

**Terra Nova School**  
**Special Educational Needs and Disabilities Policy**  
**(Early Years Foundation Stage)**

**Aims**

The main purpose of this document is to provide practical guidance and information about our approach and procedures that will enable all partners to work together to the benefit of children with learning difficulties. We fully support the general principles as detailed in the Code of Practise (2001) and Disability Rights Code of Practise for schools.

**Mission Statement**

At Terra Nova we will

- Offer a broad and balanced curriculum whilst recognising that children develop at different rates and different stages.
- Ensure that all the children with SEN engage in all activities and are fully included.
- Ensure the needs and progress of children who have SEN are monitored by the Early Years staff team.
- Develop a support system and strategies that enables the team to work effectively with the children and their parents.
- Adopt a positive approach, building on children's strengths and taking into account their wishes in the light of their age and understanding.
- Involve parents/carers – working in partnership with them, recognising and acknowledging their expertise.
- Ensure roles and responsibilities are explicit with regard to the Code of Practice (eg Head of Pre-Prep and Nursery, Head of Early Years Foundation Stage, SENCO, staff, parents, outside agencies and children themselves)
- Work in partnership with outside agencies in order to ensure best practice and meet the needs of children, enabling early identification and to facilitate early intervention.
- Operate a system of observation and record keeping, in conjunction with parents, enabling us to monitor children's needs and progress on an individual basis.
- Promote self help, independence skills, gross and fine motor development.
- Develop a knowledge of self and the environment, and early numeracy and literacy skills.

**Roles and Responsibilities**

Terra Nova has regard for the DFES SEN Code of Practice and the statutory requirements for all Early Years providers.

With regard to children with SEN, DFES states (Education Act 1996, Section 312): "A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

A child has a learning difficulty if they:

- a) Have a significant greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders the child 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 education authority.
- c) Is under five and falls within the definition at (a) or (b) or would so do if special
- d) educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- a) For a child of two or over, educational provision is additional to or otherwise different from, the educational provision made generally for children of the child's age in schools maintained by the LEA, other than special schools, in the area.
- b) For children under two, educational provision of any kind (Section 312) Educational Act 1996.
- c) Sensitivity will be given to children whose mother tongue is not English. In these cases resources and advice will be sought from the LEA EYFS Consultant.

### **Provision for Special Educational Needs**

The person with responsibility for SEN at Terra Nova School is the SENCO.

The SENCO:

- Ensures liaison between parents/carers and other professionals for children with SEN.
- Advises and supports other practitioners in the setting.
- Ensures IEPs (Individual Educational Plans) are in place.
- Ensures information about SEN children is collected, recorded and updated.
- In discussion with colleagues, plans for the future support of the child.
- Monitors and reviews action taken.
- Ensures appropriate records are kept.
- Ensures parent/carers are kept informed of the action taken to help the child and the outcome of the action.

The SENCO is responsible for writing the IEPs and setting appropriate targets with the support of the EYFS staff team and in conjunction with parents/carers. They also ensure that if necessary a behaviour management plan is written and put into place where a child's behaviour poses a risk to themselves or others.

As part of their responsibilities parents/carers are encouraged to keep staff informed about issues that may affect their child.

### **Process for Identification**

This follows a graduated approach as required by the 2001 SEN Code of Practice.

- By daily observations and recording, by individual staff members about the children for whom they have responsibility and areas of development which may be delayed.
- By parents/carers expressing concern about their child's development and being given an opportunity to discuss how the staff can best support their child and the process that support will take.
- By taking account of needs identified by other professionals and working partnerships with these professionals and parents/carers to meet the child's need.
- Where concerns are raised by other staff members, highlight concerns about a child at a staff meeting.
- Where a child expresses their own concerns about not being able to achieve in particular areas.
- Where records from previous settings indicate a child has experienced a special educational need.
- Identification of SEN is an ongoing flexible procedure, which can be undertaken when a child's needs become apparent.

## Procedure for Referral

### Parent/EYFS staff may raise concern

A system of monitoring is put in place

Refers SENCO via a referral form for observation and further guidance



### SENCO

Assess in order to identify areas of need



### SENCO/EYFS staff

Discuss action to be taken



### SENCO

To organise parental consultation and organise further diagnosis or action if required



### SENCO

To ensure pupil has appropriate programme drawn up and Head Teacher, staff, parents and pupils are informed as to action required.

## **Planning**

- The EYFS staff and the SENCO will discuss the child's needs with the parent/carer and with permission put the child on the Special Needs Register.
- The curriculum will be differentiated to accommodate the child's needs.
- The SENCO in liaison with the EYFS staff will devise an IEP.
- These IEPs will provide opportunities to work on a daily basis to support areas of need and evaluate progress against targets set.
- IEP targets will be reviewed termly.
- On transition from Nursery to Reception and Reception to Year One a thorough handover takes place between current staff, future staff and the SENCO. If a child transfers to another EYFS environment Terra Nova School staff will ensure that relevant records are sent on.

## **Resourcing**

- The SENCO will be given time to attend EYFS staff meetings to provide in service training for other staff, if required.
- Equipment is reviewed regularly if necessary to ensure that it is adequate to meet the needs of all children.
- The EYFS budget is structured to enable the allocation of funds towards the purchase of additional equipment as necessary.

## **Partnership with Parents**

We recognise that parents know their children best and have a critical role to play in their child's education. We believe parents should be treated as partners able and empowered to:

- Play an active role in their child's education by having an opportunity to express their opinions and having their opinions valued.
- Have their child's difficulties identified early with appropriate intervention to meet those needs.
- Have a real say in how their child is educated by being consulted on IEP targets and being fully informed of their child's progress.
- Have their child's strengths recognised as well as any additional need. This is vital.

In order to communicate most effectively with parents we:

- Maintain a positive and supportive attitude to our parents at all times.
- Ensure the SEN policy is available to all parents.
- Make available information related to community organisations such as SPACE (Autistic support group for parents); independent councillors and give guidance regarding NHS support organisations such as CAMHS.
- Set meeting times with parents/carers whose children are on the SEN register, giving them an opportunity to discuss their child's progress on a regular basis.
- Provide the opportunity of a home/school book when that is appropriate.
- Ensure that parents are aware of any procedures that may be involved in the SEN process.

- Inform parents at all stages of intervention.

### **Evaluating Success**

IEP targets are reviewed at least once a term in consultation with SENCO, EYFS staff and parents to ensure that they are appropriate.

### **Concerns/Complaints/Further Advice**

#### **Complaints Procedure**

Terra Nova is prepared to recognise and respond to any parental or pupil complaint.

- i) Parents / pupils have the right to complain directly to the Headmaster, Deputy Head, Head of Pre-Prep and Nursery, Director of Studies or any member of staff
- ii) Normally the Headmaster, Head of Pre-Prep and Nursery and Director of Studies will respond to such complaints within 48 hours.
- iii) If the matter cannot be resolved following a meeting with the Headmaster or another member of the Executive Management, then parents / pupils have the right to appeal to the Chairman of Governors.

#### **Disability and Discrimination Act 2001**

The School complies with current legislation which outlaws discrimination (without justification) against disabled pupils and prospective pupils in admissions procedures.