

The Elizabeth Foundation Special Educational Needs and Disability (SEND) Policy

1 Introduction

The Elizabeth Foundation (TEF) provides support to children with Special Educational Needs and Disability (SEND) underpinned by a national framework which provides guidance.

2 Aim

The aim of this policy is to describe the provision of support for children with special educational needs and disability (SEND) within TEF and the way in which TEF implements the policy.

3 Objectives

This policy will:

- ♥ Demonstrate that current SEND practice within each nursery provision at TEF has due regard to the updated 2020 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 TEF
- ♥ Ensure that the Teachers of the Deaf and Speech and Language Therapists are familiar with current SEND policies
- ♥ Detail the arrangements made for identifying, monitoring and recording the child's SEND 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 SEND
- ♥ Reiterate the right of every child with SEND 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
- ♥ 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

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4 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:
 - Have a significantly greater difficulty in learning than the majority of children of the same age
 - 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 LA
- ♥ Are under compulsory school age and fall within the definitions stated 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

Definition of Disability under the Equality Act 2010 is as follows:

“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”.

5 Special Education Provision

Special educational provision means:

- ♥ For children two or more years old, 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
- ♥ For children under two, educational provision of any kind

At TEF 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 SEND, TEF will:

- ♥ Link its SEND 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 levels and 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

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- ♥ Prioritise resources accordingly to ensure support for children and their families through collaborative early identification and intervention
- ♥ Adopt a structured approach to assessment, as described in the SEND Code of Practice, and ensure consistency of practice across all sectors in support of children with SEND
- ♥ Take account of the views 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 SEND and low incidence disabilities
- ♥ In so far as is possible, ensure that all children with SEND join in the activities of the nurseries
- ♥ Consider the needs of children with SEND when planning programs of work
- ♥ Ensure that lesson content is appropriate and relevant to the individual child's needs
- ♥ Ensure that teaching strategies are varied, appropriate and effective
- ♥ Ensure that additional equipment is available and relevant
- ♥ Ensure 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

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Equal Opportunities

- TEF recognises the need for, and actively pursues a policy of equal opportunities in education for all pupils. For further information refer to TEF Equal Opportunity Policy.

5.1 Inclusion Defined

TEF recognises that it has a duty within the Special Educational Needs and Disability Act to ensure that every young person achieves their potential as detailed here:

- At TEF all children are valued equally irrespective of their abilities and behaviour
- TEF 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

6 Professional Development of Staff

TEF is committed to ensuring that all staff has 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 TEF 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.

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.

7 Monitoring and Evaluation Procedures

This policy will be monitored and evaluated on a regular basis. The monitoring and evaluation procedures of TEF will contribute to self-evaluation procedures. TEF will:

- Monitor the effectiveness of TEF in fulfilling its duties towards pupils with special educational needs
- Ensure that its own arrangements and provision for SEND are kept under review and that resources are used effectively

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- 🌟 A key feature of this process will be to identify good practice, which can then be shared with colleagues

7.1 Role of Chief Executive Officer

The role of the Chief Executive Officer (CEO) in this process is as follows:

- 🌟 To advise and inform the Trustees regularly on SEND provision within TEF and enable them to become familiar with current approaches to meeting SEND
- 🌟 To determine the school's general policy and approach to provision for children with SEND, 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 Individualised Education Plans (IEP)
- 🌟 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 either through withdrawal from or within the classroom environment
- 🌟 To inform staff of the range of resources and approaches available to facilitate learning and be committed to their update and improvement
- 🌟 To participate in SEND In-Service Training programs 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 SEND policy through:
 - 🌟 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

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- Discussions with the Trustees, education staff and parents to determine effectiveness and feasibility of the everyday working of the policy

7.2 General Areas of Responsibility

7.2.1 Role of the Class Teacher

The class teacher:

- Is responsible for all children within the class
- Will identify children with SEND other than hearing impairment in collaboration with other education staff, including Speech and Language Therapists (SALT-HI)
- Together with the Speech and Language Therapists, and with other education staff, will administer (as necessary) development checklists as part of monitoring and screening procedures
- In collaboration with the Speech and Language Therapists and other education staff, will prepare and implement Individual Education Plans (IEP)
- Will recommend the use of additional adult support where appropriate

The education team will maintain the school's Register, the personal records of all children with SEND and ensure that appropriate individual records are being kept.

7.2.2 Role of the Nursery Assistant

The Nursery Assistant will:

- Support children with identified special educational needs
- Work under the supervision of the Teacher of the Deaf /SALT - HI, supporting learning within the nursery environment
- Deliver a range of activities, devised by the Teacher of the Deaf/SALT-HI, to meet the children's needs
- Monitor the children's progress in the activities and report back to the Teacher of the Deaf/SALT-HI
- Regularly liaise with the Teacher of the Deaf/SALT-HI in order to adapt and amend programmes
- To assist the Teacher of the Deaf/SALT-HI in the creation and maintenance of appropriate resources
- 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 fulfil any other duties that are reasonable

7.2.3 Role of Trustees, CEO and Education Staff

The Trustees, CEO and Education Staff will:

- Do their best to ensure that the necessary provision is made for any child who has special educational needs

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- 🌟 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 that their learning needs call for
 - Does not inhibit the efficient education of the children with whom they are educated and the efficient use of resources
- 🌟 Report to parents on the implementation of TEF policy (this 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 SEND provision is being made for their child

7.3 Identification, Assessment and Recording

Every child's progress in TEF 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 TEF 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 with the parents and the child
- 🌟 Notifies the CEO of the concern
- 🌟 Reviews available and relevant information
- 🌟 Collects further information if necessary

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- ♥ Supports the child in the normal classroom context
- ♥ Monitors and reviews the child's progress
- ♥ Collates relevant information
- ♥ If appropriate, collects further information from sources beyond the pre-school i.e.
 - Educational Psychologist
 - Specialist Teacher Adviser for:
 - 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
- ♥ Draws up a series of Individual Education Plans (IEP)
- ♥ Monitors and reviews the Individual Education Plans at least once per term
- ♥ Consults the parents and the child
- ♥ Monitors and reviews the child's progress, ensuring detailed record keeping of the programs 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

7.4 Education, Health and Care Plans

Assess, plan, do, review;

When a child has been identified with additional SEND, the Teacher of the Deaf, SALT-HI, together with parents, nursery support and additional professionals involved can

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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-HI 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.

7.5 Physical Access - Special Needs Facilities

TEF 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 or special facility would need to be considered on an individual basis.

7.5.1 Admission Arrangements

The principles of TEF Referral and Admissions Policy apply to all our pupils.

7.6 Partnership with Parents

We aim to always work in partnership with those with parental responsibility for the child with SEND. It is important to consider their views and information about their child.

When a concern is expressed within TEF about a possible additional SEND 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.



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The Teachers of the Deaf and Speech and Language Therapists are available to discuss any child's progress or any concern with parents and will act on their behalf liaising with mainstream class teacher/ teacher in charge or outside agencies as necessary.

7.6.1 Receiving Schools

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

7.7 Complaint Procedure

Any complaint or concern about the provision made for a child with SEND in the nursery should be made initially to the Chief Executive Officer (CEO), Miss Julie Hughes.

It will be dealt with as soon as possible and, if necessary, in consultation with the respective teacher in charge. The CEO is also available for further discussion.

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