



## Comet Nursery School and Children's Centre

### SPECIAL EDUCATIONAL NEEDS POLICY SEPTEMBER 2014

#### LEGISLATIVE COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 DfE (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Teachers Standards (2012)
- Ofsted Section 5 Inspection Framework (2014)
- Children and Families Act (2014)

#### RESPONSIBILITY FOR THE COORDINATION OF SEN PROVISION

The person responsible for overseeing the provision for children with SEN is [Lisa Clarke](#) (Head teacher)

The person co-ordinating the day to day provision of education for pupils with SEN is [Vicky Colbourne](#) (Special Educational Needs Coordinator / SENCO)

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The governor with responsibility for SEN is [Samantha Calver](#)

## MISSION STATEMENT

At Comet Nursery, we are proud to provide a safe, stimulating and inclusive learning environment in which all children are supported to fulfil their potential through quality first teaching.

Through careful differentiation, we ensure our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We make reasonable adjustments in provision and practice to enable children with disabilities to access the curriculum alongside their peers.

We support parents and children with special educational needs (SEN).

We work in close partnership with parents and other agencies in meeting individual children's needs and working towards desired outcomes.

We monitor and review our policy, practice and provision yearly, and make adjustments where necessary.

## AIMS AND OBJECTIVES OF THIS POLICY

### AIMS

We aim to provide every child with access to a broad and balanced curriculum.

### OBJECTIVES

- **Staff members seek to identify the needs of pupils with SEN as early as possible**, through gathering information from parents, education, health and care services and other early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN.** Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome barriers to learning and ensure all children have access to the Early Years Foundation Stage Curriculum (EYFS).** This will be co-ordinated by the SENCO and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Health Services (Consultant Paediatricians, Occupational Therapists and Physiotherapists) and Social Services.

- **To carefully map provision** for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- **To ensure a high level of staff expertise to meet pupil need**, through well targeted continuing professional development.

## PROCEDURES

In agreeing these procedures, the school has taken into account the following statements and definitions:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*(a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).”*

**SEN Code of Practice (2014)**

*“Special educational provision is educational or training provision that is **additional to** or **different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

**SEN Code of Practice (2014)**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

**SEN Code of Practice (2014)**

- The SENCO meets at the start of each school year with the Educational Psychologist, Speech & Language Therapist and Specialist Teacher (Hackney Learning Trust) to discuss children and the schools training needs.
- There is a whole school ‘awareness’ meeting each half term to monitor all children, discuss SEN and share information about all children with specific educational, medical or other needs in the school.

- We ensure that the provision for children with SEN is the responsibility of all members of classroom staff in the school.
- Following discussion with parents/carers, Children who have been identified as having exceptional needs prior to or on arrival at Comet Nursery, may be allocated a Learning Support Assistant (LSA) to support them 1:1 for part or all of the day.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity. The School follows the admission guidelines for Nursery Schools as set by the local authority. In the event of over subscription, children who have been identified as having social/educational/medical needs by the Health Visitor, Social Services, GP, Portage or the Early Intervention Team are given priority.
- The SENCO and Head Teacher attend a 'Nursery Panel' meeting every June to discuss new admissions who are currently under the care of the Portage and Early Intervention Teams.
- Information regarding children with SEN on entry to nursery will be gathered at the home visit and if necessary at a transition meeting between parents, external professionals, class team staff and SENCO. This meeting will inform a plan to meet the child's needs and support arrangements.
- Children may be identified as having SEN during their time at Nursery through observation and assessment by staff or through the concerns of parents.
- We use the 'graduated response' system for identifying, assessing and responding to children's special educational needs. This includes several stages from monitoring, through SEN Support to Statements of Special Educational Need or Education Health and Care Plans (EHCPs).
- We work closely with parents of children with SEN to create and maintain a positive partnership.
- We ensure that parents are involved in all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- In situations where multiple agencies are involved the SENCO or Head teacher will initiate a Common Assessment Form (CAF) if one is not already in place.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual support (SEN Support) for children with SEN.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during SEN Support, Statutory Assessment and the Statement/EHCP process (see in detail in appendix).

