



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

### Aims and Objectives

This policy accepts the definition of Special Educational Needs and Disabilities as set out in the SEND Code of practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>). It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

We welcome children with Special Educational Needs and Disabilities as part of our community and we aim to ensure that all children have an equal opportunity to engage in the curriculum.

It is the intention of St. Andrew's Montessori that any child with SEND will be recognised and their requirements addressed. We aim to provide appropriate support strategies to achieve this.

St. Andrew's Montessori and all the teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities.

It is the policy of St. Andrew's Montessori that should a teacher have any concerns regarding the needs of any child, that she expresses her concerns to the Principal/SENCO without delay.

The Principal/SENCO will then spend time observing and working with that child. The parents of the child will be notified and invited into school to discuss the concerns of the teacher.

All staff will ensure children with SEND can join in activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the sufficient education of other children in the school and the efficient use of resources.

In the event of the need for outside agencies, the Principal will liaise with parents and the specialists required. We will actively support the establishment and maintenance of close links with all agencies working with children. Specialists will be invited into the school to observe the child and to discuss concerns with the teacher and the Principal. If necessary, a report will be submitted to the particular agency. At all times the Principal will maintain close co-operation with all agencies concerned.

It is the policy of St. Andrew's Montessori that children will be taught at the nursery so long as we are able to provide suitable teaching and materials for every child. It may be necessary for a child with recognised special needs to be placed in a special unit where his/her needs can be more appropriately met.

### Responsible Persons

Tasha Booth is our SENCO, Special Educational Needs Coordinator. The SENCO shares information with all staff on the needs of individuals and strategies to support them. A file on Special Educational Needs is available in the Office.

### Access to the Curriculum



The curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupil's SEND, the action plan taken and the outcomes.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles, flexible groups and one to one presentations will reflect this approach.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

#### Providing the graduated response: SEN Support

The school offers differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy, presenting persistent behaviour, emotional and social difficulties, has sensory or physical problems, or communication or interaction difficulties, the school follows an 'Assess, Plan, Do, Review' approach. Assessment will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place, which will be tailor-made according to the specific needs.

The plan will be outcome focussed and will also set out review arrangements.

#### Parent participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from earliest stage.

#### Multi-agency working

Regular liaison is maintained with the following external agencies and a support as and when the need arises.

- Educational Psychologist
- Area SENCO- Early Years Team Islington
- Health Service
- Education Welfare Service
- Outreach Support Services
- Alternative Education Provision (i.e. Pupil Referral Units)



### Workforce Development

In-service training needs related to special educational needs will be identified by the Principal or Head Teacher in consultation with the staff and will be incorporated into the staff development plan.

### Evaluating Success

This policy will be kept under review. The Principal will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual needs
- Success of early help intervention (e.g. effective use of eCAF)
- Academic progress of pupils with SEND
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents