

Wharfedale Montessori School & Wharfedale Babies

EDD/SEND POLICY

Date created: September 2011

Person Responsible: Principal

Review period: Annually

Last reviewed
& adapted: May 2017

Last re-written:

Next due for review: May 2018

E.D.D (Educational Disadvantage or Disability)
S.E.N.D (Special Educational Needs and Disability)

EDD/SEND Co-ordinator Mrs Jane Lord (Principal & SENCO)

Introduction:

Wharfedale Montessori School and Wharfedale Babies has a policy of integrating educationally disadvantaged children within the class groups throughout the Schools settings. We seek always to increase our knowledge of any type of disability a child entering the setting may have in order to be sensitive to specific needs and achieve positive outcomes through extra staff training as appropriate. The School adopts a "whole school approach" which involves all staff adhering to a model of good practice.

Each applicant for a place in School or baby nursery will be assessed and investigated to see if we can meet their specific and individual needs in all aspects of care and education. We would usually require the child to be brought into school or nursery in order to assess in some detail how well integration would work both for the applicant child and also the whole class group. In some instances an I.T.A, (Individual Teaching Assistant) may be required if there is profound or significant disability. This person, whose purpose would be to work one to one with a child for a specified number of hours, would only ever be allocated if a full statement of special educational needs has been deemed necessary.

Each special educational needs child whose parents approach us for a place will undergo an individual assessment within our Schools settings, to ascertain whether or not the setting is appropriate for the child and can meet his/her needs.

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to our parents. Our SENCO is: Mrs Jane Lord. The SENCO works closely with

colleagues and has responsibility for the day to day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.

Aim of Policy:

We are committed to identifying and providing for the needs of all children in a wholly inclusive environment. The school and baby nursery aims to ensure that necessary provision is made for any child who has special educational needs and that such children are given access to the full range of school/nursery activities, so far as may be reasonable practical and compatible with the child receiving the necessary special educational provision, the efficient care and education of the other children in the School/nursery and the efficient use of resources. We provide a broad, balanced and differentiated curriculum for all children.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

The School and nursery meets the statutory requirements of the Special Educational Needs and Disability Code of Practice (2014) and of the Equalities Act 2010, and will update practices as necessary, subject to any changes introduced in 2014 as a result of legislation currently before Parliament (2012/13).

We raise awareness of our special education provision via our website and or promotional materials.

Identifying children with E.D.D within the school:

The definition of an E.D.D child is that the child has significantly greater difficulty in learning than other children of the same age or has a disability, which prevents or hinders the child from using the educational facilities of the kind provided for children of the same age.

The Montessori approach to education gives unique emphasis to observation and recording the individual child's developmental progress on a daily basis. This means any special need in the small child will be picked up early thus giving us a head start in gaining the advice and services that may be needed. Should we suspect that a child in our care has any form of special need we would first discuss our anxieties with the parent on a general level before calling in outside professional help in reaching a decision on how best to proceed. Where appropriate, we take into account children's views and wishes in decisions being made about them, relevant to their understanding. Relevant professionals such as Speech Therapists, Educational Psychologists, specialists in Autism, Dyspraxia or Asperger's syndrome, for instance can all be called in to help us decide on a child's needs with full liaison between school and parents.

Providing the response:

The School follows the Department for Education (DfE) statutory assessment process and guidelines (Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment, and will work with the Local Education Authority (LEA) and other agencies, as appropriate, to provide the right response.

- Stage 1 Information gathering through discussion with parents, initial identification and registration of child's ESN and increased differentiation in the ordinary classroom

- Stage 2 Seeking further advice and/or the creation of an individual education plan
- Stage 3 School will call on outside specialist help
- Stage 4 Statutory assessment
- Stage 5 Statementing, (usually only follows in complex and profound cases)

Statementing proceeds when the LEA is satisfied that the child's needs are significant and/or complex; have not been met by measures taken by the Setting; or may require resources, which cannot reasonably be provided within the budget of the setting.

Monitoring and Assessment:

We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.

Any E.D.D child within the school or nursery will have an individual educational plan (IEP) which will be reviewed termly or half termly dependent on level of need and agreed requirement. The IEP will plan forward progression with targets set and agreed at each review. Parents will be given a copy of these IEPs and consulted regarding their views on progress and can contribute in various ways with ideas and home/school diaries relating to strategies that will help the child to move forward in the most positive way possible.

Any child with a Statement of Special Educational Needs will be reviewed annually, or as required by legislation.

Detailed records will be kept of all children receiving additional teaching support.

We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN. We provide in-service training for parents, practitioners and volunteers.

Liaison with parents:

The assessment of need process will always be followed in liaison with parents. Parents will always be informed when an external agency becomes involved with their child. We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.

All records relating to a child's assessment and statementing will be maintained on a confidential basis, in accordance with the School & nursery Confidentiality Policy.

Complaints:

Any complaints arising in relation to this Policy and procedures will be handled in accordance with our separate Complaints Policy. The Principal should be contacted in the first instance in all cases involving an E.D.D/SEND child.

Evaluation of Policy:

This School will always try to accommodate E.D.D/SEND children, however, in the case of a child whose difficulties are such that their presence in the School or nursery would cause significant disadvantage to the other children, the School will not be able to provide for the need of the one at the expense of the many, and the child's place at the School would have to be reviewed. Not to do so would indeed be discriminatory practice in itself as far as the other children are concerned.

This situation could arise if a child had for instance, significant difficulties and did not have a statement. We would be unable to obtain sufficient assistance and this would mean that the teachers would be giving very significant one to one teaching time, as a necessity to the child with difficulties to the detriment of other children in the class or group.

We strive to be as fair as we can in our practice for all of the children in our care. We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Review of Policy:

This Policy will be reviewed annually.

Three Year Plan for SEN Pupils

Produced in accordance with the requirements of the Equalities Act 2010 (replacing the provisions of the Disability Discrimination Act and its amendment in September 2007)

First Plan prepared following OFSTED inspection in October 2004 revisited and checked 2016.

Preamble:

In the past, the School has had pupils with a number of differing special needs, including cerebral palsy, Downs syndrome, autism, dyspraxia, neurofibromatosis and one child with non-specific chromosome-linked multiple physical and learning disability which included the need to be fed with a gastrostomy tube to the stomach.

Meeting the needs of these children sometimes involved temporarily adapting the physical environment, and reviewing procedures to ensure full participation of the children in the life of the School. **Meeting the needs of all pupils is central to the ethos of the School and nursery. However, we retain the right to say no to admitting an SEN child whose disability could create a situation where the needs of the whole group would become disadvantaged by the needs of one pupil.**

Our school is housed in a period building in which we are tenants. The physical layout and geography of the building would make any form of major adaptations prohibitively expensive for such a small school.

During the next three years the School will:

- Maintain file details of organisations and individuals relevant to the School & nursery provision for particular special needs.
- Continue to seek advice, as necessary, regarding specific assessments or therapies for pupils with physical disabilities from the paediatric team at Airedale General Hospital.
- Continue to access, as necessary, the specialist advice provided by the County Council's list of registered practitioners and specialists working within the Common Assessment Framework, as regards areas of specialisation such as speech therapy, educational psychologists and autistic spectrum disorders.
- Continue to provide specialist training, as appropriate, to teaching staff members as part of their Continuing Professional Development.
- Ensure any expansion of accommodation in our settings is at least as adaptable and appropriate for pupils with special needs and disabilities as the existing accommodation, as well as ensuring that it complies with all relevant regulations.
- Monitor provision to ensure any changes in procedures do not have adverse effects on our ability to meet specific needs.
- As and where needed, modifications, such as the addition of hand rails for toilet areas, will be included when applicable.

This Plan will be reviewed annually as part of the annual review of School Policies and will be rolled forward on a 3-year basis.

SEN – Contacts

The School's contacts in the first instance will be as follows:

North Yorks
 Caroline Porter 01609 532412
 Caroline Hannah Children's Centres Lead 01609 533378
 County Hall service Centre 01609 780780
 Local Early Intervention Managers (EIMs)
 See contact details in Safeguarding policy

Further guidance

Early Years Foundation Stage Statutory Framework (DfE 2014)
 Working Together to Safeguard Children (DfE 2015)
 Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)