- The school recognises that the early identification of SEN is important and closely monitors children on its school awareness list even when their need does not meet the definition of SEN outlined above.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN.
- We provide resources (staff and equipment) to implement our SEN Policy.
- We provide in-service training for Staff to meet the needs of children e.g. Makaton, PECS training etc.
- Transferring to other schools: new schools are contacted in good time and records are passed on so that plans can be made for individual needs. Ideally, we will arrange a series of visits between Comet and the new setting, involving the LSA and/or key worker to ensure a smooth transition for the child.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. SEN Support reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- We provide a complaints procedure.
- We monitor and review our policy annually.

### **MONITORING AND REVIEW**

It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This has been delegated to the Learning and Development Team.

This policy will be reviewed on an annual basis.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Chair of Governors

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Head teacher

Review Date: Summer 2017

## **APPENDIX**

### **THE GRADUATED RESPONSE**

#### **STAGE 1 Well-differentiated, quality first teaching,**

(Including, where appropriate, the use of Wave 1 or Wave 2 Interventions)

Vulnerable learners will be identified through expression of concern from parents/carers or members of staff at half termly 'School Awareness' meetings and reinforced by observation/assessment of: learning, behaviour, speech and language development, sensory or physical skills, social interaction and/or emotional development.

All vulnerable learners to be included on a provision map (under the 'Monitoring' Category).

All children will have access to quality first teaching including Wave 1 interventions.

Some vulnerable learners may have access to Wave 2 interventions. These will probably be pupils who are making slow progress and have been identified by the school as needing extra support to make appropriate progress, but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

All vulnerable learners will be included on a detailed school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

#### **Curriculum Access and Provision at Stage 1**

Where children are making slow progress, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- Teachers differentiate work as part of quality first teaching.
- Wave 1 and 2 interventions, e.g. in class or small group withdrawal (focusing on physical, language or social skills).
- Further differentiation of resources.
- Focused individual support from a Key Worker (Class Teacher or Nursery Education Officer) or Learning Support Assistant (either in class or withdrawn if appropriate).

#### **Monitoring and Evaluation at Stage 1**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO or Class Teachers/Key Workers.
- Ongoing assessment of progress made by intervention groups.
- Monitoring of planning by Class Teachers and Head Teacher.
- Feedback from all staff at half termly School Awareness meetings.
- Pupil progress when setting new targets or reviewing existing targets in regular Parent Consultation Meetings (for all children).
- Pupil tracking using assessment data (whole-school processes).
- Attendance records.
- Regular meetings about pupils' progress between the SENCO and the head teacher.
- Head teacher's report to parents and governors.

## **Stage 2 Additional SEN support**

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is additional to or different from well-differentiated quality first teaching on offer for all pupils in the school.

Some children are identified as needing additional SEN Support prior to, or on entry to school based on previous medical, physical, sensory, speech and language or behavioural history volunteered by parent/carers, health visitor or social services professionals.

Some children are identified as needing additional SEN Support through expression of concern from parents/carers or members of staff reinforced by observation/assessment of: learning, behaviour, speech and language development, sensory or physical skills, social interaction and/or emotional development.

Some children are identified as needing additional SEN Support after failing to make progress despite having access to Wave 1 and/or Wave 2 provision.

Children identified as needing additional SEN Support will be placed on the SEN register.

In some cases, the involvement of external professionals may be necessary. This could include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Consultant Paediatricians (Hackney Ark)
- Specialist Teachers (Inclusion Team, Hackney Learning Trust)
- Clinical Psychologists (First Steps Homerton)
- Behaviour Outreach Team (Hackney Learning Trust)
- Children and Adults' Mental Health Services (CAMHS)

The parents/carers, SENCO and Class Teacher meet to share information, discuss desired outcomes for the child, make an initial assessment and plan appropriate teaching to support the child.

Strategies employed to enable the child to progress will be recorded within a Support plan (SP).

Support strategies and provision put in place will be carefully monitored, reviewed and adapted using the 'Assess, Plan, Do, Review' model set out in the SEN Code of Practice (2014).

In keeping with all vulnerable learners, intervention for pupils on the SEN register will be identified and tracked using the whole-school provision map (under 'SEN Support').

Our approach to SPs is as follows:

- Our SPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEN. They are seen as working document which can be constantly refined and amended.
- Our SPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children.
- Targets will address the underlying reasons why a pupil is having difficulty with learning.
- Our SPs will be accessible to all those involved in their implementation.
- Our SPs will be based on informed assessment and may include the input of outside agencies,
- Our SPs have been devised so that they are manageable and easily monitored.
- Our SPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our SPs will specify how often the target(s) will be covered
- Our SPs will state what the learner is going to learn – rather than what the teacher is going to teach - and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an SP will be arrived at through :  
Discussion between teacher and SENCO  
Discussion with parents/carers and pupil (wherever possible)  
Discussion with external professionals (where necessary)
- Our SPs will be reviewed at least termly by class teachers in consultation with the SENCO.

## **Curriculum Access and Provision at Stage 2**

As at Stage 1 and in addition:

- Wave 1, 2 and/or 3 interventions, e.g. in class or small group withdrawal (focusing on physical, language or social skills).
- Provision of specialist resources where necessary (e.g. Speech and Language or Occupational Therapy resources etc.)
- Specific, tailored interventions, often under the advice of external professionals (Speech and Language Therapists, Educational Psychologists etc.)

## **Monitoring and Evaluation at Stage 2**

As at stage 1, and in addition

- Half termly review of SPs

## **Stage 3 Statement of Special Educational Needs or Education Health and Care Plan (EHCP)**

On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to assess the need for an EHCP.



Where a pupil is in receipt of High Needs Funding and/or an EHCP, a decision will be made as to whether a short-term Support Plan (SP) is required.

In keeping with all vulnerable learners, intervention for pupils with Statements or EHCPs will be identified and tracked using the whole-school provision map (under 'EHCP').

Pupils with a statement of educational needs (pre September 2014) or an EHCP (post September 2014) will have access to all arrangements for pupils on the SEN register (above) and, in addition to this, will have an Annual Review of their statement/plan (twice yearly for pupils under the age of 5).

Our school will comply with all local arrangements and procedures when applying for an EHCP and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

## ROLES AND RESPONSIBILITIES

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the SENCO. The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this policy.

**ALL STAFF IN SCHOOL HAVE A RESPONSIBILITY FOR MAXIMISING ACHIEVEMENT AND OPPORTUNITY OF VULNERABLE LEARNERS** – specifically, all teachers are teachers of pupils with special educational needs.

Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### HEADTEACHER

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the SENCO
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners
  - regular meetings with the SENCO
  - discussions with pupils and parents

### SPECIAL EDUCATIONAL NEEDS COORDINATOR

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget and those with statements of SEN or EHCPs
- co-ordinating provision for children with SEN
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with SEN
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of SEN. Complying with requests from an EHCP Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request an EHCP when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- Overseeing the smooth running of transition arrangements and transfer of information for pupils on the SEN register/vulnerable learners' provision map.

- Monitoring the school's system for ensuring that SPs, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on SPs).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Liaising sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.

## **CLASS TEACHERS**

- liaising with the SENCO to agree :
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
  - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHCPs)
- securing good provision and good outcomes for all groups of vulnerable learners by :
  - providing carefully differentiated quality first teaching and learning opportunities
  - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely additional to or different from those normally provided as part of the differentiated curriculum offer and strategies.
  - ensuring effective deployment of resources – including LSA support - to maximise outcomes for all groups of vulnerable learners.

## **AREAS OF SPECIALISM AND SPECIAL FACILITIES**

- We have four permanent LSAs, with training and experience in Makaton, PECS and Intensive Interaction.
- Vicky Colbourne (SENCO) completed and been awarded the National Award for Special Educational Needs Coordination (NASENCO).
- Zoe Carrington (Class Teacher) is a qualified Speech and Language Therapist.
- Nursery Education Officers and teaching staff have attended Hackney Learning Trust training courses and INSET in Makaton and SCERTS.
- We have a regular Speech and Language Therapist working within the school two days a week throughout the school year.
- We have a Sensory Room (The Pod) with a wide range of equipment and resources.
- We have a separate, resourced, quiet room (Rainbow Room) for language groups, physiotherapy etc. if required. Can also be used a calm space for children who would benefit from this.
- We have close links to Hackney Ark, with regular visits and support from the Health Service Professionals based there.
- We are based in a single level, accessible building, with disabled toilets and changing facilities.

## **PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, interpreters during meetings for parents with English as an Additional Language.