

**MAYVILLE HIGH SCHOOL
SPECIAL NEEDS
POLICY FOR EARLY YEARS**

PRINCIPLES

The Special Needs Policy for Mayville High School Nursery is written in line with The Special Needs Code of Practice, The Disability Act and other LEA Guidelines.

The Principles behind the Code of Practice state:

- A child with SEN should have their needs met.
- The SEN of children will normally be met in mainstream settings or schools. The views of the child should normally be sought and taken into account.
- Parents (or those who have parental responsibility) have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad balanced and relevant education, including an appropriate curriculum for the foundation stage.

Under the 1993 Education Act, a child has a SEN if they have a learning difficulty, which calls for special educational provision.

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; and
 - c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

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 and
- b) for children under two, educational provision of any kind.

The Special Educational Needs Code of Practice defines the areas of need as:

- communication and interaction
- cognition and learning
- behaviour and/or physical

A child may fall within one or more of the definitions.

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995.

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities.

AIM

The aim of the Mayville High School Nursery is to provide all children with a broad, balanced curriculum, which is differentiated to meet individual needs and abilities. To work in partnership with parents and to operate an admissions policy which is fully inclusive.

DESIGNATED SENCO: Miss Nikki Smith,
in liaison with Mrs S Harden-Davies, Deputy Head Teacher,
Senior Teacher, Dyslexia and Learning Extension Unit (DLEU)

ADMISSIONS POLICY

Mayville adheres to an inclusive admissions policy which ensures equality of access and opportunity, as far as is possible given the constraints of staffing and space, to all children.

It is recognised that it is the responsibility of all staff in the setting to provide for children with SEN and to provide a broad, balanced and where appropriate, differentiated curriculum for them.

PARTNERSHIP WITH PARENTS

Mayville recognises that establishing and maintaining good communication with parents plays a key role in forming good partnership links and that these in turn will help all children and especially those with SEN achieve their potential. Parents have unique knowledge of their child, which will help staff to accurately identify children's strengths and/or possible barriers to learning.

Mayville recognises the importance of informing parents at the first indication that the child may have SEN and that parental permission must be sought before referring children for additional support. In addition to this parents will be kept fully informed and consulted at each stage of assessment, planning provision and review of their child's education, and will be involved in discussions regarding the setting up of IEPs.

INVOLVING THE CHILD WITH SPECIAL EDUCATIONAL NEEDS IN THE DECISION MAKING PROCESS

The United Nations Convention on the Rights of the Child 1989, Articles 12 and 13 State: "Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child."

Children need information so that they can work towards:

- understanding the importance of information;
- expressing their feelings;
- participating in discussions;
- indicating their choices.

PROVISION IN THE EARLY YEARS - GRADUATED RESPONSE

The Code states the importance of early identification and assessment and a graduated response. The procedures used to identify the individual needs of each child and plans to meet those needs involve:

- careful observation of the child, using specific observation methods to gain evidence of the child's attainment and progress.
- keeping records demonstrating the child's attainment and progress;
- setting objectives which make clear the next steps in the development of the child;
- drawing up plans which set out how these objectives should be achieved;
- ensuring the child has access to a full and differentiated curriculum;
- ensuring that parents have every opportunity to be involved with the assessment of their child.

Early Learning Goals (ELGs) set out what most children will have achieved by the end of the foundation stage/school reception year, and cover 6 specific areas of learning:

- communication, language and literacy
- creative development
- knowledge and understanding of the world
- mathematical development
- personal development
- physical development

The monitoring and recording of each child's progress through the Foundation Stage is vital. Some children may not appear to be making progress either generally or in a specific area. For these children it may be necessary to present learning in different ways, or perhaps at a different time of day. If despite this differentiation a child is having difficulty learning then a graduated approach may be necessary. This requires:

- a model of action and intervention to help children who have SEN;
- an approach which recognises that there is a continuum of SEN;
- specialist expertise to support the difficulties that a child may be experiencing.

EARLY YEARS ACTION

If a member of staff believes that a child has special educational needs they should discuss this initially with the Nursery SENCO who will instigate further observation, information gathering and assessment and establish initial discussions with parents. Records must be kept of all discussions, assessments and observations including times and dates these should be held in the child's file and made available for the parents to see.

(The Nursery SENCO will liaise with the Nursery Manager and/or the Senior Teacher Pre-Prep and Nursery who will alert the Senior Teacher, DLEU.)

The triggers for Early Years Action are when the child:

- makes little or no progress despite teaching approaches which are specifically targeted to improve the child's identified areas of concern;
- continues working at significantly below the level expected for children of a similar age in certain areas;
- presents persistent emotional and/or behavioral difficulties that are not improved by the particular management techniques usually implemented;
- 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 requires specific individual interventions in order to access learning (see Appendix 1).

The action taken should enable the child to learn and progress to their maximum potential, with each child being treated as an individual.

The action taken may involve the provision of different learning materials or special equipment, individual or group support or staff development/training to introduce more effective strategies. An IEP should be drawn up detailing the needs of the child and three or four specific targets to be worked towards. This should be reviewed weekly for the first six weeks and thereafter on a half termly basis.

