

**Special Educational Needs and Disabilities (SEND) Policy**

### Special Educational Needs and Disabilities Policy

Zelda School will intergrate children with Special Educational Needs and Disabilities where it is clear that our service can effectively meet the needs of individual children. Staff have regard to the SEND Code of Practice: 0-25 (Jan 2015, updated April 2020), Children and Families Act 2014, Equalities Act 2010, Mental Capacity Act 2005 and will, as necessary call upon the help of outside specialists.

All children **below statutory school age** with SEND, including those with an Education and Health Care Plan (EHCP) are welcome to join Zelda School. Legally we cannot admit children over statutory school age who have an EHCP, *unless they are attending another school and it is part of the child’s individual provision plan.*

## Aims of our policy for children with Special Educational Needs and Disabilities.

## At Zelda School we welcome children with Special Educational Needs and Disabilities as part of our community and we will ensure that all children have an equal opportunity to engage in the curriculum.

Early identification and assessment of children with Special Educational Needs and Disabilities is particularly important in the area of early years education. We have developed practices and procedures, which aim to ensure that all children with a Special Educational need or disability are identified and assessed, and the curriculum will be differentiated to meet their individual needs. We understand the importance of early intervention to support the outcomes for children with Special Educational Needs.

We recognise that ‘SEN is everyone’s business’ and we ensure that all staff have the opportunity to raise any questions or concerns about their key children with the lead teacher and SENCO if they feel more support would be beneficial, or if more observations and assessment tools are required to determine if further support is needed.

**Definition of Special Educational Needs:**

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made.

A child has a learning difficulty or disability if they:

1. Have a significant greater difficulty in learning than the majority of others of the same age; or
2. Have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

For example, a child may have a learning difficulty in one or more of the following areas:

* Cognition and learning;
* Emotional, behavioural and social development;
* Communication and interaction;
* Sensory and physical development.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For further reference see the Introduction of SEND Code of Practice: 0-25 (2015).

**The role of the Special Educational Needs Co-ordinator**

At Zelda School we have a designated person who has responsibility for the co-ordination of Special Educational Needs (SENCO); **Jackie Cockerill**

The designated person has responsibility for:

* The day-to-day operation of the school's Special Educational Needs and Disabilities policy.
* Co-ordinating provision for children with Special Educational Needs and Disabilities.
* Ensuring liaison with parents and other professionals in respect of children with Special Educational Needs and Disabilities.
* Advising and supporting other staff within the school.
* Ensuring that appropriate Individual Learning Plans are in place and supporting staff with writing and implementing these plans.
* Maintaining the school’s Special Educational Needs and Disabilities register, this will ensure that the relevant background information about individual children is collected, recorded and updated.
* Maintaining a culture of high expectations and expect those working with children and young people with SEND to include them in all the opportunities available to other children and young people so they achieve well.

**Admission arrangements**

We actively welcome children with Special Educational Needs and Disabilities at our school. Admission arrangements for children with Special Educational Needs and Disabilities are the same as for all other children. Our admission policy gives more information about how places are allocated.

Parents of a child with Special Educational Needs and Disabilities can apply for a childcare place without any fear that their child will be discriminated against or refused a place on the grounds of their needs.

As Zelda School is not a registered school we are, unfortunately, unable to accept children with an Education and Health Care plan where Zelda School would be their only or main place of education - this would include a child that is primarily home educated. Where a child with an Education and Health Care plan has a full-time place at another school / provision we may be able to provide limited 'off-site education' at Zelda School with the support and agreement from their full-time provision, parents and professionals / agencies responsible for that child.

**Identification, assessment and provision.**

Zelda School places great importance on identifying Special Educational Needs and Disabilities early so that we can support the child as quickly as possible. When a child has been identified with Special Educational Needs or Disabilities, the school will adopt the following procedure:

* When a child first starts, and throughout the period that they remain in the setting, the child's key person will observe and monitor regularly their progress, their responses and their behaviour;
* The outcomes of these observations will give important information on how the child is progressing and developing as well as highlighting any concern the child might be presenting, as well as the child’s likes/ dislikes and interests;
* Parent’s early observations are crucial and we will communicate regularly with parents and share any concerns we may have;
* Where a child appears not to be making progress it may be necessary to devise different opportunities or use alternative approaches to learning. It is recognised that children make progress at different rates and have different ways in which they learn best;
* If a child needs any additional support, beyond the universal provision, then an Individual Learning Plan will be drawn up with the Key person, the SENCO, the parents and the child where appropriate to plan support within the school and home. All information will be shared with the parent/carer, whose views will be taken seriously and together we will move forward in partnership to support the child. We aim to capture the parent and child voice and viewpoint when writing Individual Learning Plan’s;
* The child’s key person will work with the SENCO to support the child with in the setting. A cycle of Assess, Plan, Do, Review will take place involving everybody who works with the child including the parents;
* Our aim will be to include the child in the day-to-day activities of the school;
* If the child makes little or no progress through the Individual Learning Plan, other methods may be tried. If the child continues to not make the expected progress the school will arrange a meeting with the parents/carers, key-person and SENCO to discuss and initiate the involvement of The Local Authority through The Early Years Service;
* Once The EY’s Service is involved we will work together to devise a programme of interventionto address the child’s individual needs and this may include support from other health care workers or agencies e.g. Educational Psychologist or the Speech and Language Team.

Parents will be consulted throughout this process.

**A Graduated Approach**

**ASSESS**

In identifying a child as needing SEND support, the early years practitioner, working with the setting SENCO and the child’s parents, will have carried out an analysis of the child’s needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child’s progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents’ agreement.

**PLAN**

Where it is decided to provide SEND support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

**DO**

The early years practitioner, usually the child’s key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child’s response to the action taken, in problem solving and advising on the effective implementation of support.

**REVIEW**

The effectiveness of the support and its impact on the child’s progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO, working with the child’s parents and taking into account the child’s views. They should agree any changes to the outcomes and support for the child in light of the child’s progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

**The allocation of resources for children with Special Educational Needs and Disabilities**

We believe that every child is entitled to have their needs recognised and addressed within the provision. We will aim wherever possible to provide appropriate equipment and resources to support children with Special Educational Needs and Disabilities. We will draw on resources from our services and other agencies to ensure that we help all children to reach their full potential with the help of additional or specialised resources. In cases where we know that a child needs specialised help, we will ensure that the relevant agencies and professionals are contacted, for example from the Local Authority’s Early Years Service to support children with Special Educational Needs and Disabilities.

**Curriculum**

Zelda School aims to ensure that all children have equal access to our provision and receive a broad and balanced curriculum whatever their educational status may be. The curriculum is planned to meet the known individual needs of all children including those with Special Educational Needs and Disabilities.

In cases where children need extra support to access the curriculum, the SENCO and the child’s key person or teacher will plan to meet this need and ensure that this additional support is given.

The child’s key worker or teacher, with the SENCO’S support and with the parents' involvement, will consider a number of options and the most appropriate ways to help each child from a range of activities (within the context of an inclusive curriculum).

**Inclusion**

We aim to give the children the best start in life and education by facilitating an environment which encourages them to respect and tolerate each other in a caring and non-aggressive manner. Children are encouraged to co-operate and work together.

Children with Special Educational Needs and Disabilities will have full access to all range of materials, equipment and activities available in the school. We offer equal opportunities to all children for participation in play and focus experiences with support where necessary and relevant.

The layout of the school is such that areas can be set up or altered to carry out the necessary programmes of support for children with Special Educational Needs or Disabilities, without being physically isolated from the rest of the group. We have an Access Plan, which is reviewed regularly and can be found in the SEN folder.

Children eat and play altogether, in company of the staff to ensure that enough time and attention is given to their needs.

The SENCO works closely with the key-person and the rest of the staff to support the needs of individual children.

**Children of Statutory School Age**

When a child of statutory school age has additional needs that are unable to be met through our universal provision or the child needs additional adult support when they are at school, we may need to charge additional fees in order to provide the quality care and education the child deserves during their time at Zelda School. Unfortunately, once a child reaches statutory school age, we are unable to access Local Authority funding, but sometimes funding can be accessed through other routes e.g. charities.

**Evaluation of success**

There will be a policy review each year which will be led by the SENCO and involve the staff and the Trustees of Zelda School. This will be an opportunity for us to check whether the policy is working well or whether it needs some revision for changes. Amendments will be made yearly to the SEND policy document to reflect any changes.

**Staff training in relation to Special Educational Needs.**

Zelda School is committed to training in the area of Special Educational Needs and Disabilities for their staff. Annually we will assess the training needs of the service and of individual staff as part of our annual policy review. We will access central training through our local authority’s Early Years Service and also provide in-service training for staff on relevant subjects.

**Partnership with parents**

The role of parents/carers is vital in the identification, assessment and response to their children’s Special Educational Needs and Disabilities. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child’s education. Parents hold key information about their child and have a critical role to play in their children’s education. Our aim is to encourage parent/carers to participate fully in their child’s education. Parents/carers will be involved from the start in the identification, assessment and subsequent reviews of children with Special Educational Needs and Disabilities. Regular meetings will be held to discuss their child’s progress and to review the effectiveness of the support in place, these may be in person where possible, or on the telephone, online or via email. We aim to promote a culture of co-operation between parents and the school. We recognise that working in partnership with parents is vital to enable children with Special Educational Needs and Disabilities to reach their full potential.

**Transition arrangements**

It is important that all children are at the centre of the transition process when they move up within the school, and on to new Early Years settings or schools. The core purpose of this is to ensure that we maintain continuity for the child, family, and school and outside support agencies.

The designated SENCO of our school will liaise with the Early Years Setting or school who is to receive the child with Special Educational Needs and or Disabilities. They will pass on information about the child’s progress and the support already in place with consent from the parents.

Parents or carers are key partners and will be involved in all decisions relating to the child's transition.

**Complaints Procedure**

We strongly believe in establishing good communication between the school and parents, as this is the key to good relationships. We aim to tackle difficulties as they become apparent by ensuring that both parties are clear and well informed of the procedures that the school has in place to facilitate this process. For further details, see the Zelda School Complaints Procedure which you can find in the policies folder, on our website and in the parent’s handbook.

**Policy Agreed by Directors on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed:**

**Review on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**