

## **Special Educational Needs and Disabilities Policy**

This policy applies to the schools of the Stephen Perse Foundation (the **Foundation**). It is relevant to all students in the Foundation, including the Early Years Foundation Stage (**EYFS**).

### **Glossary**

CEM - Centre for Evaluation and Monitoring

EAL - English as an Additional Language

EHC - Education Health Care

EYFS - Early Years Foundation Stage

PEP - Personal Education Plan

IB - International Baccalaureate

JCQ - Joint Council for Qualifications

SENCo - Special Educational Needs Coordinator

SEND - Special Educational Needs and Disability

SMART - Specific Measurable Achievable Relevant Time-Specific

APOCA - Additional Provision Or Curriculum Adjustment

### **Guiding Principles**

At the Foundation all students are valued and we are committed to providing both equal access for all to the broad and balanced curriculum to which they are entitled, and high standards of teaching and learning responsive to individual need. We recognise that special educational needs and learning disabilities may take many forms, whether short-term or long-term.

The Foundation recognises that the definition of 'disability' has some overlap with the definition of 'special educational needs' (Children and Families Act 2014) and further information relating to our provision for students with a disability (including those with health issues, mental health issues, or learning disabilities if they meet the legal definition of 'disability') can be found in the separate Disability Policy.

### **Aims and objectives**

At the Foundation the student is at the heart of the curriculum wheel and every member of staff works to ensure that each child can access that curriculum. We recognise that the students' academic attainment and progress are inextricably linked with their pastoral welfare, and for this reason the SENCo in 1-3, the Inclusion Specialist, who is also the SENCo, in 3-11 and the SENCo in 11-18 work closely with other members of the teaching and support staff in reviewing each student's achievement and progress in the broader context of their well-being. In doing so they ensure that the pastoral and

academic needs of the students are met and that they are helped to fulfil their intellectual promise.

Our approach to the detection and management of learning disabilities is guided by the SEND Code of Practice 0-25, Department for Education (**DfE**) and Department of Health (**DH**), January 2015, or any substituting or amending code of practice issued from time to time by the DfE and DH.

The aims of this policy are:

- to promote good practice in our detection and management of special educational needs; and
- explain the support the Foundation can provide for children who have learning difficulties and the co-operation required from parents.

### **Arrangements for coordinating SEND provision**

All teachers in the Foundation are teachers of Special Educational Needs and Disability (**SEND**) and they work closely with the Special Educational Needs Coordinators (**SENCOs**) and the Inclusion Specialist in 3-11, alerting them to any concerns that they may have.

The responsibilities of these appointed persons include:

- overseeing the day-to-day operation of the Foundation's policy on special educational needs, learning difficulties and disabilities;
- liaising with parents and other professionals in respect of a child's special educational needs;
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated and that learning plans are in place where appropriate.

There is also an appointed SEND Governor, Dr Michelle Ellefson.

The appointed persons are:

#### **1-3**

The EYFS SENCO reports to the Head of Early Years.

#### **3-11**

The Inclusion Specialist is the SENCO for Dame Bradbury's, Madingley and Rosedale House. The Inclusion Specialist for 3-11 reports to the Foundation's Vice Principal.

#### **11-18**

The SENCO works across both the Senior and Sixth Form and reports to the Senior Deputy Head.

### **Identification of Need**

#### **Definition of Special Education Needs**

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

The Foundation recognises that a child has a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age nationally;
2. have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions;
3. are under five and fall within the definition at 1 or 2 above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home (section 20(4) Children and Families Act 2014). However, children for whom English is an additional language will be assessed by the SENCo, Inclusion Specialist or EAL Support Tutor and will be provided with appropriate support on condition that it is within the Foundation's capacity to support the student as established on admission. Please refer to the Foundation's Language Policy for more information.

### **Assessment of Need**

We are guided by the overarching principle of the graduated approach as described in the SEND Code of Practice (**SEND COP**) with the four stages of action: assess, plan, do, review (SEND COP 2015 5.38). The form this graduated approach may take will be appropriate to the student's setting and age.

