



The Children's House

SEN Policy

This policy should be reviewed annually and as required by legislation.		
Action	Reviewer	Date
Review	JS	Oct 2020
Approved by Chair of COM	DB	Oct 2020
Date for next internal review		Oct 2021

Reviewed policy published on:	
cOn website	N/A
On portal	N/A
Dropbox	✓



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SPECIAL EDUCATIONAL NEEDS POLICY

Aim

This Policy is based on the SEND Code of Practice 2014.

The Children's House recognises that children have a range of needs and the School is committed to ensuring that all pupils have their needs met. We provide teaching and learning opportunities, which enable all children to gain access to a broad, balanced and appropriately differentiated curriculum.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential.

This Policy describes the principles and procedures within the school for children with special educational needs. At the end of this Policy in Appendix A is our School Information Report to parents which describes how this Policy is implemented.

This Policy and the School Information Report to parents will be reviewed annually.

Principles

- We value all children equally (see Equality Policy)
- We welcome children with special educational needs (SEN) as part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum (see Curriculum, Teaching and Learning and Behaviour policies)
- We recognise that we will need to consider the individual needs of children when planning our curriculum.
- We recognise the importance of early identification and intervention for children with special educational needs
- We follow the procedures set out in this policy to ensure that all children's special needs are identified, assessed and the curriculum planned to meet their needs
- In ways which are age appropriate to the young children we have in our school, we will take their views, wishes and feelings into account at all times
- We recognise that parents are the child's first educators and main carers and we will take their views, wishes and feelings into account at all times
- We will work in an effective and positive partnership with the child and child's parents, providing the necessary information and support to ensure they can participate as fully as possible in contributing to the needs assessments and



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development and review of Education, Health and Care (EHC) plans which lead to the best possible educational and other outcomes and prepare them for adulthood

- We are committed to working with children in a multi-disciplinary approach between education, health and social care services.

Definition of Special Educational Needs

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

Some special educational needs and disabilities are apparent from birth but other conditions become apparent as the child develops.

Children can be considered to have a special educational need if they:

- make significantly less progress than their peers in one or more areas of the curriculum
- attain at a below average standard (assessed against national expectations) in one or more areas of the curriculum
- demonstrate speech, language and/or communication and interaction difficulties significantly greater than would be expected for a child of their age
- have a sensory and/or physical difficulty which hinders full access to the building and curriculum
- demonstrate social, emotional and mental health difficulties which impact on their wellbeing and ability to learn within the school setting
- have medical needs and special educational needs which require their education to be planned alongside their healthcare plan.

Children for whom English is an additional language and children who are gifted and talented are not deemed to have a special educational need because of this factor (see EAL and More Able Children Policy).

The role of the Special Educational Needs Co-ordinator (SENco) is to:

- Ensures that parents are closely involved throughout the process and that their insights inform action taken by the school
- To discuss concerns about children with class teachers
- To establish an Education and Health Care Plan (EHC) and/or SEN Short term Support Plan for children who have special educational needs
- To maintain and oversee records for children with special educational needs
- To liaise with parents/carers of children with special educational needs (in conference with the Head teacher and class teacher)
- To recommend the involvement of outside agencies where appropriate



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- To support parents in liaising with outside agencies and to make referrals to these agencies.
- To liaise with other staff regarding children with special educational needs
- To support and advise class teachers of children with special educational needs
- To keep up to date with information/training and resources regarding special educational needs and disseminate to staff as appropriate
- To identify training needs for staff

ADMISSIONS

All children are admitted to The Children's House on a waiting list basis only. In cases where a child has an already identified special educational need before starting at the Children's House, the school would require a meeting with parents/carers to discuss the individual needs of the child and the provision laid out in the child's EHC Plan before the child begins attending. The school would also need to liaise with agencies already involved with the child and discuss with the parents how to make the best possible provision. In circumstances where a child has an identified special educational need, disability or known medical condition before admission, it would be necessary to check the particular needs of the child to ensure that the school would be an appropriate setting (*e.g. parents would need to be aware that due to its listed building status, the Nursery is not be a suitable environment for a child using a wheelchair or walking frame*). The school's Admissions Policy states that parents are required to fully disclose information about any known medical condition, disability or learning difficulty affecting their child, in order for the school to make an accurate and comprehensive assessment as to whether the school can provide for all the child's needs.

FACILITIES

The Children's House aims to make provision wherever possible for children who have a physical disability through:

- adapting the environment in order to improve access for our pupils who have a physical disability e.g. placing all resources appropriate for children at their level in order for children to access them easily and independently
- providing nappy changing facilities
- providing child-level showering facility- Nursery
- sloped entrances and ramps – Upper School
- making reasonable adjustments to the classrooms to facilitate safe movement for a child with visual impairment and/or physical disabilities
- re-schedule activities to the accessible ground floor hall – Upper School

RESOURCES

The school provides a Special Educational Needs Co-ordinator (SENco) for 3 days a week. This member of staff works across the Nursery and the Upper School.



