



APPLE BLOSSOM KINDERGARTEN

SPECIAL EDUCATIONAL NEEDS

Apple Blossom Kindergarten/Manchester Steiner Ltd.

SPECIAL EDUCATIONAL NEEDS POLICY

Apple Blossom Kindergarten aims to ensure that all pupils, including those with special education needs, have access to our early years curriculum. All children have individual needs, and the kindergarten tries to meet these in a way appropriate to the child's age, stage of development and personal circumstances.

Objectives

To support pupils' learning and access to the education pupils will participate in the regular rhythms/routines and activities of their kindergarten class, though these may be modified to meet individual needs.

Our policy accords with the 2002 SEN Code of Practice

We aim to identify as early as possible any pupil with SEN. We will follow the SEN Code of Practice guidelines to ensure a graduated response to identification and assessment of children with SEN, and work in partnership with parents to provide an Individual Education Plan (IEP), or Individual Behaviour Plan which will be reviewed at least twice a year. An SEN Register is kept. These sometimes also need to be expanded to be an EHCP - Education Health Care Plan where appropriate needs meet resources and support in partnership with other agencies eg Rodney House, Health Visitor, School Nurse Partnership, Manchester, Social Care, Educational Psychologist if and where appropriate.

Definitions

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of pupils the same age.
- Has a disability which prevents or hinders the child from making full use of the educational facilities of a kind generally provided for children of the same age.

Special Education provision means:

- Provision, which is additional to, or otherwise different from, the educational provision made generally, for pupils of the same age.

Inclusion and Access

- The kindergarten will have regard to the statutory framework for inclusion and anti-discrimination.

Identification and Assessment

Apple Blossom Kindergarten understands the importance of early identification and assessment of children with SEN. In practice, the precise causes of special needs may be varied, multiple and, in some cases, hard to identify. Assessment considers SpLD, emotional and behavioural difficulties, physical disabilities, sensory impairments and medical disorders. We will work closely with parents/guardians and other agencies to identify and assess a child's specific needs.

Any pupil may have special needs at some point in their school career/education. It is the intention of Apple Blossom Kindergarten that all pupils be valued, irrespective of academic ability or any particular physical or emotional attributes, gender or cultural, religious, ethnic or socio-economic background. We aim to meet the needs of all pupils including those with disabilities and those with special educational needs where possible, as well as pupils with English as an additional language.

Children are routinely monitored through continuous daily observations. This can show where each child is developmentally with regards to the child's sense of balance, sensory integration and coordination. From these observations and subsequent assessments, any difficulties the child may be experiencing will be flagged up and appropriate recommendations made. These are then shared with the rest of the Early Years Team via weekly Staff Meetings and where appropriate at Directors Meetings.

In addition to the above, teachers who have concerns about the progress of individual pupils can refer them to the SENCOs for assessment at any time.

Response

Stage One - Differentiation

- Concerns are identified relating to learning progress and/or behaviour of a pupil by teachers, parents or as a result of class screening.
- The class teacher talks to colleagues, parents/carers and establishes any necessary differentiation and observation.
- The pupil may be referred to an anthroposophical school doctor.
- A child study may be held.
- The relevant SENCO may be consulted.

Stage Two - Kindergarten Action

- Where differentiation alone is not deemed adequate to meet the child's needs the SENCO will become involved and the pupil's name will be entered on the SEN Register.
- A thorough assessment of the child's needs may be carried out by a Learning Support teacher and an IEP (Individual Education Plan), EHCP (Education Health Care Plan) or IBP (Individual Behaviour Plan) drawn up.
- Therapies and medication may be recommended through the School Nurse Partnership or Health Visiting Team in Levenshulme.
- Learning support lessons may begin.

Pupils are included on the SEN Register for the following reasons:

- A programme of support has been put in place as a result of difficulties identified by the teacher or SENCO.
- The pupil has been diagnosed by a suitably qualified professional to have physical, social, sensory, emotional, behavioural, learning or health difficulties which impact upon their ability to reap the full benefit of the education offered by Apple Blossom Kindergarten.

Stage Three - Statutory Assessment

- If despite several review periods and an IEP/EHCP, it is felt that the child is not making progress, we would consider recommending to parents the involvement of specialists from outside the school, e.g. G.P, educational psychologist, child psychologist, child psychiatrist, speech and language therapists or social services.
- For a small minority of children with SEN, a request to the L.A. for a Statutory Assessment may be necessary.
- Apple Blossom Kindergarten considers all children as having individual needs and aims to meet these needs as well as possible, taking into consideration the child's age, developmental stage and other circumstances.

Parental Involvement

Parents are seen as vital partners in their children's education. Informal meetings are encouraged to discuss with parents any concerns of either parent or teacher. Teachers and learning support teachers encourage parents to meet them and discuss their child's progress.

- A Home Visit is done after the child has started at the school, the class teacher visiting the child's home.
- We respond to parents' concerns by giving information, advice and support.
- When the SENCo carries out a thorough assessment of a pupil, the parents are invited to meet with the SENCo and Class Teacher to discuss the findings and the resulting recommendations. They are given a copy of the report.
- Copies of IEP/EHCPs are available to parents and meetings are arranged to discuss them at the parent's request.

SENCO, Special Educational Needs Co-ordinator - Nikita Johnson

The SENCO for this setting, who have responsibility for the day to day operation of the SEN policy is Nursery Manager Nikita Johnson.

The SENCOs are responsible for:

- Being a focal point for initial concerns about a child
- Maintaining a SEN register
- Liaising with class teachers & parents
- Liaising with other professionals
- Advising and supporting other professionals in the setting
- Ensuring that appropriate Individual Education Plans are in place
- Ensuring that background information is collected, recorded and updated regularly
- Taking the lead in further assessment of the child's strengths and weaknesses to guide future planning
- Taking the lead in monitoring and reviewing any action taken to support the child
- Ensuring that appropriate records are kept for children at Kindergarten and for those with IEPs/EHCPs & Statements

Complaints Procedure

If a parent or carer has a concern related to Special Education Needs, the Apple Blossom Kindergarten has can share concerns, through the Complaints Procedure, with involvement of the relevant SENCO.

Transfer arrangements

With parental permission, relevant information will be sent from Apple Blossom Kindergarten to the new setting which the child will be attending. With parental permission, the new setting's staff are welcome to visit and observe a session and discuss the child.

Consultation:

The following have been involved in drawing up the policy: Tom Pope

Dated: November 20th 2015

Special Educational Needs Policy issue date: November20th 2015

Reviewed and updated: n/a

The policy will be reviewed every year.

Policy by: Tom Pope

Date: 20 November 2015
Designated director responsible for approving this policy: Clare Mavahalli
Signature: Date : November 2015
Reviewed: November 2018
Next Review Date: November 2019