This approach may include some or all of the following:

1. **Baseline tests:** We carry out regular assessments both formative (continuous and informal by the teacher) and summative (end of topic/unit/year formal test) using baseline tests from GL Assessment and the Centre for Evaluation and Monitoring (**CEM**) at Durham University amongst others. The results of these tests allow us to better understand the individual profiles of our students and enable appropriate differentiation of the teaching for that cohort. The tests used are not diagnostic, but they do allow us to detect circumstances which may need further investigation, monitoring or formal assessment. The cost of these tests is included in the fees and no specific preparation is needed.
2. **Screening tests:** Students in Years 7, 9 and 12 and new entrants to the Senior School will be screened in order to detect any problems with literacy. It is important to note that these tests are not diagnostic in nature, nor do they encompass all areas of individual need. Nonetheless, if the results of the screening test point to a possible learning difficulty, the SENCo will contact parents and make recommendations. The cost of these tests is included in the fees and no specific preparation is needed.
3. **Tracking:** The results of baseline tests and screening tests are monitored alongside additional data including internal and external examination results and progress measures throughout the year. Discrepancies are always investigated, and where there is no apparent pastoral reason for underperformance a learning need is always investigated.

4. **Formal assessment:** If the test results, tracking data or teacher observations indicate that a student may have a learning difficulty which ought to be assessed without delay, we will ask the student's parents to agree to their child being formally assessed by a specialist assessor within the school (where available) or by an educational psychologist, and we will ask parents to agree to follow their recommendations unless there are persuasive reasons to the contrary. The cost of assessment by an external assessor must be borne by the parents. Following an assessment parents will be invited into school to discuss the findings and, if appropriate, a Personal Education Plan (**PEP**) will be written or amended to take into account the recommendations made.

### **Special Educational Provision**

If assessment results, tracking data or teacher observations indicate that there may be a learning difficulty but the circumstances are not such as to indicate an immediate formal assessment, we will continue to monitor the student and, if necessary, implement short-term targeted help. In such instances the necessary dialogue between school and parents, and any agreed actions, will be recorded as APOCA (Additional Provision or Curriculum Adjustment) on our internal data management system. This will ensure that all information is shared between teachers in a confidential and sensitive manner. This additional level of tracking, monitoring or in-class differentiation will enhance the all-round view of the learner and provide important evidence for any future formalised assessment.

Where a learning need is suspected or identified, the following age-appropriate procedures are put in place:

#### **1-11**

The EYFS follows the SEND Code of Practice to implement the graduated approach within the EYFS and its framework. All adults working with pupils in early years are duty bound to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. Please see Appendix A for the Early Years Offer. Information about the Nursery SENCo is available on our [website](#).

For all 1-11 pupils, when the class teacher, another member of staff, parent, or an outside agency expresses concern regarding a child's progress and development the child's needs are discussed with the relevant staff. Any concerns are shared with the parents by the class teacher and the child is closely monitored to see if their needs are preventing them making expected progress. If necessary, a plan and targets are written in consultation with the class teacher, parents and the Inclusion Specialist.

In most cases the child's individual needs are met through increased differentiation and support in the classroom but if, after support has been given, a child's progress continues to be of concern, it may be necessary to draw up a PEP. The PEP will always include the views of teachers, parents and, most importantly, the child. How this information is gathered will be tailored to the child. The PEP is an integral part of the graduated approach demonstrating what has been learned from the assessments gathered, with SMART targets written in child-friendly language. The plan will be carried out by all

appropriate adults and form a communication between school and home so the child has consistency of action between both environments. The PEP will be reviewed regularly to celebrate successes and consider next steps. It may be the case that following the implementation of the PEP, a referral for further professional assessment may be recommended. When a child has had an assessment with an external specialist, the Inclusion Specialist will meet with the child's parents and other relevant members of staff in order to discuss the report. In the light of the suggested recommendations, new targets will be set and strategies implemented in order to support the child's progress.

### **11-18**

In most cases the student's individual needs are met through high quality first teaching and additional differentiation in the classroom. Teachers follow advice given by the SENCo. Regular communication between subject teachers, the pastoral team and the SENCo ensures that appropriate progress is being made. Where necessary, the SENCo may suggest one or more of the following:

**APOCA:** Additional Provision or Curriculum Adjustment within the Senior School/Sixth Form is an indicative term, which refers to appropriate individualised responses (such as attendance at compulsory support) to emerging learning difficulties or an examination provision which is not in response to a diagnosed learning difficulty. APOCA status does not indicate that the student is on the SEND Register.

