



## Early Years Department Special Educational Needs Policy 2016

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## Policy Statement

At York Steiner School, we respect and value every child and acknowledge that all our children have unique contributions to make to this community.

Our curriculum is holistic – allowing children to learn through play and through activities which are accessible for children of different ages, abilities and interests. We provide opportunities to enable children to build strong foundations for learning and development.

We work closely with parents to support the physical, emotional, social, cognitive and spiritual needs of each child.

## Aims

We aim:

- To provide a secure, homely environment
- To value each individual's contribution to the class
- To nurture creativity
- To allow plenty of time for children to learn through play, through open-ended, hands-on activities and through imitation and repetition
- To develop social skills and encourage independence and responsibility
- To assist and support where necessary
- To have regard for the Disability Discrimination Act (1995) and its extension- the Disability Discrimination Order (2006)

## Objectives

We seek to:

- Identify the needs of children for extra support as soon as possible
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education
- Provide support and additional resources when necessary
- Liaise effectively with other professionals supporting the child e.g. Speech and Language Therapists, Child and Adult Mental Health Service, Portage etc.
- Monitor and review each child's progress
- Ensure that all staff know how to follow SEN procedures and liaise with the SENCO

# SENCO

We have appointed a member of staff as Special Educational Needs Co-ordination Office (SENCO). At present this is Joan Rose

The SENCO will be responsible for:

- The day to day operation of the SEN policy
- Liaising with and advising all members of staff
- Co-ordinating provision for children with SEN
- Maintaining a SEN register and overseeing records on children with SEN
- Contributing to training and keeping all members of staff informed of new developments and issues
- Liaising with external agencies

## Identification of pupils' needs

When a child appears to be behind expected levels, or where a child's progress gives cause for concern - looking particularly at the areas of:

- Communication and interaction
- Cognition – learning
- Social, emotional and mental health
- Sensory or physical needs

Then information is gathered from home, school, other settings, outside agencies, etc.

The child is monitored and observed closely as information is gathered.

The SENCO will be consulted for support and advice and may wish to observe the child in class.

A child is identified as having SEN if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- or
- Have a disability which hinders them from making use of the educational facilities provided

## **School-based support**

Once a need for more specific support or intervention is identified, the SENCO, Keyworker and parents meet and a “Support Plan” is agreed and put in place. In the Support Plan we would seek to acknowledge the interests, aspirations, characteristics and learning style of the child.

A four part cyclical process will ensue for as long as necessary:

- Assess
- Plan
- Do
- Review

The SENCO takes responsibility for co-ordinating this process, keeping records, ensuring that parents are involved at all stages.

## **Involving Specialists**

Where a child continues to make less than expected progress, despite support and intervention that are matched to the child’s area of need, the school will consult with parents regarding the involvement of specialists – e.g. Speech and Language Therapists, Educational Psychologists, Portage, etc.

Input and advice from specialists will feed into the cycle:

- Assess
- Plan
- Do
- Review

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is either requested by the school, or by a parent. This is a multi-agency approach to assessing need, planning provision and identifying resources.

Further information about EHC Plans can be found via the SEND Local Offer:

[yor-ok.org.uk](http://yor-ok.org.uk)

## **Transitions**

Whether a child continues at our school or is moving from Kindergarten to Class 1, or moves school, it is especially important that the child's identified additional needs are highlighted. All relevant documentation will be transferred to the new setting.

## **Professional Development**

The SENCO attends relevant SEN courses, including twice-yearly sessions run by the LA for Early Years.

During our weekly staff meetings, and also on our Training Days for all staff, SEN issues are raised and discussed.

We access training and information when specific issues arise.

## **Approval & Review**

This policy was approved by the Board of Trustees on:

3<sup>rd</sup> March 2016

Policy review date:

January 2017