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All general special needs resources are funded from the main school budget. The school makes every effort to be aware of the most effective resources and provision available. It achieves this by:

- regular review of children's progress at meetings to discuss each child's ECH/SEN Short term Support Plan
- keeping up to date with the latest resources available
- liaising with outside agencies, other schools and parents.

FUNDING FOR ADDITIONAL PROVISION

If a child has an already identified special educational need at the time of registration or at the time when the child is due to enter the school, and it is clear that s/he will need resources and/or support beyond that described in the paragraph above, parents will be informed that this cost may not be covered within the school fees and they are likely to incur considerable additional costs to support their child's needs. Parents will be encouraged to bear this in mind before accepting a place at the school, as we do not receive an allocation of funding for SEN provision as schools in the maintained sector.

The cost of specialist resources, expertise and personnel (except NHS referrals) must be met by parents of the child requiring this level of support. This may include speech and language assessments and therapy, educational psychology assessments and reports, the purchase of specialised equipment/resources or the employment of additional support staff.

Families who are in need of assistance with fees are eligible to apply for support from the school's bursary scheme. (Refer to the Bursary policy). Where children with special educational needs have a bursary funded place at the Children's House the school would, subject to budgetary constraints, ordinarily expect to meet the reasonable cost of initial assessments by speech and language therapists and/or educational psychologists as well as speech and language therapy. The school is unlikely to be able to fund further provision for children with SEN who are bursary funded beyond speech and language therapy.

PROCEDURES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

IDENTIFICATION

Identification of levels of development and need will be made by the child's teacher through observations of play, movement, speech and language, cognitive development and interaction with children and adults. Observations will be recorded and used to inform carefully differentiated planning.

Where a teacher has a concern about a child s/he will complete the school's Child Concern Form and discuss it with the SENco.

If a child's progress continues to be a concern, the class teacher and SENco will consult with parents to discuss their concern in consultation with the Head teacher.



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A register of all children identified as having a special need will be kept.

PROVISION

Once a special educational need has been identified a SEN Short Term Support Plan (STP) will be written in consultation with the class teacher, parents and the Special Educational Needs Co-ordinator (SENco).

Management of the STP lies with the teacher and may include differentiated planning, support from teaching assistants, the use of special resources or additional focused support from the class teacher, target review between the teacher and the child where age appropriate.

STPs will be reviewed half-termly through a meeting with the class teacher, parents and SENco and progress against the outcomes will be assessed.

The review of an STP will result in one of the following courses of action:

- The child being removed from the school's special needs register due to good progress being made and the child achieving within national expectations.
- A new STP being prepared with new targets set or an extension of the previous targets
- In discussion with parents, agreement to involve outside agencies who can offer specialist support beyond that which the school can provide (refer to appendix A for list of agencies)

STATUTORY ASSESSMENT

For some pupils with very considerable special educational needs it may be appropriate to seek a formal assessment by the local authority. The decision to do so will be taken in consultation with the parents, Head teacher, SENco, parents and all outside agencies involved in supporting the child. Parents will be fully informed of this process and its purpose in meeting the needs of the child.

COMPLAINTS

Concerns or complaints regarding special educational needs provision should be referred to the SENco and Head teacher. In all other respects the procedure for complaints is the same as that set out in the school's Complaints policy, a copy of which is available on our school website in School Information (under School Policies) or on request from the School Administrator.

SEN IN-SERVICE TRAINING AND SUPPORT FOR STAFF

- New staff are informed of Special Educational Needs (SEN) procedures by being given the **SEN procedures advice** and a copy of this policy.



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- When children change class teacher the new teacher and the previous teacher will meet to discuss the children. Where the children have special educational needs, this 'hand-over' meeting will involve the SENco and be used to pass on and discuss STPs, current strategies, resources, staff deployment etc.
- All teaching staff will meet with the SENco at the beginning of each half-term to discuss concerns, progress and support.
- **Weekly staff meetings** provide a forum for the ongoing needs of children with special educational needs to be discussed with all staff, including teaching assistants, thus maintaining a continuing dialogue about these children amongst staff and an awareness of progress and any issues that may have arisen.
- In-service training is on-going and reflects the needs of the staff and children at the school

TRANSITION TO FUTURE SCHOOLS

- Where necessary and with the express agreement of parents, information regarding a child with special educational needs, including STPs and successful teaching strategies and resources, will be discussed in a transition meeting between this setting and the next, attended by the school SENcos, class teachers and parents.
- With the agreement of the parents, the SENco will be available to meet or make telephone contact with the future class teacher of a child with SEN both before and after that child has begun their new school
- We will support the parents/carers and child with SEN in the transition from our school setting to that of another.