**The drawing up of a personal education plan (PEP):** If it is agreed that the student's needs are such that intervention would be beneficial, the SENCo draws up a plan in consultation with the student, parents and educational psychologist if appropriate. This plan is kept under regular review.

**Additional advice for SEND students:** All students are given advice with regard to subject choices and University admissions. However, we recognise that those with SEND may need additional help in deciding the best way forward and the options available to them.

**The use of specific apps:** students have access to their own iPads for use in school and at home. Subject staff and the SENCo can give advice as to which apps are useful for an individual's needs and learning style.

**The use of technology:** Provision is made for a student to use an electronic device for word-processing where one of the criteria set out in the separate Use of Word Processors in Examinations Policy is satisfied.

**Adjustments to the curriculum:** The curriculum may be adjusted to reflect the needs of an individual student in consultation with subject staff and parents – for example, reducing the number of languages studied in KS3 or the number of (I)GCSEs studied at KS4.

**Study skills guidance:** All students receive study skills guidance, but we recognise that this can be particularly relevant to SEND students. Advice is available to Senior School and Sixth Form SEND students covering generic learning skills such as effective note taking, structuring essays and organisation.

**Peer mentoring:** We have a system of academic mentoring, whereby KS4 or Sixth Form students (as appropriate) meet younger students on a regular basis to provide individual help in subjects where a need for additional support has been identified.

**Attendance at subject-specific support sessions:** A department may hold 'surgeries' to provide additional support for students, both on an optional 'drop-in basis' and as part of a targeted programme, in consultation with the subject teachers.

**Specialist materials:** A student with learning difficulties or disabilities may require specialist equipment such as reading rulers, coloured paper or enlarged font, and this is accommodated for.

The Foundation will make all reasonable adjustments to ensure that a student can access the curriculum adequately, but recognise that some parents may opt for additional teaching. The Foundation is flexible in arranging to accommodate external support for students with identified learning difficulties such as individual sessions with specialists in dyslexia and dyscalculia. The cost of these sessions is borne by the parents, unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

### **Monitoring and Evaluation**

Teachers are given any necessary information to ensure that their teaching practices are appropriate for the needs of the individual. Regular training and updates ensure that the teachers are fully informed and that they implement best practice at all times. Class teachers liaise with the SENCOs and the Inclusion Specialist in 3-11 to discuss the needs and progress of the child.

The Inclusion Specialist in 3-11 and the SENCOs, or their representatives, from each section of the Foundation meet to discuss procedure and share good practice. Information regarding the individual needs of students approaching transition between Foundation schools is shared in order to ensure continuity of care and provision.

The Foundation recognises that students at school with medical conditions should be properly supported so that they have full access to all aspects of education. Some students with medical conditions may also be disabled and where this is the case the Foundation will comply with its duties under the Equality Act 2010. Some students with medical conditions may also have a special educational need (SEN) and in this case the Foundation will be guided by the SEND Code of Practice (2015). Please refer to the Foundation's policy on Supporting Students with Medical Conditions.

### **Safeguarding and SEND**

The DfE's Keeping Children Safe in Education (KCSIE 2019) highlights that staff should be aware that certain groups of children are potentially more at risk. Evidence shows that children with SEND are one of those groups at greater risk.

Any child may benefit from early help, but all school and college staff should be particularly alert to the

potential need for early help for a child who:

- is disabled and has specific additional needs; and/or
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan).

The Foundation recognises that students with special educational needs or learning difficulties may be at risk of being bullied or other kinds of “peer on peer abuse” (for further reference to the types of peer on peer abuse see KCSIE 2019 and the Foundation’s Safeguarding and Child Protection Policy). The Foundation’s Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The Foundation is aware of a necessary joined-up approach in terms of students’ welfare and that safeguarding is a fundamental duty of care for all members of staff. The Inclusion Specialist in 3-11 and SENCos are made aware of any wellbeing or safeguarding concerns by the Designated Safeguarding Lead or relevant Deputy Designated Safeguarding Lead.

### **Liaison with Parents**

We will do all that is reasonable to report and consult with parents about their child's learning difficulties. Parents are kept informed of any intervention and, where necessary, will be invited to school to discuss their child’s individual learning needs and next steps. Provision is reviewed regularly and at a time appropriate to the individual’s needs; parents are invited to be part of that review.

Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of learning support is advised to consult with the person responsible for SEND in their child’s stage of the Foundation. We advise against privately commissioned reports (see ‘Examinations’ below) without prior consultation but where these do take place parents must ensure that we are given copies of all advice and reports received.

In order to ensure adequate monitoring and provision from the outset (See Admission Policy: Point 3 and Registration Form: Confidential Information), we ask that parents:

1. disclose information relating to any previous concerns or testing of a SEND nature; and
2. provide a copy of any report or recommendations which have been made in relation to special educational needs at any previous school or elsewhere within the last 24 months.

Pupils with diagnosed SEND or a learning difficulty will, by the nature of the diagnosis, require additional support, monitoring and tracking across their schooling. In order to fulfil our obligations to learners, this information is made available to all teaching staff, for example through our internal data management system. All data are stored securely to ensure a high degree of confidentiality and protection of personal data and in accordance with our Data Protection policy and our Privacy Notices.

### **Examinations**

In accordance with the regulations and guidelines issued annually by the Joint Council for Qualifications (**JCQ**), Cambridge Assessment International Education (**Cambridge International**) and the International Baccalaureate Organisation (**IBO**), the Foundation recognises that there are some students with disabilities, learning difficulties or emotional needs for whom access arrangements are appropriate in their exam sessions, and the Foundation implements the awarding bodies' regulations in that respect. The Foundation needs to be fair to all students and to maintain the integrity of the exam system. Access arrangements must not therefore provide an unfair advantage. All cases of doubt will be referred to the awarding body.

For GCSE, IGCSE and GCE examinations, the application for Access Arrangements is processed by the Examinations Office under the direction of the SENCo. The Diploma Programme Coordinator will submit any such request to the IB for those students on the IB Diploma Programme.

Access arrangements, such as an allowance of extra time, can be awarded (subject to JCQ/IB/Cambridge International regulations) to students whose academic performance is disadvantaged by any of a variety of learning difficulties. In order for an application for access arrangements to be approved, it must be supported by an up-to-date diagnostic report from a specialist assessor within the centre or a certified educational psychologist. However, a report alone, even with the requisite standardised scores, is not sufficient to award access arrangements and it must be accompanied by detailed evidence of need from within the Foundation. We advise that privately commissioned reports may not be valid for examination purposes and that parents should consult with the SENCo before seeking such a report.

Where candidates have sensory, physical or emotional needs an application for Access Arrangements would only be made on the recommendation of a CAMHS, a HCPC registered psychologist, a hospital consultant or a psychiatrist or any other criteria as listed in paragraph 5.2.3 in the JCQ Access Arrangements and Reasonable Adjustments document or section 2.5 of the IB Access and Inclusion Policy in the case of students studying on the IB Diploma Programme. In all cases the Foundation must provide historical evidence of how the student's needs have been met during the course of study leading up to the examination. With the exception of temporary conditions, all access arrangements in place during examinations must be proven to be the candidate's normal way of working.

### **Statements and Education, Health and Care plans**

Parents and the Foundation have the right under section 329(1) of the Education Act 1996 and section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an Education, Health and Care (**EHC**) plan. The Foundation will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the Foundation) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective student has a Statement of Educational Needs or EHC plan we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the Statement or EHC plan can be delivered by the Foundation. We will co-operate with the local authority to ensure that relevant reviews of Statements and EHC plans are carried out as required.

Any additional services that are needed to meet the requirements of the Statement or EHC plan will need to be charged to the local authority if the authority is responsible for the fees and the Foundation is named in Part 4 of the statement or Section I of an EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

### **Alternative arrangements**

The Foundation reserves the right, following consultation with parents, to ask or require parents to withdraw their child from the Foundation if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

1. the child is in need of a formal assessment, specialist teaching, learning support or medication to which the parent does not consent; and/or
2. the parent(s) have withheld information from the Foundation which, had the information been provided, would have made a significant difference to the Foundation's management of the child's learning difficulties; and/or
3. the child's learning difficulties require a level of support or medication which, in the professional judgment of the Principal, the Foundation is unable to provide, manage or arrange;
4. the child has special educational needs that make it unlikely that they will be able to benefit sufficiently from the mainstream education and facilities which the Foundation provides.

In any of these circumstances, the Foundation will do what is reasonable to help families find an alternative placement which will provide the child with the necessary level of teaching and support. Withdrawal of a student in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the child will be credited to the parents' account.

