



For preschool deaf children and their parents

SPECIAL EDUCATIONAL NEEDS POLICY

The aim of this policy is to describe the provision of support for children with special educational needs (SEN) within The Elizabeth Foundation. Underpinning these principles is a national framework, which provides guidance as to the way in which The Elizabeth Foundation implements the policy.

The framework includes:-

- the 1996 Education Act, which made provision for the publication of the SEN Code of Practice, designed to give education providers guidance on the identification and assessment of children and young people with special educational needs.
- the 1997 Government publication “Excellence for All Children – Meeting Special Educational Needs” which sets out a strategy for improving the standards for pupils with SEN.
- the 1998 publication “Meeting Special Educational Needs – A Programme of Action” which, in conjunction with the 1999 Disability Rights Task Force Report “From Exclusion to Inclusion”, reinforces the rights of all pupils to be educated in mainstream schools
- the Special Educational Needs and Disability Act (2001), which amended the Disability Discrimination Act (1995) to make it unlawful for education providers to discriminate against disabled pupils, students and adult learners. As a result, education providers must make reasonable adjustments to ensure that disabled people in education do not suffer a substantial disadvantage in comparison to their peers who are not disabled. Part 1 of the Act strengthens the rights of children and young people with special educational needs to be educated in mainstream settings. The Act also requires schools to plan strategically to increase access to education.
- the revised SEN Code of Practice (2014), which takes account of the Special Educational Needs and Disability Act (2001) and “provides practical advice to Local Authorities, maintained schools, early education settings and others on carrying out their statutory duties to identify, assess and make provision for pupil’s special educational needs.
- the Government Green Paper “Every Child Matters” (2003), which describes a commitment to partnership and a multi-agency framework within the Children’s Services proposals.
- the Disability Discrimination Act (2005), which places a duty on all public bodies to promote disability equality. This is a positive duty, which builds on disability equality from the outset, as opposed to the practice of making adjustments at the end of any given process.
- The Equality Act (2010), which aims to protect disabled people and prevent disability discrimination.

MAIN FAMILY CENTRE AND REGISTERED OFFICE

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Incorporating The Beethoven Fund for Deaf Children

Patrons: Sir Alfred Blake KCVO, MC, DL, LLB | Dame Evelyn Glennie DBE | Annie Lennox OBE
President: Ann Rachlin OBE

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This policy will:-

- demonstrate that current SEN practice within each nursery provision at The Elizabeth Foundation has due regard to the 2014 Code of Practice.
- show the commitment on behalf of the Trustees and Education staff to ensuring that effective provision is made for children who attend The Elizabeth Foundation.
- ensure that the Teachers of the Deaf and Speech and Language Therapists are familiar with current SEN policies.
- detail the arrangements made for identifying, monitoring and recording the child's SEN and the necessary appropriate action to be taken.
- ensure that parents, Trustees and the Local Authority (LA) are kept fully informed of the school curriculum and approaches to SEN.
- reiterate the right of every child with SEN to be integrated into the whole school approach as set out in the curriculum.
- emphasise the importance of partnerships with children, parent and carers.
- take account of financial implications.
- will be regularly reviewed and will reflect changing needs in the nurseries in line with developments in LA and Government policy.
- observe "Removing Barriers to Achievement – The Government's Strategy for SEN" (2004), which focuses on:-
 - Early Intervention
 - Removing barriers to learning
 - Raising expectations and achievement
 - Delivering improvements in partnership

Special Educational Needs Defined

- Special Educational Needs are defined in the revised Code of Practice and 1996 Education Act as follows:
- "Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them".
- Children have a learning difficulty if they: (a) have a significantly greater difficulty in learning 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 children of the same age in schools within the area of the Local Authority
- are under compulsory school age and fall within the definition at a) and 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 form or language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- (b) For children under two, educational provision of any kind.

Definition of disability under the Equality Act 2010. You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

OBJECTIVES FOR PROVIDING EFFECTIVE PROVISION

At The Elizabeth Foundation our objective is that all children have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs. In order to deliver a high standard of educational provision for pupils with SEN, The Elizabeth Foundation will:

- link its SEN policy in line with current legislative and national policy frameworks.
- identify pupils in need of additional support and indicate the nature of the support programmes / staffing / time allocations to be provided
- identify named members of staff who will have specific responsibility in respect of children and young people with special educational (additional learning) needs.
- prioritise resources accordingly to ensure support to children and their families through collaborative early identification and intervention.
- adopt a structured approach to assessment, as described in the SEN Code of Practice, and ensure consistency of practice across all sectors in support of children with SEN.
- take into account the view points of parents/carers, children and professionals involved.
- respect pupil and parental choice, notwithstanding the need to meet the statutory duty of maximising pupil potential by appropriate interventions.
- support all partners to facilitate children's involvement in the decision making processes where appropriate.
- maximise pupil participation in their own education and their role as citizens within their learning, family and social communities.
- provide a broad, balanced and suitably differentiated curriculum in support of children with SEN and severe low incidence disabilities.
- in so far as is possible, ensure that all children with SEN join in the activities of the nurseries
- consider the needs of children with SEN when planning programmes of work,
 - ❖ ensuring that lesson content is appropriate and relevant to the individual children's needs.
 - ❖ ensuring that teaching strategies are varied, appropriate and effective.
 - ❖ ensuring that additional equipment is available and relevant.
 - ❖ ensuring that work is sufficiently challenging, appropriately paced and that expectations of outcome are realistic.
- attempt to ensure that all children make the greatest possible progress and that opportunities for systematic assessment and monitoring enable progress to be reviewed regularly against clearly defined learning outcomes suited to the child's abilities, aptitudes and potential.

