to leave the room. He then becomes cross because he is missing the lesson.</p>

Targets	Provision: Strategies / resources / time allocation / frequency / home support	Review / evidence of impact
Jack will be able to stay in class for the whole of each English lesson	<ul style="list-style-type: none"> ▪ The school will provide curriculum books in an audio version and an MP3 player ▪ Jack's family will be informed of the 	

	chapters covered every week <ul style="list-style-type: none"> ▪ Jack will sit in his chosen seat for each lesson ▪ Jack and the teaching staff will agree on how he will alert staff when he needs support 	

Pupil's views	Parent/ carer's comments
I like English and want to be in the class but I can't concentrate on reading (braille) when there is a lot of noise. This makes me very cross.	Jack spends a lot of time listening to music through headphones at home
Evaluation and future action	

Education Needs – including strengths and any education needs (for SEND attach relevant evidence e.g. IEP):

Health Needs – including strengths and any health needs (for SEND attach relevant evidence e.g. medical report):

Care Needs – including strengths, family environment and social care support (for SEND consider discussion around short breaks):

Other:

Lead Professional agreed at meeting:

Date and time of next meeting:

Venue:

MULTI-AGENCY SUPPORT PLAN

Name:		Date plan written:		Date of review:	
Desired outcome I					
How will we know if we have achieved the outcome?					
Support/provision/equipment/strategy required to achieve this outcome What will we do and how?	Who will provide/monitor this support?	By when?	At review:		
			Was this achieved?		
At review: How well did we succeed with outcome/next steps?				Was this outcome achieved?	
				Yes/No	

MULTI-AGENCY SUPPORT PLAN

Name:		Date plan written:		Date of review:	
Desired outcome 2					
How will we know if we have achieved the outcome?					
Support/provision/equipment/strategy required to achieve this outcome What will we do and how?	Who will provide/monitor this support?	By when?	At review:		
			Was this achieved?		
At review: How well did we succeed with outcome/next steps?				Was this outcome achieved?	
				Yes/No	

MULTI-AGENCY SUPPORT PLAN

Name:		Date plan written:		Date of review:	
Desired outcome 3					
How will we know if we have achieved the outcome?					
Support/provision/equipment/strategy required to achieve this outcome What will we do and how?	Who will provide/monitor this support?	By when?	At review:		
			Was this achieved?		
At review: How well did we succeed with outcome/next steps?				Was this outcome achieved?	
				Yes/No	

MULTI-AGENCY SUPPORT PLAN

Name:		Date plan written:		Date of review:	
Desired outcome 4					
How will we know if we have achieved the outcome?					
Support/provision/equipment/strategy required to achieve this outcome What will we do and how?	Who will provide/monitor this support?	By when?	At review:		
			Was this achieved?		
At review: How well did we succeed with outcome/next steps?				Was this outcome achieved?	
				Yes/No	