This Policy was reviewed by the Council of Management in October 2020.

Signed Dawn Brindle Chair of COM

APPENDIX A – SCHOOL INFORMATION REPORT TO PARENTS

Abbreviations:

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disabilities

SENco: Special Educational Needs Co-ordinator

The Children's House is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEN). Our expectation is that children with SEN will receive an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Are prepared for successful transitions into future schools and adulthood

We will use our best endeavours to ensure that a child with SEN receives the support they need to have their special educational needs met.



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What kind of special needs do we cater for?

We are an independent Nursery school with places for children aged 2 ½ - 4 years of age, and an independent pre-preparatory school with places for children aged 4-7 years of age.

[\(do we want to talk about one school here?\)](#)

We cater for many forms of special educational need as long as we can offer the required level of appropriate provision for that child and the other children in our care.

We believe that all children including those with SEND have a unique contribution to make. Our policy of inclusion extends to both children with additional needs and children who are developing normally. For all children, inclusion offers an opportunity to learn about the differences and similarities amongst us all. We plan differentiated provision to ensure that all children can access a full range of rich educational experiences. We involve parents in the process of planning for and supporting their child with SEND.

We strive to meet children's medical needs as far as we are reasonably and safely able to do so. Where necessary, staff receive specialist training in routine procedures that will enable children to access nursery or school and a full range of experiences.

What are the school's policies for the identification and assessment of pupils with SEN?

- All our teachers teach children with SEN. All of our staff recognise the importance of identifying SEN early and making effective provision quickly.
- On entry into the Nursery or Upper School we obtain each child's records from his or her previous setting where applicable and make our own assessment of each child's skills and levels of attainment. This enables us to monitor children's progress and discover any area of difficulty early on.
- Where children already have their SEN diagnosed or identified we work closely with the family and outside agencies to make sure we know as much as possible about the child before they start school.
- Parents may raise a concern about their child's development at any point.

What happens when a concern is raised by a parent or teacher?

- The SENco and teacher explore the concern through observation. This helps us to see:
 - if the child's progress is significantly slower than that of their peers starting from the same baseline
 - fails to match or better their previous rate of progress
 - fails to close the attainment gap between them and their peers
- The SENco and teacher share any conclusions with the child's parents and involve them in planning the next step which may be:
 - continuing to monitor the child's development closely
 - creating a short-term SEN Short Term Support Plan for the child
 - contacting outside agencies if appropriate
- SEN Short Term Support Plans are drawn up and reviewed in partnership with the parents, the child where age appropriate, the SENco, class teacher and any



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specialists working with the child. STPs are reviewed half-termly and more often if needed.

- In addition to the regular STP meetings the senior leadership team and the SENco are usually available to meet the child's family at short notice whenever the need arises.

What is our approach to teaching children with SEN?

We organise provision for every child in the following ways:

- **Wave One Provision:** We consider that good practice for children with SEND is good practice for all children and aim to offer high quality, rich learning experiences in all areas of development for all children including those with SEND.
- **Wave Two Provision:** We provide children who require it with additional time-limited interventions and differentiated activities to enable them to work at age-related expectations or above. Some of these children may have an STP.
- **Wave Three Provision:** We provide additional, highly personalised interventions for children with the greatest difficulties. These children will have an Education and Health Care Plan (EHC) and an STP. They will have targeted/tailored provision that means children can take part in an experience at different levels and in different ways.

In addition, we:

- Take advice from relevant specialists and agencies to inform the plans we make for children with SEND.
- Environmental adaptations can be seen in our Disability Access Plan which is reviewed every **three years** and additionally in response to a child's individual needs.
- We work in partnership with the child's parents to achieve the best outcomes for the child.

What additional support for learning is available for children with SEN, including social and emotional development?

- We employ a SENco and deploy other adults to work individually or in small groups with children where necessary.
- For children who have an [EHC Education, Health and Care Plan](#) and associated funding we employ one to one Learning Support Assistants who work alongside the teacher with those children.

— We have links with a speech and language agency which provides private in-school one to one speech and language sessions.

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— Our buildings at the Upper School are wheelchair accessible and we have a disabled adult toilet and an adapted child toilet. We also have baby changing facilities.

- We draw on advice from professional colleagues within the local authority. We use specialist equipment and resources as and when needed in line with advice and guidance.
- In partnership with parents, we refer to CAMHS (Child and Adolescent Mental Health Service) where necessary.

