

SIDE BY SIDE SPECIAL EDUCATIONAL NEEDS POLICY

Who is this policy for?	Nursery and School staff and parents
Date of this review:	September 2022
Date of next review:	September 2024
Who is responsible for monitoring and evaluating this policy?	Headteacher, SENCO
Signed of Date: Governing Body	September 2022

This policy has been updated to take into account the ‘Special Educational and Disability Code of Practice: 0 to 25 years’ – July 2014

The policy supports the Side by Side’s core value and ethos and sets out our practice from identifying additional need to working with the families and staff to put in the appropriate support. For those pupils with statements or an EHCP this ensures that the programmes are designed to support their individual needs with the programme offered as part of their classroom environment.

This policy covers from when there are areas of concern through to requesting a statutory assessments and request for an EHCP. It outlines the procedures to be followed once needs have been identifies through to Annual and Transition Reviews.

Nursery Manager	-	Mrs Toby Junger
Nursery SENCO	-	Mrs Rivka Leah Schlesinger
School SENCO	-	Mrs Udi Goldman
School SENCO	-	Mrs Rachel Morgan

Refer to other relevant policies to understand how Side by Side ensure all pupils have access to an appropriate educational provision.

Early Identification

Side by Side Nursery Classes welcome all children including mainstream, children where parents have raised some concerns at intake and children who have identified special educational needs. Most children will enter the nursery without an EHCP except for children with identified complex/medical needs.

It is also recognised that children starting at the nursery with no identified needs may, over time, raise concerns as to their development that will also need to be supported.

Intake – As part of our application process the information pack parents complete includes questions that will help us understand the needs of the children. Where appropriate, the SENCO we also carry out a home visit and/or inviting the parent and their child to come and see the nursery.

Baseline Assessments - To help with the monitoring of the children's progress all new children will have a baseline assessment to help monitor progress. Information from previous settings (where relevant) as well as the 'About Me' passport completed when child starts. The baseline assessment will usually be the Two Year Old Progress Check or our own internal baseline assessment for older children.

We are happy to liaise fully with any professionals involved with the pupils. For those pupils who have already started the statutory assessment (EHCP) process, we are also happy to provide advice. **We strongly recommend to parents that they continue with all therapy that you may be receiving (for example from Hackney Ark) during the time the pupil is registered at Side by Side.**

A Graduated Approach

The New Code of Practice emphasises the importance of identifying the desired outcomes that include the expected progress and attainment. At **all** stages the parents and wherever possible the students should be involved in the process.

A cause for concern may be characterised by progress which:

- Is significantly slower than 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
- The **first response** will be with the teacher targeting their teaching in the areas of weakness.
- If **progress remains slower or is different** than expected the teacher will start to involve the SENCO. The SENCO will then gather any evidence to help gain a better picture.
- Do not delay any **additional intervention** to try to secure progress. This could involve additional external professionals e.g. therapists (SLT, OT, PT), educational psychology, paediatrician and other health/social care professionals.

Factors Staff should always consider

Behaviour – poor behaviour doesn't necessarily mean the pupil has SEN. If there are issues all areas should be explored to try and identify a cause for the negative behaviours. Environmental factors can also have a significant impact on a child's behaviour.

Slow Progress – doesn't necessarily mean that the child has SEN and should not be recorded as such unless there are clear indicators to raise higher level of concern.

Specific Difficulties – A pupil may be a high achiever academically but there may be other areas like social and communication skills that they may be finding challenging.

English as a Second Language – Is not special need and staff need to look at all areas of their progress to understand whether the needs is E2L or SEN.

The broad areas that should be considered are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical need

Baseline

All pupils that join the school will have a baseline assessment after the first six weeks which will provide the data to monitor their progress. For most pupils, this will be carried out at the same time as the 2 year old progress check.

Early Intervention

Side by Side's nursery offers a unique setting where mainstream children learning and play alongside children with additional and/or special needs. Parents will send their children who have some developmental delays so that they can receive the additional support although in these cases it is likely that an EHCP will not be required.

Our nursery staff will monitor **all** the children's progress so that any areas of concern can be dealt with. It is possible that a child entering as a 'mainstream' child may have areas that require support.

Where appropriate, IEP or therapeutic targets will be put into place to support the children. These will be developed with the parents and relevant staff. See appendices for sample IEPs/Therapy Goal setting.

In addition to the class teacher and the children's key workers input into supporting the children, who are having difficulties, Side by Side is able to provide further value added input to advise and support the classrooms.

