## 

**Special Educational Needs and Disabilities Policy/Guidelines**

## Special Educational Needs Team:

SENCOs: **Sue McElrue (QTS): 3-to-4-year-old provision, Bensham Grove site (covering Leslie Chesson’s maternity leave)**

**Rob Sherrington: Birth-to-3 provision, Bensham Grove site**

**Claire Hardy: Deckham site**

Chair of Governors: **Paul Green**

Designated Governor for SEN: **Rachel Robson**

All can be contacted via the school – 0191 433 4090

## Links to other Documents, Guidelines and Policies

This document should be read in conjunction with the following:

* Special educational needs and disability code of practice: 0 to 25 years (2014)
* Keeping Children Safe in Education (2023)
* Working Together to Safeguard Children (2013)
* Children and Families Act (2014)
* Equality Act (2010)
* Reasonable adjustments for disabled pupils (2012)
* Supporting pupils at school with medical conditions (2014)
* The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
* LA Policy and Guidelines

### School specific policies/guidance on:

* Curriculum Planning Assessment
* Behaviour
* Child Protection
* Anti-Bullying and Cyber Bullying
* Equal Opportunities
* Confidentiality
* Admissions
* Accessibility Plan

## Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

* To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
* To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

It can be located at: [www.gateshead.gov.uk/localoffer](http://www.gateshead.gov.uk/localoffer)

## Introduction

This policy outlines the purpose, nature and management of special educational needs at Bensham Grove Community Nursery School. The implementation of the policy is the responsibility of all practitioners and will be monitored by the Headteacher.

Our aim is to provide a broad and balanced range of learning experiences across the seven areas of learning of the Foundation Stage curriculum for all children. We believe that each child is unique and should be treated and respected as an individual, irrespective of gender, race, religious belief, ability or social background. The Special Educational Needs (SEN) Policy coincides with the school’s aims and policies on teaching and learning and an inclusive approach to all Early Years practice. The fundamental aim is to help all children with SEN to feel valued and able to overcome any barriers to learning and participation within the nursery school. Exceptional circumstances, which may affect access to the full curriculum, are dealt with on an individual basis in consultation with all concerned. Positive steps are taken to ensure that children with SEN fully participate in all aspects of nursery life.

### The Special Educational Needs and Disability Code of Practice (2014)

Bensham Grove community Nursery School will have due regard for the SEND Code of Practice when carrying out duties towards all children with SEN and ensure that parents are notified when SEN provision is being made for their child.

## Admissions

The Governing Body believes that the admission criteria should not discriminate against pupils with SEN. If a child has an Education Health Care (EHC) single plan then the school will inform the Local Authority that an admission has been made and will work in partnership with the LA.

## Inclusion

This policy builds on the school’s Inclusion Statement, which recognises that the special educational needs of children should usually be met in mainstream schools or settings and that all children have an entitlement to a balanced, broadly-based curriculum. This policy reinforces the need for teaching which is fully inclusive.

## Aims:

* To ensure that all children have access to a broad and balanced curriculum.
* To provide a differentiated curriculum appropriate to the individual’s needs and ability.
* To ensure the identification of all children requiring SEN provision as early as possible.
* To ensure that children with SEN take as full a part as possible in all school activities.
* To ensure that parents of children with SEN are kept fully informed of their child’s progress and attainment.
* To ensure that children with SEN are involved, wherever practical, in decisions affecting their SEN provision.

We recognise that many children will have special needs at some time during their school life. Our overall aim is to ensure that all children are supported as necessary in order that they may learn confidently to reach their full potential. In implementing this policy, which reflects the philosophy and fundamental principles of the Code, we believe that children will be helped to overcome their difficulties.