Unless negligent in the operation of this policy, the Foundation accepts no responsibility to the student or parents caused by, or arising out of, any failure to detect or refer a special educational need or learning difficulty or other condition or situation of special need.

### **Please refer to:**

Anti-Bullying Policy  
Accessibility Plan  
Admissions Policy  
Data Protection Policy  
Disability Policy  
Expeditions Policy  
Language Policy  
Supporting Students with Medical Conditions Policy  
Teaching and Learning Policy  
Pastoral Policy

## Use of Word Processors in Examinations Policy

JCQ Access Arrangements and Reasonable Adjustments, 2019-2020  
Cambridge Assessment International Education - Cambridge Handbook 2020 (UK)  
International Baccalaureate - Candidates with assessment access requirements

**Reviewed:** May 2020

### Version Control

Date of adoption of this policy	18 May 2020
Date of last review of this policy	8 May 2020
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Policy owner	Inclusion Specialist 3-11
Authorised by	Governing Body

## Appendix A

### Stephen Perse Foundation EYFS Local Offer 2019

This offer relates to all EYFS in the Foundation including Salisbury Villas, Dame Bradbury's, Madingley and Rosedale House.

#### **1. How our setting knows if young children need extra help and what our parents/carers should do if they think their child may have SEND**

Staff continuously observe all pupils and record progress in accordance with the EYFS Framework. A child's key person will be responsible for regular observations and assessments that link to the development matters, age and stages of development. They develop an in-depth understanding of children's starting points and track progress throughout their time in Early Years. This continuous key person assessment aids the early identification of additional needs.

There are clear procedures in place to help provide for any children with SEND. It is every practitioner's responsibility to assess and identify these children and the Nursery SENCo or Foundation Inclusion Specialist will support the staff in setting up appropriate strategies, programmes of support (PEP) and in liaising with parents. Practitioners regularly review children's progress to identify ways of moving each child's learning forward and to introduce strategies to respond where appropriate. If the key person has identified a possible individual need, this will be discussed with parents and together they can plan how best to support the child.

If a parent/carer thinks their child may have SEND, they should speak to their child's Key Person or the class teacher. Staff are always available to consult with parents about any possible concerns at mutually convenient times.

#### **2. How our setting supports young children with SEND**

Our Nursery SENCo works closely with Nursery key persons and our Inclusion Specialist works closely with Reception and Kindergarten staff and both these appointed persons work with various external agencies e.g. speech and occupational therapists.

Across all EYFS sites, children are closely monitored by their Key Person to support learning and to ensure they thrive. Ongoing assessment enables the Key Person to plan for next steps and to meet individual needs so that every child can reach their potential and develop in all areas of the EYFS.

Practitioners are enthusiastic and strive to inspire high levels of involvement and wellbeing from all children. Positive feedback is given consistently to build self-esteem and to encourage all children to move their own learning and interests forward and to become active and independent learners.

#### **3. How our setting creates learning and development opportunities for individual children with**

## **SEND**

Working in accordance with the EYFS Framework, information gained from focused observations, continuous teacher assessment and information provided by parents and carers is used to inform planning for individual needs, enabling staff to develop children's particular interests and skills in all seven areas of learning.

Weekly planning and 'In the Moment' planning covers all areas of development but with particular focus on the prime areas of development in the nursery and at the start of the Kindergarten year. Continuous provision, such as indoor and outdoor, physical, creative and mark-making opportunities, is carefully planned according to every child's interests and next steps. Free flow between activity areas in the setting enables children to make independent choices about their learning. Children are encouraged to choose their own resources needed to carry out tasks and have access to a range of materials and resources for self-initiated activities.

Children are encouraged to take an active role in their learning. Their ideas and interests are used to plan adult-led and child-initiated activities, and staff will adapt sessions in response to a child bringing in a specific object or retelling an experience from home. 'Show and Tell' sessions provide opportunities for sharing experiences, success, feelings and ideas. Exciting and enabling environments both inside and outside are planned according to individual needs. Visual timetables and aids are used to support learning.

