

The Lawns Early Excellence and Children's Centre Policy for Special Educational Needs

Developed by: Ann Pawlowski (Special Educational Needs Co-ordinator)
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Valerie Ellar (Head of Centre)

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The Lawns Early Excellence and Children's Centre
Policy for Special Educational Needs

1. Rationale, Definitions and Principles.

The centre is committed to the integration of all children, including children with special needs.
We believe that all children have the right to be educated and develop their full potential alongside each other.
It is a positive experience to be able to share the same opportunities and overcome any difficulties together.

Rationale	Definitions	Principles
<p>This policy:</p> <ul style="list-style-type: none"> • has been developed to meet the special needs of our pupils. • recognises that all pupils have individual needs. • provides a framework for the on-going development of best practice in meeting pupils' special educational needs • is linked to the School Development Plan, and reviewed annually. • aims to support staff in the identification and assessment of pupils' needs, and in the provision and monitoring of appropriate teaching and learning experiences. • meets the statutory requirements of the 1996 Education Act and is informed by: the Code of Practice (2001); the Special Educational Needs and Disability Act (2002); and 'Every Child Matters' (2004). • enables all pupils to engage in all activities together with pupils who do not have Special Educational Needs. 	<p>A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.</p> <p>A child has a learning difficulty if he or she:</p> <ol style="list-style-type: none"> a. has a significantly greater difficulty in learning than the majority of children of the same age b. has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Authority c. is under compulsory school age and falls within the definition at a. or b. above or would do if special educational provision was not made for the child. <p>A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught. (Education Act, 1996, Section 312).</p> <p>(continued on page 2)</p>	<p>This policy is based on key principles which underpin the Code of Practice</p> <ul style="list-style-type: none"> • all pupils have the right to a broad, balanced and relevant education. • the recognition of a continuum of need • early intervention • responsibility for special educational needs lies collectively with all staff • the use of best practice can minimise the impact of special educational needs. • pupil participation in decision-making. • parents as partners in education. • integration of all agencies involved with the pupil. <p>It is also underpinned by the principles embodied in 'Every Child Matters' : Every pupil with special educational needs or disability in this inclusive school has an entitlement to fulfil their potential. This is achieved by ensuring the wellbeing of all pupils in relation to:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving social / economic wellbein g

The Lawns Early Excellence and Children's Centre
Policy for Special Educational Needs

	<p style="text-align: center;">Definitions (continued from page 1)</p> <p>A person has a Disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Section 1 (1), Disability Discrimination Act, 1995).</p> <p>Special Educational Provision means:</p> <ul style="list-style-type: none">• for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area;• for a child under two, educational provision of any kind. <p>A child is a person who is under the age of nineteen and is a registered pupil at a school.</p>	
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The Lawns Early Excellence and Children's Centre
Policy for Special Educational Needs

2. Basic information

School Information	Support Services	Support Services
<p>Head of Centre: Valerie Ellar Special Educational Needs Co-ordinator: Ann Pawlowski 01767 312312</p> <p>Chair of Governors: Ian MacDonald</p> <p>Special Educational Needs Governor: Bernard Briars</p> <p>Lawnside Lower School: 01767 312313 SENCO: Carla Goodall</p> <p>St Andrews Lower School: 01767 312311 SENCO: Alison Commander</p> <p>Southlands Lower School: 01767 312372</p> <p>Toybox Day Nursery, Biggleswade 01767 333139 Toybox Day Nursery, Sandy 01767 683602 Brambly Tots Day Nursery 01767 313636</p> <p>Hitchmead School 01767 601010</p> <p>Sunnyside School 01767 222662</p>	<p>Psychology and Advisory Support Team (PAST) (Head of Service: Helen Redding) Psychology and Advisory Support Team (PAST): TEL: 01234 228603 FAX: 01234 228980 Educational Psychologist (EP): Mary Carter</p> <p>Sensory Impairment and Music Therapy Team (SIMTT): 01234 300710 Child Development Centre</p> <p>Early Years Support Team (EYST): 01234 290770 Head: Helena Black Debbie Albone, Karen Wilson, Sue Smith Child Development Centre</p> <p>Assessment and Monitoring Team (AMT): TEL: 01234 228844 FAX: 01234 228306 Area SEN and Monitoring Officer: Rosemary Bean Special Educational Needs Officer: Lynne Day Senior Casework Assistant: Carly Grimmer 0300 300 6084 Lynne.day@centralbedfordshire.gov.uk School Nurse: Parent Partnership: Ann Baily (Co-ordinator) 0300 300 8088 Advice line: 01234 316353</p> <p>Childcare Development Officer: Vicky Marlin 01234 276025 mob 07747 472393 vickymarlin@centralbedfordshire.gov.uk</p>	<p>Health Visitors: Cathy Evans 01767 224161</p> <p>Speech and Language Therapist (SALT): 01234 310278 Sue Lamb (Child Development Centre) 01767 224161 Mary Smith (Biggleswade Health Centre) 07870 586 777 Lisa Mitchell</p> <p>Common Assessment Framework (CAF) and Multi-Agency Assessment Group (MAAG) Co-ordinator 01234 276750 (ext. 44750) Judith De-leso Social Emotional and Behaviour Support Service (SEBSS): 01582 676470 Julie Lanyon-Hogg Minorities Achievement Support Service (MASS): 01234 408454 Traveller Education Service (TES): 01582 861063</p> <p>Social Services Children with Disabilities Team: 01234 228689 Community Nurse Nikki Croft 01234 310890 Paediatric Oncology Outreach Nurses Alison Dowsett 07718 805872 Jodi Betts 07770 575593 01234 216485</p>

Centre's Policy for Identification, Assessment and Provision for Pupils with Special Educational Needs
3. Entitlement and Access

Aim	Practice (who, what, when)	Performance Evaluation (we can count / check)
<ul style="list-style-type: none"> • to provide the greatest possible access for all children, including those with learning, communication, behavioural, sensory and physical needs to provision which is broad, balanced and relevant and which meets their individual needs. • to recognise that children with special educational needs have the same entitlement and access to the provision and facilities as all other children. • to provide the differentiated support within the curriculum which special needs children require to progress. • to liaise with colleagues and support services who have knowledge and expertise in the area of special needs. • to ensure that Every Child Matters outcomes are a fundamental part of every aspect of life at The Lawns Early Excellence and Children's Centre. • to give pupils a voice regarding their special educational needs provision and progress. • to work in full partnership with parents • to ensure equal opportunities for all centre-users. 	<p>Staffing: We are prepared to give more support where possible to those children who require it to enable them to make progress as individuals. Provision of adults as a resource is key in providing access for all our curriculum.</p> <p>Resources: The Centre is organised to enable children to have ease of access to resources to develop independence and autonomy.</p> <p>Accommodation: All doors are suitable for wheelchair access. The Centre is single-storey and spacious, enabling children to have access to all the areas. If a child should need large special equipment our provision is normally flexible enough to accommodate it. There are nappy-changing facilities in each annexe of the Centre.</p> <p>Curriculum: The centre curriculum is based on the Early Years Foundation Stage. Children are encouraged to access provision and resources in the Nursery and to extend their knowledge and understanding with support from staff. Extra support will be given where possible to those children with special needs to ensure that they have equal access to all areas of learning. We attach great importance to Personal, Social and Emotional Development, and routinely assess children's well-being and involvement using support materials from the University of Leuven. This includes 'Box of Feelings' resources.</p>	<p>Audit of adult / child ratios throughout the day, including allocation of individual members of staff for one-to-one support where necessary, and to lead small group sessions, as well as supporting alongside children as they play.</p> <p>Audit of current resources, equipment, storage and accessibility.</p> <p>Accessibility Plan</p> <p>Records of First Aid and medicines training.</p> <p>Staff discussions about individual children's current needs, and strategies to support their learning in team meetings.</p> <p>Discussions with parents about their child's needs, learning and development.</p> <p>Discussions with children about their interests and experiences, through their individual profile.</p> <p>Centre Policy for Behaviour and Discipline.</p> <p>Admissions Policy.</p> <p>Attendance at breakfast, holiday and after-school care sessions.</p>

4. Identification and Provision for Needs.

Aim	Practice (who, what, when)	Performance Evaluation (we can count / check)
<ul style="list-style-type: none"> • to use Bedfordshire's Graduated Response to special educational needs in identification and intervention. This is in line with definitions of Early Years Action, Early Years Action Plus and Statement of Special Educational Needs outlined in the Code Of Practice. • to analyse and use (whole school) data from our Lawns Foundation Stage Profile to identify pupils with special educational needs. • to provide opportunities for all staff to develop their awareness and skills to identify and provide for the needs of pupils with special educational needs. • to develop and maintain good transition arrangements, liaising with any previous settings attended, and with any school receiving children from The Lawns. • to discuss children's individual needs with parents. • to ensure early intervention for pupils identified as having special educational needs. 	<p>Identification</p> <p>All staff are responsible for observing children on a regular basis and discussing any concerns with the child's class teacher, or the co-ordinator of the group.</p> <p>Children who give cause for concern in any area of their development are identified and discussed with colleagues including the Head of Centre.</p> <p>Children may also be identified by previous records, referrals from other agencies and parental concern.</p> <p>The Special Educational Needs Co-ordinator regularly (at least once per term) updates the register of children at Early Years Action, Early Years Action Plus and with a Statement. This data is used in the termly PLASC return, and in the termly report to Governors. The register also includes information about children staff are monitoring closely because of concerns about their development and learning. (eg: children with speech and communication difficulties, children with challenging behaviour)</p> <p>We retain spreadsheets of data recording children's scores in our Early Years Foundation Stage Profile each term. This information is used by the Senior Leadership Team and by Key Workers in Scholars to compare achievements within a cohort and to demonstrate the rate of progress of an individual child.</p> <p style="text-align: center;">(Continued on page 7)</p>	<ul style="list-style-type: none"> • 'Paper trail' of observations, assessments, recording in Profiles and planning; for individual children, and for specific activities. • Meeting notes circulated to all relevant staff and stored in central file. • Individual children's Profiles including notes on meetings with parents and any transition records. • Special Educational Needs File held by senco, including all reports from outside agencies, in locked cabinet. • Special Educational Needs Register. • PLASC returns. • Termly report to Governors. • Termly Profile Data spreadsheets <ul style="list-style-type: none"> • 'Early Years Foundation Stage Data File'

The Lawns Early Excellence and Children's Centre
Policy for Special Educational Needs

	<p style="text-align: center;">Identification (continued from page 6)</p> <p>In the same way we are able to use data from the E-Profile for our children in the Reception Year. This data can be moderated with other settings locally and with national trends.</p> <p style="text-align: center;">Provision</p> <p>A member of the Governing Body has been appointed with responsibility for special educational needs, to have specific oversight of the centre's arrangements and provision for meeting special educational needs. Governor s play a major part in Centre self-review. Mechanisms have been established to ensure that governors are fully informed about the Centre, including the systems for and the outcomes of monitoring and evaluation. In relation to special educational needs, the governing body ensures that:</p> <ul style="list-style-type: none"> • they are fully involved in developing and monitoring the centre's Special Educational Needs Policy. • all governors, especially the special educational needs governor, are up to date and knowledgeable about the school's special educational needs provision, including how funding, equipment and personnel resources are deployed. • special educational needs provision is an integral part of the Centre Improvement Plan. • the quality of special educational needs provision is continually monitored. 	<ul style="list-style-type: none"> • 'E-Profile' data • Senior Leadership Team meetings to evaluate practice throughout the Centre • Centre Improvement Plan • Staff training logs, Continuing Professional Development • Special Educational Needs agenda item at each meeting of the Full Governing Body. Agendas and Minutes. • Individual Education Plans and Reviews File held centrally by senco and by Class Teachers and group Co-ordinators. Also a copy of each child's current Individual Education Plan stored in the child's profile, along with a summary of Advice for the child from other professionals. • Centre Budget file • Notes on visit by governor responsible for
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The Lawns Early Excellence and Children's Centre
Policy for Special Educational Needs

	<p>Class Teachers and Group Co-ordinators draw up Individual Education Plans for children at Early Years Action Plus. These are shared with the parents and reviewed regularly (at least every 6 months).</p> <p>Visits to Lower School are planned for all children during their last term in Scholars, and arrangements are made for staff to visit us. Staff access in-house and Local Authority training on issues related to special needs.</p> <p>The Speech and Language Therapist with a brief to support staff and parents at all Central Bedfordshire Children's Centres visits the Centre at least twice per term, and she is available for consultation with parents and staff.</p> <p>In collaboration with Class Teachers and Group Co-ordinators the SENCO draws up an individual Risk Assessment for each child with Special Educational Needs in the event of emergency evacuation.</p>	<p>special educational needs.</p> <ul style="list-style-type: none"> • Brief, termly Provision Map forms an addition to the Special Educational Needs Register, detailing where each individual child with Special Educational Needs is in the Centre, and any staffing attached to that child; also any staff training related to working with Special Educational Needs • Diary Dates stored in file with notes on staff meetings. <ul style="list-style-type: none"> • Health and Safety Risk Assessments
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The Lawns Early Excellence and Children's Centre
Policy for Special Educational Needs

5. Resources

Aim	Practice (who, what, when)	Performance Evaluation (we can count / check)
<ul style="list-style-type: none"> to deploy resources effectively and fairly within the school to ensure that pupils' special educational needs are met. to plan and prioritise for the effective use of time allocations from external agencies eg. Educational Psychology and Learning Support Services, Speech and Language Therapy Service, Early Years Support Service) 	<p>Special Educational Needs is identified as a budget heading.</p> <p>All the available budget is used to provide for the individual needs of children, enabling monitoring of individuals and individual support as soon as a concern is noted by parents or staff, or as set out in Individual Education Plans and Statements.</p> <p>The Special Educational Needs Co-ordinator draws up a termly Provision Map, noting how resources are distributed throughout the Centre in order to meet needs.</p>	<ul style="list-style-type: none"> Centre Budget file Brief, termly Provision Map forms an addition to the Special Educational Needs Register, detailing where each individual child with Special Educational Needs is in the Centre, and any staffing attached to that child; also any staff training related to working with Special Educational Needs

The Lawns Early Excellence and Children's Centre
Policy for Special Educational Needs

6. Partnership with Parents

Aim	Practice (who, what, when)	Performance Evaluation (we can count / check)
<ul style="list-style-type: none"> to value the contribution parents make to the education of their children. to involve parents in all aspects of their childrens' education and to provide access to information concerning their childrens' needs and education at school. to deal sensitively and effectively with any parental complaints about special educational needs provision 	<p>This Centre places great importance on working in partnership with parents to provide what is best for their child. Parents will always be involved when their child is giving cause for concern whether it is related to social, emotional, intellectual or physical development. We are fortunate to have very close links with all our parents resulting from the initial home visits and the availability of staff to meet parents at the beginning and end of every session. We realise that parents are not always aware of their child's developing need, and we aim to use tact and discretion and offer the family all the support we can in what may be a difficult time for them. See Appendix D.</p> <p>We use home school communication books for children on occasion if we feel it would be a valuable communication link with parents/carers.</p> <p>Children's Profiles are available at all times for parents to see.</p> <p>Each year a Curriculum session is held for parents to share information about a certain area of the Early Years Foundation Stage.</p> <p>Information about the Centre Complaints Procedure is in the Welcome Booklet, given to all parents as they join any group at the Centre.</p> <p>We distribute Parent Partnership Newsletters to the parents of children with special educational needs, and have displays of Parent Partnership information leaflets in each annexe.</p>	<ul style="list-style-type: none"> Notes made in children's Profiles during home visits and formal meetings with parents. Notes made in review meetings. Home School Communication books. 'Compliments and Complaints' file, containing records of any complaints and how they were resolved. Completed parents' questionnaires, and reports made on these Evaluation comments from parents. Records of parents attending curriculum information sessions. Notes used in meetings for new parents. <ul style="list-style-type: none"> Registers of Centre Users Evaluations by Centre Users

The Lawns Early Excellence and Children's Centre
Policy for Special Educational Needs

	<p>The Outreach Team run groups offering support to parents and carers. Attention is paid to ensuring that in the case of a child with Special Educational Needs whose parents are separated both parents are informed of all meetings, reports and Individual Educational Plans. An Individual Care Plan is drawn up for each child requiring regular intimate care whilst in the Centre, and parents sign their agreement</p>	<ul style="list-style-type: none"> • Absent Parents address list. • Individual care plans
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7. Partnership with the Wider Community

Aim	Practice (who, what, when)	Performance Evaluation (we can count / check)
<ul style="list-style-type: none"> • to liaise with other schools and settings to meet the needs of all pupils, including those with special educational needs. • to strengthen involvement with the local community. • to increase involvement with other services such as health and social care providers, in line with commitments of the Children's Centre Core Offer. 	<p>Most children transfer to Lawnside Lower School. Staff visit children here at The Lawns, and children visit the Lower School with their parents and as a small group. All records are sent on to the school and staff are available for joint discussions at the end of each term or when required. The Special Educational Needs Co-ordinators at The Lawns and at Lawnside Lower School have termly 'handover' meetings to share information on individual children and to discuss support. The Centre works closely with the local health visitors, speech therapy service, social services and other agencies which give support to the immediate community. The Child Development Centre (Early Years) is the referral point for all children identified as having particular learning or physical needs and the school would seek to use this service when appropriate.</p> <p>(continued on page 12) Partnership Practice</p>	<ul style="list-style-type: none"> • Diary Dates • Agendas and notes of meetings • Visitors book • LASAR registers

The Lawns Early Excellence and Children's Centre
Policy for Special Educational Needs

	<p>(continued from page 6)</p> <p>Breakfast, After School and Holiday Care sessions offer opportunities for integration throughout the community.</p> <p>Visits from local artisans and specialists (eg: the wood-turner, Bedfordshire Music).</p> <p>We welcome students from Biggleswade's twin-town in Germany for two weeks each year.</p> <p>The Community Outreach Team host and attend network meetings for specialists from other agencies involved with young children.</p>	
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