Close regard is paid to the three key principles of inclusive education:

* Setting suitable learning challenges
* Responding to children’s diverse learning needs
* Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

To achieve our main aims it is necessary to:

* adopt a whole school approach to identification, assessment and provision for children with special educational needs
* view our special needs provision as an ongoing, developing process
* provide appropriate support which enables all children to have access to the EYFS
* incorporate special educational needs procedures including individual learning plans/pathways into curriculum planning
* develop an effective partnership between school, parents and outside agencies
* encourage children, where appropriate, and parents/carers to participate in decision-making about provision to meet their special educational needs
* ensure that the assessment and record-keeping system provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
* involve the Governing Body and all staff in the regular review, development and evaluation of policy and guidelines
* ensure all those involved with children with special educational needs work as a team with the school’s main aim in mind
* monitor those procedures which have been put into place to ensure children with SEN make significant progress as they move through the school

## Definitions

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

(SEN Code of Practice, Paragraph 1:2)

## Areas of Need

The SEND Code of Practice identifies four distinct areas of special educational needs. Children may have needs that fall within one area or have needs that fall across two or more. A detailed assessment of need should ensure that the full range of an individual’s needs is identified, not simply the primary need. The nature and severity of the needs will impact to varying degrees upon the child’s ability to function, learn and succeed. Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEN.

The identified areas of need are:

### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

## Identification, Assessment and Provision – Whole School Approach

At Bensham Grove Community Nursery School we have adopted a whole school approach to SEN policy and practice. Children identified as having SEN are, as far as is practicable, fully included in nursery life. The school makes every effort to ensure children with SEN have full access to the EYFS curriculum and that they are actively involved in all aspects of school life.

At Bensham Grove Community Nursery School we recognise that all practitioners are responsible for identifying children with SEN and, in collaboration with the SENCO, for ensuring that those children requiring different or additional support are identified at an early stage.

## Identification and Assessment

The school recognises the importance of early identification, assessment and provision for children with special educational needs. The school will assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings where appropriate. At the same time, the school will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Practitioners supported by the management team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

* is significantly slower than that of their peers starting from the same baseline
* fails to match or better the child’s previous rate of progress
* fails to close the attainment gap between the child and their peers
* widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the practitioners working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) targeted intervention will be designed to secure better progress, where required. The pupil’s response to such support can help identify their particular needs.

The school will carry out screening and assessment and monitor children’s progress using:

* Evidence obtained by practitioner observation/assessment
* Baseline Assessment based on the ranges identified in the Birth to 5 Matters document
* Continuous teacher/practitioner assessment
* Learning journals
* Monitoring reports
* Information from other EY settings
* Information from parents/carers
* Reports from other agencies

## Monitoring Children’s Progress

Teaching children with SEN is a whole-school responsibility. The core of a teacher/key person’s work involves a continuous cycle of planning, teaching and assessing, while taking into account the differences in children’s abilities, aptitudes and interests. Some children may need increased levels of provision and support.

Each term a vulnerability audit is compiled by staff. Where practitioners have concerns about a child these will be identified within this audit and these children will be monitored by all practitioners and then reviewed on a half termly basis. Further concerns may be discussed with the SENCo as they arise. To assist in the early identification of need for these children, the school will use a variety of assessment and screening tools. The school makes full use of information that is passed on when children transfer from other early year’s settings and those who attend more than one setting. We are also responsive to any information or expressions of concern passed on by parents/carers.

Progress is the crucial factor in determining the need for additional support. Adequate progress will vary according to individual needs and differences but may include progress that:

* narrows the attainment gap between a child and peers
* prevents the attainment gap widening
* is equivalent to that of peers starting from the same baseline but less than the majority of peers
* matches or betters the child’s previous rate of progress
* ensures full access to the curriculum
* shows an improvement in self-help, social or personal skills
* demonstrates improvements in the child’s PSED development including behaviour

## Individual Records

The nursery will record the steps taken to meet children’s special educational needs. The SENCO team will oversee the records and ensure access to them. In addition to those records that are in place for all children, the child’s profile will include:

• information from previous Early Years settings

• information from parents

• information on progress demonstrated in a learning journey

• information from the ranges contained within the Birth to 5 Matters document

• information from health/social services/any multi agency professionals

## Assessing and Meeting Needs

The process of identification and action will be as follows:

* When a child has been highlighted on the vulnerability audit because of concerns about his/her development all practitioners keep a ‘watching brief’ allowing some time to decide whether there appears to be a special educational need. These early concerns about a child’s development will be recorded on the vulnerability audit which is reviewed half termly.
* the SENCO or member of the SLT observes these children in their learning environment, in order to supplement information from discussions at reflection meetings. High quality teaching may be targeted at their areas of concern
* the SENCO or member of the SLT discusses concerns with parents/carers
* records of discussions and observations are held in the SEN file
* The triggers for intervention could be the practitioner’s or parent’s/carer’s concern about a child who despite receiving appropriate early education experiences:
* Makes little or no progress even when teaching approaches are particularly targeted to improve the child’s identified area of weakness
* Continues working at levels significantly below those expected for children of a similar age in certain areas
* Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
* 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 SENCO interventions in order to access learning.
* Where progress continues to be less than expected the practitioner, working with the SENCO, should assess whether the child has SEN and identify their barriers to learning. While informally gathering evidence (including the views of the pupil and their parents) the child will be put on an emerging needs list for close monitoring before being added to the SEN register. Parents will be informed; short term individual learning plans will be created and where necessary extra teaching or specific interventions will be put in place (with parents’ permission).

If the needs are complex or unknown the school will seek advice from the Local Authority SEND teams who will come to school and make assessments of the children. Following this input, they will discuss targets and methods with school staff and will review that these have been carried out successfully whilst also monitoring the impact of a specific approach.

In some cases the school Educational Psychologist will be invited in to make some observations and assessments (again to support school staff) of an individual. In all cases where external professionals are used, permission will be sought beforehand, and feedback will be given throughout their involvement.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

* Continues to make little or no progress in specific areas over a longer period
* Continues working at an early years curriculum substantially below that expected of children of a similar age
* Has emotional or behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the group, despite having an individualised behaviour management programme
* Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
* Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

## SEN support – the graduated approach as outlined in the SEND Code of practice 2014

Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents should also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to When an early education practitioner, who works day-to-day with the child, or SENCO, identifies a child with special educational needs, they should devise interventions that are additional to or different from those provided as part of the setting’s usual curriculum offer and strategies.

The following support may be offered as part of the graduated approach

### Specific targeted work with an individual or small group of children

This type of support is available for any child who has specific gaps in their understanding of an area of learning and will be put in place if the keyperson or SENCo think that they need extra support in school. Specific outcomes will be identified to help the pupil to maximise progress.

### Specialist individual targeted support or group work run by outside agencies

This may be from:

* Local Authority services such as the Early Years Assessment and Intervention Team (EYAIT), Low Incidence Needs Team (LINT), an Educational Psychologist or Behaviour Support Service.
* Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy and Occupational Therapy.

## Individual support

The majority of children identified with SEN or disabilities will have their needs met within the procedures aforementioned, however on occasion, some children and young people may require a further Education and Healthcare (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The EHC plan (or in Gateshead known as a Single Plan) becomes a legal document (replacing Statements of Educational Needs) and can accompany the child until the age of 25. Alongside this the school may generate a CAF (Common Assessment Framework) and a TAF (Team around the family) or hold SEN Reviews to gather information and involve any professionals who have input with the child.

Individual support is usually provided through an Education, Health and Care Plan (known as a Single Plan in Gateshead); a child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEN budget. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child. School will discuss with you if they think that this is required.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them. To do this they will:

* establish and record the views, interests and aspirations of the parents and child.
* provide a full description of the child or young person’s special educational needs and any health and social care needs
* establish outcomes across education, health and social care based on the child or young person’s needs and aspirations
* specify the provision required and how education, health and care services will work together to meet the child or young person’s needs and support the achievement of the agreed outcomes

The local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision (change of setting) to be made for the child or young person in accordance with an EHC plan.

An EHC needs assessment will not always lead to an EHC plan but there are statutory processes and timescales set out by the local authorities.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate.

EAL-Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Staff should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

**For children who attend for only one year there may be a need to act swiftly to ensure appropriate referrals have been made within this short time scale.**

## SEN Support Plans/Pathways

Support Plans/Pathways are written when it is established that the child has SEN.

They include:

* Approximately three short-term targets relating to addressing the key barriers to learning for the child.
* Success criteria
* Pupil (where appropriate) and parental comments
* The teaching strategies to be used
* The provision to be put into place
* Timescales to achieve targets
* When the plan is to be reviewed
* Outcomes (to be evaluated when they are reviewed).

## SEN Support Plan Reviews

During termly parents consultation meetings (or sooner if requested) individual SEN plans are discussed. Areas to discuss include the child’s progress towards meeting the targets set and any new targets to be identified. Parents/carers views are taken into consideration. Should a pupil no longer need SEN support or indeed need further support, this too will be discussed.

Any children receiving additional external support will have 6 monthly reviews similar to the above but with the addition of any external professionals working with the child and also the presence of the SENCo.

## Education of Pupils with Medical Needs

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance ‘Supporting pupils at school with medical conditions’

A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

Schools should:

* Notify the LA if a pupil is likely to be away from school due to medical needs for more than 15 working days.
* Supply the appropriate education provider with information about a pupil’s capabilities, educational progress and programmes of work
* Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary
* Ensure pupils be kept informed about social events and are able to participate through homework if necessary
* Facilitate liaison with peers through visits and videos if necessary

## Allocation of Resources

The Governing Body will ensure that resources, including staffing, are allocated to support appropriate provision for all children requiring SEN and in meeting the objectives set out in this policy. Due to our commitment to inclusion as set out in our Inclusion Statement we aim to ensure children’s individual needs are met and therefore make provision for high staff: child ratios.

## Roles and Responsibilities

### The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school’s general policy and approach to provision for children with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school’s work.

The Governing Body, having regard to the Code of Practice:

* ensures appropriate provision is made for any child with SEN
* ensures all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
* appoints a representative of the Governing Body to oversee SEN provision
* ensuring that children with SEN are fully involved in all school activities
* ensure they are involved in developing and reviewing SEN Policy
* ensure SEN information is accurate and available on the school website.
* ensure discussions with parents regarding SEN matters at relevant meetings
* ensure the website informs parents/carers of its SEND information report

### The Head Teacher

The head teacher’s responsibilities include:

* the day-to-day management of the school including the SEN provision
* keeping the Governing Body well informed about SEN within the school
* working closely with the SENCO
* informing parents of the fact that SEN provision has been made for their child
* ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child’s education.

### The Special Educational Needs Co-ordinator (SENCO)

The SENCO plays a crucial role in the school’s SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

The Governing Body and Head Teacher will give due consideration to the SENCO’s timetable and allocate appropriate non-contact time to enable the SENCO to fulfil the main responsibilities of the role. The Governing Body will also ensure that the SENCO has an appropriate level of administrative support to ensure that the role can be exercised efficiently and effectively. Any new SENCo will undergo the National training for new SENCos SENDCO/Inclusion Leader (Qualified in the Postgraduate National Award in Special Educational Needs Co-ordination )

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Single/ EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

The key responsibilities of the SENCO include:

* overseeing the day-to-day operation of the school’s SEN policy
* co-ordinating and monitoring the provision for children with SEN
* liaising with the relevant Designated Teacher where a looked after pupil has SEN
* advising on the graduated approach to providing SEN support
* advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* liaising with parents of pupils with SEN
* liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
* being a key point of contact with external agencies, especially the local authority and its support services
* liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
* working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
* ensuring that the school keeps the records of all pupils with SEN up to date
* ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s approach to identifying and meeting SEN
* Keeping up to date with developments in SEND locally and nationally.

### The Key Person

The SEND Code of Practice and EYFS clearly acknowledges the important role fulfilled by the key person whose responsibilities include:

* being aware of the school’s procedures for the early identification and assessment of, and subsequent provision for children with SEN
* working with the SENCO to decide the action required to assist the child to make progress and monitor the progress
* working with the SENCO to collect all available information on the child
* in collaboration with the SENCO, develop individual learning plans/pathways for children with SEN
* working with SEN children on a daily basis to deliver the individual learning plan
* developing strong relationships with parents
* encouraging children to participate in decision-making as appropriate to their age and developmental stage
* being involved in the development and review of the school’s SEN policy

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The SEN Code of Practice states that teaching children with SEN is a shared responsibility. This shared responsibility is embedded in this policy.