### **4. How our setting works in partnership with parent/carers**

Partnership with parents and carers plays a key role in enabling children with SEND to achieve their potential. We recognise that parents and carers hold key information and have knowledge and experience contributing to the shared view of a child's needs and the best ways of supporting them. Parents/carers are involved from the very beginning, during the initial tour, nursery home visits or the settling in sessions. Parents and carers are valued as partners and supported in playing an active role in their child's education. We encourage parents to regularly share information with us to enable us to plan for children's next steps and review their progress against achievable and relevant targets. Through workshops, parents evenings, reports and newsletters we aim to keep parents and carers fully informed of the type of learning experiences their child is engaging with in school and our approach to teaching different skills.

We use an online learning journal, Tapestry, that allows parents and carers to share observations about their child's learning experiences in the home environment as well as giving them an insight into their child's learning in school.

Staff are available to speak to at drop off and pick up times, and parent evenings take place in the autumn and spring terms. Termly snapshots of children's learning and development are reported to parents every term through their child's online learning journey and the Early Years Foundation Stage Profile is completed at the end of the Reception year. If we have identified that a child has a

particular need we will support them and parents in accessing advice and guidance so that we can plan appropriately in order for them to reach their full potential.

## **5. How our setting supports the wellbeing of young children with SEND**

Every child's health and wellbeing is of paramount importance and policies and procedures which all staff understand are in place to safeguard children. All staff are proactive about implementing safeguarding procedures and promote a consistent approach which complies with all Foundation policies. Parents and carers are able to access the Foundation's policies on the website. Policies are continually updated and reviewed.

Clear boundaries, health and safety guidance and routines enable the children to feel safe and secure. Practitioners model safe practices with clear expectations of danger avoidance and children are taught to use equipment safely.

There is a high adult/child ratio which enables pupils to feel safe and sustains preventative measures. All of the Foundation's Nursery and Early Years settings have Paediatric First Aid trained staff.

Code of conducts are regularly reinforced through a variety of positive measures and age-appropriate sanctions where required. Knowing where the boundaries are is essential for wellbeing and learning. Children must feel safe in our environment to flourish.

Staff continually assess children's levels of wellbeing. High levels of wellbeing indicates that children are developing personally, socially and emotionally. Staff are encouraged to be reflective about their practice, to listen and understand children's emotions, value friendships and children's sense of belonging. Wellbeing is also enhanced by having many opportunities for free-flow imaginative play outdoors and to stimulating and challenging play materials and spaces indoors and outdoors.

## **6. Staff training and experience in supporting children with SEND**

Practitioners attend regular EYFS training courses and in-house INSET to keep up to date with how best to help children learn, and have opportunities to discuss practice, policies and procedures through termly meetings. All staff have access to a variety of training linked to child development and may have experience of specialist training such as Makaton, Paediatric First Aid, speech and language, and some may have had training in caring for children with specific medical or dietary needs.

## **7. Specialist services and expertise accessed by our setting**

Practitioners, with parent or carer consent, will call upon other professionals such as speech and language therapists to ensure that our provision is the best that we can make it. Where parents have engaged the services of external specialists, the Inclusion Specialist will liaise to ensure that

information is shared and strategies implemented as appropriate.

## **8. How our setting includes young children with SEND in community-based activities and outings**

Outings are carefully planned and prepared for. Thorough risk assessments are carried out for all outings and travel. Parental consent is given for all trips, including those involving Early Years children, by virtue of agreeing to the Foundation's standard Terms and Conditions. Parents will be informed of each trip and are therefore given the opportunity to withdraw their child from any particular trip or activity. There is always a high adult-to-child ratio as well as having a paediatric first aider with a fully stocked first aid kit, including any named medication such as an inhaler or AAI. On every trip a full emergency contact list is always carried along with key medical information.

Pupils are introduced to members of the local community such as firefighters and local police, whose roles are covered through topics e.g. All About Me, People Who Help Us, and may include visiting speakers. Helping children to discover the variety of people in the world around them ensures they can develop a strong sense of self and belonging; celebrating difference as part of the variety that they see and experience. Foundation collaboration events are planned to enhance children's awareness of people and communities such as Chinese New Year and Diwali. Visitors to the setting include links with groups in the local community such as elderly residents in a local care home.

## **9. Our accessible environment**

### *Dame Bradbury's*

Kindergarten is wheelchair accessible. There are three disabled toilets around the school site. Within the Early Years, there are accessible resources such as low level shelves and cupboards and moveable furniture.