SENCO – We have two SENCOs who provide input into the nursery setting irrespective of whether they will need an EHCP. They will support the class teacher and key workers to consider different ways to help the children access learning and make progress.

Educational Psychology – Where a specific need is identified, Side by Side commissions a consultant EP to observe and provide further advice to help the children.

Therapeutic Input – Direct therapy will normally be offered once a pupil has an EHCP to provide the funding. However, our in-house therapy team work within the classroom to support the staff with all children and may set up additional groups e.g. language and communication, pre-writing in the classroom. This enables us to provide additional input to help the children.

External Professionals – Side by Side works closely with external agencies that provide support to the families or children e.g. Hackney Ark CDC.

Requests for Statutory Assessment (EHCP)

Once a pupil has accessed a range of interventions and targets have been set, we will review their progress together with the parents and decide whether a statutory request is required. The appropriate forms and evidence will be completed and sent to the Local Authority. In a small number of cases where the need is clear and input essential for the pupil to access the setting a statutory request will be made as they enter the setting.

Pupil Input into the EHCP

As the majority of our EHCPs will be written for our very youngest pupils and/or pupils with significant needs, the SENCO will consider with the Class Teacher the most appropriate way to include them in the meeting. This could be in the form of a child passport that shows through photographs the things they enjoy doing, those areas that they need help and those activities they do not like.

Parents will be actively involved throughout the whole process.

Procedure for Conducting Reviews

If a child has a statement/EHCP, an Annual Review is held every year to monitor the effectiveness and suitability of the statement; to reflect on progress from the last year, and to set targets for the coming year. It is our aim that Annual Reviews are positive, proactive and interactive meetings. Although we are involved in reviewing and evaluating every child's progress at other key points throughout the year, this is the chance for the LA, parents, pupil, and the school to formally monitor and evaluate the provision and relevance of the statement, and to request changes if necessary.

The procedure for arranging, conducting and reporting on Annual Reviews follows the guidelines set out in the Special Educational Needs Code of Practice.

Collection of Information prior to the Annual Review:

- SBS will request written advice from the child's parents, the child's class teacher and TA(s), all therapists and specialist teachers involved with the child in school and out of school, any outside agencies, e.g. social care or community nurses and any other relevant professionals. In all cases, the views of the child should be recorded by whichever means is most appropriate.
- A copy of all the advice received will be circulated to all invited to the meeting at least two weeks before the date of the Annual Review.

Convening the Meeting:

- Every effort will be made to schedule the meeting at a time convenient for parents, and they will be consulted in advance as to a suitable time and date.
- Every effort will be made to ensure that all relevant school professionals are at the meeting, although part time therapists and staff may sometimes be unable to attend.
- The meeting will usually be chaired by SENCO, and attended by the Head teacher/ Nursery Manager.

The Annual Review meeting:

- The main focus of the meeting will depend on where the child is in their school career, and any pressing concerns that have arisen since the last IEP meeting
- The child's overall progress in meeting the objectives set out in the statement over the past year will be considered
- Any changes to the child's circumstances, special needs, or requirements will be considered.
- Targets will be set for the next year, broken down into smaller targets for the IEP
- The timing of the next review will be agreed

After the meeting:

- A report of the meeting and all the relevant reports and recommendations will be sent to the LA and to parents.
- The LA reviews the statement in the light of the report and any recommendations.
- The LA must write to parents informing them of any decisions taken and reasons for their decisions

Transition Planning

Each statemented child must receive a transition plan following his/her Annual Review in year 9. This document draws together information from the child, their parents,

and all involved professionals to begin to plan the transition from school to adult life. Prospectus are the agency who advise children and families about this key period, and they must also be involved in preparing the plan and attending each Annual Review from Year 9 onwards. The plan will evolve over time and must take into account the whole child: their aspirations, interests and needs and how they will be met in the long term.

At each Annual Review from Year 9 onwards, a representative of Connexions and a representative from social services (if relevant) **must** be invited so that all relevant plans and procedures can begin to take shape for the future.

It is expected that the pupil will be heavily involved in this decision making process. From Year 7, each child will work together with their class teacher to prepare a Personal Action Plan which details their interests and achievements and can help all relevant professionals understand their wishes. This plan will be continually updated as the pupil progresses through school, and notable achievements inside and outside school will be included.

The aim of this procedure is to take time to put in place all the support that the pupil may need to access further education, housing, benefits, employment and health and social services should they need them in the future. It also ensures that the pupil and their needs are well known to all the relevant local services.