- ensure that support staff are deployed on a minimal intervention model, effectively and efficiently in order to assist pupils to achieve their potential, develop their self-esteem and become increasingly independent in their learning.
- provide a comprehensive programme of continuing professional staff development for teaching and support staff commensurate with their defined areas of responsibilities.
- facilitate inter-agency collaboration in support of children with special educational needs and/or disabilities and maintain a comprehensive, effective support service and good liaison to achieve continuity.
- monitor arrangements for individual pupil progress, and evaluate good practice and provision.

EQUAL OPPORTUNITIES

The Elizabeth Foundation recognizes the need for, and actively pursues a policy of equal opportunities in education for all pupils. For further information refer to the Elizabeth Foundation's Equal Opportunity Policy.

INCLUSION DEFINED

The Elizabeth Foundation recognises that it has a duty within the Special Educational Needs and Disability Act 2001 to ensure that every young person achieves their potential:-

- At The Elizabeth Foundation all children are valued equally irrespective of their abilities and behaviour.
- The Elizabeth Foundation aims to develop a high level of self-esteem to enable the child to feel a valued member of the community.
- The education staff and other children are involved in finding the best ways to support all children.
- Class teaching, learning styles and organisation are differentiated to enable children to learn effectively.
- Links are made, where appropriate, with other nurseries.

CONTINUING PROFESSIONAL DEVELOPMENT OF STAFF

The Elizabeth Foundation is committed to ensuring that all staff have access to appropriate training to enable them to fulfil their statutory and contractual duties in relation to children with special educational and additional support needs. All Elizabeth Foundation staff will participate in regular supervision and appraisal meetings with a line manager. One aspect of this process will be the identification of training needs and appropriate training opportunities to meet those needs.

MONITORING AND EVALUATION PROCEDURES

This policy will be monitored and evaluated on a regular basis.

The monitoring and evaluation procedures of the Elizabeth Foundation will contribute to self-evaluation procedures.

The Elizabeth Foundation will:

- monitor the effectiveness of the Elizabeth Foundation in fulfilling its duties towards pupils with special educational needs.
- ensure that its own arrangements and provision for SEN are kept under review and that resources are used effectively.
- a key feature of this process will be to identify good practice, which can then be shared with colleagues.

Role of the Chief Executive

- To advise and inform the Trustees regularly on SEN provision within The Elizabeth Foundation and enable them to become familiar with current approaches to meeting SEN.
- To determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general overview of the education programme.
- To identify, in collaboration with class teachers, children who have an additional special educational need other than hearing impairment.
- To support the writing and implementation of Individualized Education Plans
- To offer support freely to colleagues and review children's progress with them at least once per half-term
- To liaise and work in partnership with parents.
- To liaise with external support services as appropriate.
- To liaise on a regular basis with education staff and to decide termly on the most efficient way to use available resources to provide support for individual children through withdrawal or within the classroom environment.
- To inform staff of range of resources and approaches available to facilitate learning and be committed to their update and improvement.
- To participate in SEN In-Service Training programmes and to keep staff fully informed of any new developments etc.
- To organise appropriate In-service training for teaching staff.
- To regularly evaluate the school's SEN policy through:
 - i) Collecting evidence that the policy is being implemented by regularly reviewing the target setting in the IEP to ensure that they are both appropriate and effective and that progress is being made
 - ii) Discussions with the Trustees, CEO, education staff and parents effectiveness and feasibility of the everyday working of the policy.

General Areas of Responsibility

- The class teacher is responsible for all children within the class.
- The class teacher will identify children with SEN other than hearing impairment in collaboration with other education staff.
- The class teacher, with other education staff, will administer (as necessary) development checklists as part of monitoring and screening procedures

- The class teacher, in collaboration with other education staff, will prepare and implement Individual Education Plans (IEPs).
- The class teacher will recommend the use of additional adult support where appropriate.
- The education team will maintain the school's Register, personal records of all children with SEN and ensure that appropriate individual records are being kept.

Role of the Nursery Assistant

- To support children with identified special educational needs.
- To work under the supervision of the Teacher of the Deaf /SALT - HI, supporting learning within the nursery environment.
- To deliver a range of activities, devised by the Teacher of the Deaf/SALT-HI, to meet the children's needs.
- To monitor the children's progress in the activities and report back to the Teacher of the Deaf/SALT-HI.
- To regularly liaise with the Teacher of the Deaf and/or Specialist SALT in order to adapt and amend programmes.
- To assist the Teacher of the Deaf/SALT-HI in the creation and maintenance of appropriate resources.
- To assist the Teacher of the Deaf/SALT-HI in creating and maintaining a suitable learning environment within any area set aside for special needs work and fulfill any other duties that are reasonable.