### *Rosedale House and Madingley*

The Rosedale House Reception classroom is our only EYFS wheelchair accessible classroom as a result of Madingley and other Rosedale House classrooms being located in listed buildings where adaptations are constrained. In Rosedale House there is a disabled toilet located on the ground floor. Within the Early Years, there are accessible resources such as low level shelves and cupboards, as well as moveable furniture.

### *Salisbury Villas*

The nursery is wheelchair accessible with an adult disabled toilet. Within the Early Years, there are accessible resources such as low level shelves and cupboards and moveable furniture.

## **10. How our setting prepares and supports young children with SEND when joining the setting and when transferring to another setting or school**

*Dame Bradbury's, Rosedale House and Madingley*

Families are invited on a tour of the school. If parents wish to register their child, they are invited for an 'assessment visit' which takes the form of an observation by the Head/Deputy Head of Early Years during a 'stay and play' session in Kindergarten. Before starting, parents and carers are encouraged to provide as much information as possible to enable us to explore how we can provide most effectively for their child. Most children in Kindergarten will move up into Reception. However, when a child joins from another setting or leaves to go elsewhere, contact is made with the previous/new school, and records are requested/passed on. For any child with SEND attending both Dame Bradbury's Kindergarten and another pre-school setting, records will be requested and where possible there will be a meeting between both settings to employ a co-ordinated approach to meet the child's needs.

In the term prior to starting school, children are invited to an 'All About Me' and a 'Stay and Play' session. The 'All About Me' session focuses on important details about the child that are helpful for keyworkers to know before the start date and parents are asked to complete the 'All About Me' section of the child's Tapestry learning journey (an online journal in which children's learning in the Early Years is recorded and shared with parents). Parents of children starting Reception are invited to attend a 'Transition into Reception' information morning in the spring term prior to starting and parents of all new starters (Kindergarten and Reception) are invited to attend an 'Early Years Information Morning' in the summer term. This also takes place in the term prior to starting for children joining in the spring/summer terms in Kindergarten. The Dame Bradbury's Toddler Group which runs every Friday morning term time provides an additional opportunity to support children's smooth transition into Kindergarten.

## **11. How our setting organises its resources to meet the needs of young children with SEND**

We aim to ensure that children with SEND have access to the full breadth of the EYFS curriculum. Plans and activities include a high level of differentiation to ensure that the individual needs of children are met. Strategies such as flexible grouping of children, adapting timetables and the sharing of resources and expertise may be employed to best suit the child's individual needs. Practitioners are flexible about organising and managing groups to increase the support available to children with SEND.

We ensure that the environment is enabling and offers a wide range of suitable and accessible resources to support children's development such as multi sensory books and speciality items e.g. self-opening scissors. We differentiate the learning resources and organise our rooms to ensure access to resources is appropriate to all the children's needs.

All children gain invaluable experience and learning opportunities from our specialist teachers in music, Forest School, PE, Spanish and French.

## **12. How we decide on appropriate support for young children with SEND**

Children with additional needs often have a unique knowledge of their own needs and views about the sort of help they would like to enable them to make the most of their education will always be ascertained. Children are encouraged to participate in all decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Practitioners work together to ensure clear action plans are in place and to liaise with parents and carers following the SEND Code of Practice and developing personal education plans (PEP) to ensure both the child and parents or carers are involved in the process. Using children's starting points, the key person will observe and plan a range of exciting and challenging activities and review their progress.

## **13. How we involve all parents/carers in our setting**

We believe in building positive relationships with our parents and carers. Parents are encouraged to share in the assessments we make and to contribute ideas and information relevant to their next steps in learning. We will suggest ideas for activities to develop learning at home to reinforce the partnership between home and nursery.

Parents or carers are invited to share their experiences and to gain an insight into their learning and development. Each child has an online learning journal, Tapestry, which is available at all times. There are always opportunities to meet informally, talk and ask questions of any member of the school team. Parents and carers are encouraged to share their own beliefs, languages and cultures in school through special days or events.

## **14. Who to contact for further information**

Please call the central number 01223 454700 and select the following extension numbers for the school you require:

Ext: 4005 Dame Bradbury's School, Ashdon Road, Saffron Walden, Essex CB10 2AL

Ext: 5003 SPF Madingley School, Cambridge Road, Madingley CB23 8AH

Ext: 2249 SPF Rosedale House, 5 Brookside, Cambridge CB2 1JE

Ext 7100 SPF Salisbury Villas School, 1 Salisbury Villas, Station Road, Cambridge