### Learning Support Assistants

* Provide relevant support to identified pupils
* Develop positive working relationships with parents and professionals
* Assist with the recording, monitoring and evaluation of pupils’ progress
* Assist with the identification and effective provision of appropriate resources
* Attend liaison, team and service meetings and undertake appropriate training.
* Work alongside the SENCO and teaching staff in the preparation of Learning Plans/Pathways.

## Key working

The Local authority has adopted a key working approach, which provides children, young people and parents with a single point of contact to help ensure the holistic provision and co-ordination of services and support, this person is usually (but not always) the school SENCO. Key working may be provided by statutory services in health, social care and education, or by the voluntary, community, private or independent sectors. Key working can be offered to any family where children and young people have SEN or disabilities, for example if they receive SEN support in schools or nurseries or in preparing for adulthood. The main functions of Key Working are:

* emotional and practical support as part of a trusting relationship
* enabling and empowering for decision-making and the use of Personal Budgets
* co-ordinating practitioners and services around the child or young person and their family
* being a single point of regular and consistent contact
* facilitating multi-agency meetings
* supporting and facilitating a single planning and joint assessment process
* providing information and signposting
* advocating on behalf of the child, young person and/or their family

## Partnership with Parents/Carers and Child’s Voice

Bensham Grove Community Nursery School firmly believes in developing a strong partnership with parents/carers and that this will help children with SEN to achieve their potential. The school recognises that parents have a unique overview of a child’s needs, interests and abilities and will be able to share their child’s views and wishes to ensure these inform provision. The school recognises the role it plays in supporting parents through the early stages of identification of needs where these have not been previously recognised. The school will make available, to all parents of children with SEN, details of the Parent Partnership Service available in Gateshead.

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child’s special educational needs. We:

* Involve the parent/carer in decision making regarding the methods by which their child’s individual needs will be met
* Invite the parent/carer to attend all review meetings
* Discuss the purpose of assessment arrangements and the implications of the Learning Plan with the parent/carer providing them with a copy of it.
* Encourage the parent/carer to be actively involved in working with their child to achieve the targets set.
* Encourage the parent/carer to comment in writing on their child’s SEN provision
* Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child’s SEN provision
* Aim to further develop the parent/carers’ confidence in the provision made for their child’s special educational needs.

Parents/carers can contact school if they have any concerns about their child by speaking to their child’s keyperson, the Head teacher, telephoning, writing or coming into the office and requesting a meeting.

Parents and carers are also kept informed through the daily key person contact, through home/school books and phone calls. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.

The school holds termly consultations for all parents. If their child has special educational needs, parents and carers are involved with regular termly review meetings to discuss progress towards current outcomes, setting outcomes for the future.

Annual Reviews are held for pupils with Single Plans or statements of special educational needs. These review focuses on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the student and any other agencies involved.

Progress reports can be provided to parents/carers in alternative formats if required.

Pupils are encouraged to share their aspirations and views within review meetings, and this will be done in a way that is appropriate to their age.

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardo’s in Gateshead (Tel: 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has a Single Plan.

## In-Service Training

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. When particular issues related to SEN arise, a staff meeting agenda will be set aside to deal with them and relevant external professionals will be invited to contribute, as appropriate.

The SENCO (head teacher or representative) will attend relevant courses and will ensure that all staff are familiar with developments in relation to SEN. Any new SENCo will undergo the National training for new SENCos

Training, for both teaching and non-teaching staff will be provided as necessary and the SENCO will ensure that all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training in relation to SEN will be specified within the School Improvement Plan.

Feedback on SEN provision is provided to the Governing Body at termly Governor’s meetings.

Governors will be given the opportunity to attend professional training days including those that focus on SEN.

All staff will be encouraged to attend courses that help them to acquire and further develop the skills needed to work with pupils with SEN.

## Links with External Agencies/Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for children with SEN. The school works in partnership with all agencies by extending communication and inviting colleagues to SEN review meetings. These support services may include:

* Educational psychological Service
* Local Authority Special Educational Needs team
* Family Health visitor
* Paediatrician
* Speech therapists
* Physiotherapists
* Occupational therapists
* Child Development Team

In addition, strong links will be maintained with the following organisations:

* Local playgroup/parent and toddler groups
* Other early years settings
* Community Based Services (Children and Families)
* Children’s Centres

## Complaints Procedure

The school’s complaints procedure is outlined in the Schools Policy. The SEN Code of Practice 2014 outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at www.gateshead.gov.uk/localoffer.

## Monitoring, Evaluation and Review of the SEN Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. The outcomes of this review are used to inform the School Improvement Plan. All staff are involved in the review, development and evaluation of the SEN policy and guidelines including the school’s procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in the light of the following performance indicators:

* levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
* measurable progress made by individual children
* monitoring reports on classroom observations prepared by Head Teacher
* evaluations of Individual Learning Plans
* collation of children’s and parent’s/carer’s comments following review meetings.

## Appendix 1: Annual Review Procedures

### Annual Reviews

For a child who has a Statement of Special Educational Needs or a Single Plan/EHC Plan, the LA has a statutory duty to formally review his/her statement, at least annually. Annual Review Meetings are organised in school by the SENCO.

The annual review is in four parts:

1. Collection and collation of information
2. Annual Review Meeting
3. SENCO/Head Teacher report of the Annual Review Meeting
4. Local Authority Review

### Annual Review Procedure

The SENCO:

* Maintains a calendar of review dates
* Determines who should be invited to attend each meeting (at a minimum this would include the SENCO, parent/carers and a LA representative)
* Seeks the views of the child and invites him/her to all or part of the meeting
* Plans Annual Review Meetings at least two months in advance and contacts professionals by letter
* Seeks written advice on the child’s progress from all invited to the meeting, including the parents/carers, at least two months in advance
* Sends out formal invitations to parents/carers by letter, giving at least fourteen days’ notice
* Provides parents/carers with guidelines for completing an Annual Review Advice Form
* Ascertains the child’s views regarding progress through an appropriate medium
* Offers to assist parents/carers in preparing reports for the meeting
* Advises parents/carers that they may bring a friend or relative to the meeting
* Co-ordinates receipt of all reports and ensures copies are circulated to each person invited to attend the review at least two weeks in advance of the meeting
* Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The review aims to:

* Assess the child’s progress towards meeting the objectives within the statement
* Review the educational progress made by the child
* Consider the effectiveness of the statement in light of the child’s progress
* Set new targets for the coming year, or determine whether amendments to the statement are necessary
* Record information which the school and other professionals can use to plan provision and support for the child.

### The Annual Review Meeting

The meeting should consider the following questions:

* What are the child’s current levels of attainment in literacy and numeracy?
* What progress has the child made towards meeting the overall objectives set out in the statement?
* What progress has the child made over the past year, especially in relation to each SEN?
* What are the parents’/carers’ views of the past year’s progress?
* What are the child’s views of the past year’s progress?
* How successful has the child been in meeting the targets in the IEP?
* Is the current provision appropriate to the child’s needs?
* What targets should be set for the coming year?
* Have there been any significant changes to the child’s circumstances?
* Have there been any significant changes in the child’s special educational needs?
* How will the child’s progress be assessed?
* Are there any particular strategies that have led to improvement?
* Are there any particular requirements to promote inclusion?
* Are any amendments to the statement necessary?
* Should the LA recommend ceasing or maintaining the statement?
* If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

### Reporting of the Annual Review Meeting

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded. Copies of all reports and any additional materials including the most recent Support Plans are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and, the LA’s Named Officer responsible for SEN. The LA review in the light of the Head Teacher’s/ SENCO’s report of the review meeting report and decides whether to amend the statement or cease to maintain it.

**NOTE:** The Local Authority has set out a system to gradually transfer all Statements to Single Plans within the coming years.