EARLY YEARS ACTION PLUS

If the child continues to make little or no progress it may be necessary to involve outside agencies. Triggers for referral would be:

- the child continues to make little or no progress in specific areas over a long period;
- the child continues working at an early years curriculum level substantially below that expected of children of a similar age;
- the child has emotional or behavioral difficulties which substantially and regularly interferes with the child's own learning or that of the group;
- the child has sensory or physical needs and requires additional equipment or regular visits from a special service;
- the child has ongoing communication or interaction difficulties that impede the development of social relationships and cause barriers to learning.

RECORD KEEPING

As well as the records normally kept on each child other information will also need to be held on file, for example:

- observation and monitoring information
- IEPs
- parent, and where possible, child's perception of difficulty
- meetings with parents
- meetings with parents and/or other agencies
- additional information from other agencies
- agreements with parents
- request for statutory assessment
- submissions for statutory assessment
- Statements of SEN, if applicable

Care must be taken to be as objective as possible when assessing / observing children and the following guidelines may be helpful:

- set aside a specific amount of time to carry out observations on the child
- choose a specific method of observation
- collect only specific, relevant and accurate evidence
- record only what is observed rather than what one may think the child can do
- write clear, jargon free statements based on evidence
- state time date and location of observation
- carry out a number of observations at different times and in different situations

Clear information on the child's development can provide practitioners and outside agencies with valuable background and insights in for example the following areas:

- the child's likes and dislikes
- strengths and barriers to learning
- progress
- areas of concern
- weaknesses in the provision

LINKS WITH EXTERNAL AGENCIES

Mayville has over the years, established strong links with a number of external agencies and specialist practitioners both in the local area and further afield through the Dyslexia and Learning Extension Unit.

If a child reaches Early Years Action Plus a variety of outside agencies may need to be consulted, following parental agreement, these may include:

Speech and Language Therapy
Occupational Therapy
Physiotherapy
Clinical Psychology

Educational Psychology
Portage
Social Worker
Health worker
Specialist Teacher Advisors

Parent Partnership Service - this exists to provide support and advice to parents of children with SEN

INDIVIDUAL EDUCATION PLANS (IEPs)

IEPs will be devised by the SENCO in collaboration with the Nursery Manager or Senior Teacher Pre-Prep and Nursery, key staff and wherever possible parents (it must be understood that some parents due to work or other commitments may not always be able to attend - if this is the case they will be contacted by telephone and any comments noted.)

The Mayville Early Years IEP (see Appendix 2) follows the format recommended in the Code of Practice. Once set up the effectiveness of the IEP will be reviewed each week for the first 6 weeks and thereafter half termly, with frequent discussions with parents to monitor progress.

STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

If a child continues to give significant cause for concern despite well targeted interventions at both Early Years Action and Early Years Action Plus then a request for a Statutory Assessment can be made to the LEA. This will not necessarily lead to a Statement. The following evidence will be needed:

- The views of parents recorded at Early Years Action and Early Years Action Plus
- The ascertainable views of the child.
- Copies of IEPs at Early Years Action and Early Years Action Plus
- Evidence of progress over time
- Copies of advice from outside agencies.
- Evidence of the extent to which this advice has been acted upon and the results of any interventions.

If a Statement is made, it will be reviewed annually in accordance with the Code of Practice.

If a Statement is not made the parents have the right to appeal via the Special Educational Needs Tribunal. (Procedures detailed in the Code of Practice)

APPENDIX 1

How to recognise a child with special needs

It is often difficult to see a child's special needs. Very few children have physical differences to alert you to their additional needs, unless they have a syndrome or obvious medical condition. Most often, difficulties become apparent over time. So..

Before the child starts

- Observe the child during induction visits
- Listen to parents/carers and make notes of the information given
- Read information received from other professionals
- If there is a known difficulty, follow the procedures for early years action/action plus. With parental permission, seek advice from QTI/Area SENCO, Willows, Teacher Advisers, Educational Psychologists, etc (Look at 'The Big Picture' checklist of actions)

When the child starts

- Allow a settling period — what appears at first to be a problem may be a response to feelings of insecurity, anxiety, lack of knowledge of what is required
- Observe the child over time — do they have any unusual lack of, or different responses compared with their peers, in ANY section of the foundation curriculum? Keep detailed, dated notes of your observations.
- Compare the child's skills levels using a checklist, e.g. the behaviour checklist or 'Count Me In' checklist — copies obtainable from Willows. Decide where the gaps seem to be. Consult the parent/carer, then follow the procedures for early years action/action plus — IEP etc.
- Seek advice, with parental permission, from QTI/Area SENCO, Willows, Teacher Advisers, Educational Psychologists, etc (Look at 'The Big Picture' checklist of actions — copies obtainable from Willows)
- Make individual plans for the child in response to your information and advice seeking and review them regularly

INDIVIDUAL PLAY PLAN

Areas of special ability

Teaching strategies

Resources

Names of staff involved in teaching the child

Review date:

Parent's signature and comments

Individual Education Plan

Name of child:

Date of birth:

Stage of intervention:

Strengths

Concerns

Targets

Activities

Frequency of support:

To be delivered by:

Resources:

Help from home:

Involvement with outside agencies

Signature of SENCO:

Signature of parent:

Review Date:

Date:

Date: