

**Milkshake Montessori Nursery School**  
**Special Educational Needs Policy**

**Aims of the Policy**

- To work within the Special Needs Code of Practice (DfES, 2001) and with regard to the Disability Act 2010.
- To offer a broad and balanced curriculum with as much access to the Early Years Foundation Stage (DCSF, 2008) curriculum as possible, within the day-to-day nursery setting.
- To monitor and review individual needs of children, enabling early identification and to facilitate early intervention.
- To ensure that all children with SEN engage in all activities and are fully included.
- To identify an effective system this ensures the early identification of any SEN.
- To identify systems and strategies that are effective and flexible in response to changing needs.
- To have a positive approach, building on children's strengths and taking into account their age and level of understanding.
- To involve parents in a positive working relationship every step of the way.
- To work in partnership with external agencies.

**Definition of the Terms 'Special Educational Need' and 'Special Educational Provision'**

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children 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 or children of the same school age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must 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.

*Special educational provision* means:

- a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school maintained by the LEA, other than special schools, in the area
- b) For children under two, educational provision of any kind.” (DfES, 2001, p. 6)

### **SENCO: Role and Responsibilities**

The Special Educational Needs Coordinators (SENCO) at Milkshake Montessori Nursery School are:

- Kat Falczynska - lead
- Kitty Shukla

The SENCO has responsibility for:

- Ensuring liaison with parents and other professionals in respect of children with special educational needs
- Advising and supporting other practitioners in the setting
- Ensuring that appropriate Individual Education Plans are in place
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

### **Individual Education Plans (IEP)**

An IEP is a working document for all the staff at Milkshake Montessori Nursery School. It provides planning for a child who has been recognised with a SEN, this would have been discussed with parents and if applicable an IEP will be written. The IEP consists of three or four SMART targets (Specific, Measurable, Achievable, Relevant and Time-bound). An IEP is written to gain any further information regarding their child's special need, gaining any information we may not already have known. Once the IEP has been written parents/carers will be provided with a copy and asked to sign the copy kept at the setting. The IEP will include targets/ advice from any other professionals involved.

IEPs are to be continuously reviewed to meet the child's needs. They should be formally reviewed by the SENCO and child's key person at the end of each term taking aboard any suggestions or comments from parents/carers and any external agencies involved with the named child.

### **Levels of Support**

Throughout this process practitioners should be continuously observing any children they may have concerns about. These observations can then be used as a starting point when speaking to parents or if need be the early years consultant to build up a detailed picture. Observations should be based upon three areas of learning and development; Social and Emotional Development; Physical

Development and Communication and Language Development. Observations in these areas will be the most valued when writing targets for a child. These observations can then be discussed between SENCOs at their monthly meeting and any concerns are to be flagged in weekly team meetings where the SENCO can cascade down any further information or strategies to be put in place.

1. *Early Years Action (EYA)*

If your child needs special help with their learning we provide this through a way of helping children called 'Early Years Action'. The SENCO will discuss the child's needs with parents/carers, assess their needs and decide what support to give. Help under Early Years Action could mean a different way of teaching certain things, or some help from an extra adult. We will devise interventions that are additional or different from those provided as part of the setting's usual curriculum. This will be done through working with parents and gaining advice from the early years consultant.

2. *Early Years Action Plus (EYA+)*

If a child does not make expected progress in Early Years Action, the SENCO will seek support from external agencies with consent from parents. This could be from, for example, a speech and language therapist (SALT) or a Physiotherapist. This kind of support is called 'Early Years Action Plus'. External specialists may start by making an assessment of what is needed. Specialists advise on the IEP and sometimes teach or help the child directly. If a child needs additional support for example extra resources, our local authority may agree to provide this through Additional Needs Grant. They might also decide to make a statutory assessment. This stage may also involve the early years consultant.

3. *Statutory Assessment*

For very few children it may be necessary for the setting, in consultation with parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. Where a request for a statutory assessment is made to an LEA the child will have demonstrated significant cause for concern and the setting will provide the LEA with evidence detailing:

- Our action through EYA and EYA+;
- IEPs for the child;
- Records of regular reviews and their outcomes;
- Child's health and medical history where relevant;
- Educational and other assessments, for example, from an educational psychologist;
- Views of the parents/carers and child;
- Involvement of other professionals;
- Any involvement by the social services or education welfare.

When the LEA has received the request for a statutory assessment it will decide within six weeks whether to carry out such an assessment. Statutory assessment involves consideration by the LEA, working with parents/carers, the setting, and, as appropriate, other agencies. Where the evidence presented to the LEA suggests that the child's learning difficulties may call

for special educational provision which cannot be reasonably be provided within the resources normally available to the setting, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs requires a statement of *special education need*.

The statement will detail:

- Child's name, address and date of birth;
- Details of their special need;
- Identify the special educational provision necessary to meet the child's special educational needs;
- Identify the type and name of the setting where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision.

Children with statements of special educational needs will have the targets on the statement broken down into short-term targets which will be kept in the format of an IEP. These targets will be discussed with parent/carers.

The statement of special educational will be reviewed at six monthly intervals as well as an annual review. The annual review will be recorded and sent to the LEA in charge of the child's statement. The LEA should also invite the SENCO from the setting to a final review of the child's statement requesting their input. This area will involve many other external agencies and the early years advisor for children with complex needs.

### Early Years Consultant and Advisor Details

| <i>Early Years Consultant</i> | <i>Early Years Advisor for Children with Complex Needs</i> |
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