Role of the Trustees, CEO and Education Staff

- Do their best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that, where the 'responsible person' – the teacher in charge or appropriate educational staff has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that a child with special education needs joins in all the activities of the nursery so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the children with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of The Elizabeth Foundation's policy for children with special educational needs.
- Have regard to this Code of Practice when carrying out its duties toward all children with special educational needs.
- Ensure that parents are informed that SEN provision is being made for their child.

IDENTIFICATION, ASSESSMENT AND RECORDING

Every child's progress in school is subject to continuous assessment by the Teacher of the Deaf and Speech and Language Therapist. The child whose progress is causing additional concern is

monitored more thoroughly. The learning objectives and targets set are more specific and a greater number of people are concerned in the course of setting objectives, intervening and reviewing progress.

Requests for formal assessment and statutory assessment leading to an Education ,Health and Care plan are LA based.

The Education Programme at The Elizabeth Foundation is an Early Intervention programme with the following areas of responsibility:

The child's Teacher of the Deaf and/or SALT:

- Identifies the child's special educational needs through curriculum related assessment, classroom observation etc.
- Consults the parents and the child.
- Notifies the CEO of the concern.
- Reviews available and relevant information.
- Collects further information if necessary.
- Supports the child in the normal classroom context.
- Monitors and reviews the child's progress.

The child's Teacher of the Deaf /SALT

- Collate relevant information
- If appropriate, collect further information from sources beyond the pre-school ie.
 - * Educational Psychologist
 - * Specialist Teacher Adviser
 - Physical disability
 - Hearing impairment
 - Visual impairment
 - Specific learning difficulties
 - * Learning Support Assistant from mainstream pre-school
 - * Key worker from mainstream pre-school
 - * Outreach support from resourced schools and special schools
 - * medical professionals and therapists
 - * Child and family services
 - * Social Services
 - * Voluntary Agencies
- Draw up a series of Individual Education Plans.
- Monitor and review the Individual Education Plans at least once per term.
- Consult the parents and the child.
- Monitor and review the child's progress – detailed record keeping of the programmes implemented to meet the targets set in the IEP.
- Draws on the advice of outside specialists from education, health and social services
- Monitors and reviews the individual education plans at least once per term.

Education, Health, and Care Plans in accordance with the Children and Families Bill 2014

Assess, plan, do, review: When a child has been identified with additional SEN, the Teacher of the Deaf, SALT, together with parents, nursery support and additional professionals involved can assess the child's needs and develop a plan with agreed outcomes, interventions and support. Expected outcomes should be identified and staff development needs should be met to be able to address the concerns. Parents are involved entirely in this process and are reinforcing the plan at home. The Teacher of the Deaf and the SALT are responsible for implementing and assessing the response and reviewing the plan to evaluate progress and make any changes to ensure good progress. Where the child has not made the expected progress despite the plan of interventions, a request can be made for an Education, Health and Care needs assessment.

PHYSICAL ACCESS/SPECIAL FACILITIES AVAILABLE

The Elizabeth Foundation entrances are easily accessible for wheelchair users. The nurseries are on one level. There are changing facilities close to each nursery and a disabled toilet is located by the front entrance. There is a lift for accessibility to the second floor in the family centre. Any other access/facility would need to be considered on an individual basis.

ADMISSION ARRANGEMENTS

The principles of 'The Elizabeth Foundation Admissions Policy' apply to all our pupils.

PARTNERSHIP WITH PARENTS

We aim to always work in partnership with those with parental responsibility for the child with SEN. It is important to take into account their views and information about their child. When a concern is expressed within The Elizabeth Foundation about a possible additional SEN and Early Intervention is carried out the parent is fully informed by the class teacher and specific targets which are being worked on are discussed. Parents are actively encouraged to help their child achieve their targets.

Parental permission is sought before a referral is made to an external agency. We will always try to incorporate parent's views and wishes into any programmes of work and/or behaviour management we are working on and parents are actively encouraged to contribute to the child's IEP. If a parent cannot attend a copy of the IEP is always sent home.

The SENCO is always available to discuss any child's progress or any concern with parents and will act on their behalf liaising with the class teacher, teacher in charge or outside agencies as necessary.

RECEIVING SCHOOLS

With parental permission, individual education records are forwarded to receiving schools when the child leaves The Elizabeth Foundation.

STAFF DEVELOPMENT POLICY

Through the Staff Development Policy the organisation ensures that appropriate support and development is provided for the whole staff, and individual teachers/support staff, when necessary.

COMPLAINTS

Any complaint or concern about the provision made for a child with SEN in the nursery should be made initially to the Chief Executive officer, Ms Julie Hughes. It will be dealt with as soon as possible and, if necessary, in consultation with the teacher in charge. The CEO is also available for further discussion.

Policy agreed by:

Julie Hughes, Chief Executive

August 2018

Policy to be reviewed: August 2019