Roles within the Nursery in regard to SEN:

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- The SENco is the person in school with special responsibility to ensure that the needs of children with SEN are met and their parents are fully involved in planning and evaluating the provision for their children. Our SENco is a fully qualified teacher and her contact details are:

Julia Soper

juliasoper@childrenshouseschool.co.uk

Tel: 020 7249 6273

Our Area SENco for early years (assigned by the Local Authority) is Michelle Williams: michelle.williams@islington.gov.uk

- The class teacher must know the targets for each child with SEN and has responsibility for ensuring that work is planned to enable children to achieve their STP targets.

How are staff trained and supported to work with children with SEND? And how is our provision monitored for quality?

- Staff including the SENco, have access to a variety of training in relation to supporting children with SEND, including: staff meetings; specialist courses on and off site eg Makaton, Insets and individual training supplied by professional specialists eg Speech & Language Therapy, Richard Cloudesley **Outreach Team**, Occupational Health, Physiotherapy, CAMHS, Community Nursing Team.
- We self-evaluate regularly and we are inspected by **ISI (Independent Schools Inspectorate)**
- There is a named governor with responsibility for SEN
- Within formal observations and learning walks, the Senior Leadership Team monitor the quality of practice.

How do we involve and consult children with SEND and their parents in their education?

- Where appropriate the SENco will offer a home visit to children with SEND before they start their place in the Nursery or Upper School. This enables parents to share information about their child and express their views or any possible worries about their child's education.
- As children are young when they attend Nursery it is not always possible to include their views directly in plans for their education. However we do pay close attention to children's interests and ensure that we include these. We also offer children a wide choice of activities.
- Older children have their own child-friendly version of the STP.
- Parents are invited to attend and participate in all STP meetings relating to their child's education and review meetings involving outside agencies.
- In addition, we have a 2 ½ year Progress Check meeting with parents in the child's first half of term, Parents Evenings three times a year, an end of year written report in the summer term.
- There are opportunities for daily contact at the end of sessions and where appropriate, the Home/School Diary.
- We gather children's views via: children's questionnaires; School Council; circle time; assemblies; one to one involvement in STPs. We gather parents' views via: parent questionnaires; Parent Committee forum.



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How do we settle in children with SEND and help them make the transition to primary school either within our school or in another setting?

- We have a well-established policy to support children settling into their Nursery places. All new children are invited to attend a welcome visit before starting. For SEN children we offer a graduated start. A nanny or family member may stay to support the child's transition.
- We have a transition programme for children joining our Upper School from the Nursery.
- Transition meetings take place between teachers and the SENco.

How do parents raise a concern or complaint about the SEN provision at our school?

- In the first instance we encourage parents to discuss any concerns or complaints with their child's teacher.
- If the situation is not resolved we ask parents to raise their concerns with the SENco (Julia Soper).
- If further support is needed parents are asked to bring their concern to the Head teacher at the Nursery (Salima Keshavjee) or the Head teacher at the Upper School (Kate Orange).
- If the Head teacher is not able to resolve the problem we ask families to raise their concern with our governing body which is the Council of Management for the school. They can be contacted via Sue Garcin, School Administrator at our main office in the Nursery: 020 7354 2113).
- If the Governors are not able to resolve the difficulty parents may take their complaint directly to Ofsted who can be contacted on 0300 1231231.
- If a family are concerned about a child's well-being or safety and are not satisfied with the school's response to their concern they could also consider contacting Children's Social Care directly on 020 7572 7400.

The following organisations may support the school in working with children with SEND and their families:

Outside Agency	Contact
CAMHS	0203 316 1824
Speech and Language Therapy Occupational Therapy (private)	London Children's Therapy Centre 0207 467 9520
Early Years Inclusion Team Area SENco	Michelle Williams
Richard Cloudesley Outreach	Ann Corbett
Richard Cloudesley Safer Handling	Julie Noble
Family Action	Islingtonsend@family-action.org.uk
Families First	020 7527 4343
Whittington Health: Islington Additional Needs Service: Speech Therapy, Occupational Therapy, Physiotherapy, Social Communication Team and	020 3316 1877



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Community Paediatrics	
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Where can I find more information about SEND services in Islington and in the local area?

- Islington Local Authority produces a document called 'The Local Offer'. This lists the provision and support available for children with SEND and their families in Islington. The Offer can be found via the council's website www.islington.gov.uk/parentsofdisabledchildren
- Other local organisations that offer information and support for families of children with SEND are:
 - Families First: 020 7527 4343
 - Contact a Family who offer support and information on a wide range of issues affecting families with children with SEND. They can be contacted on 0808 808 3555 or www.cafamily.org.uk
 - Centre 404 offers support for people with learning disabilities and their families in Islington, contact them on 0207 697 8762 or www.centre404.org.uk