

# EARLY YEARS LEARNING SUPPORT POLICY FOR ST ANDREW'S SCHOOL

## COMPLIANCE

In drawing up this policy, the school has had regard to the following guidance and advice (in so far as they apply to the school):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Disability Discrimination Act 1995
- Statutory framework for the Early Years Foundation Stage (April 2017).

## PHILOSOPHY

This document is the Early Years Learning Support Policy at St Andrew's School. It conveys the philosophy of a united setting in which we aim to secure the best for all children as individuals. This approach means that every effort is made to promote a positive climate within the setting, acknowledging the right of children with additional needs not to stand out from their peers.

*'We believe that the 'purpose of education for all children is the same... but the help individual children will need will be different'. (Warnock 1978)*

Owing to our strong views involving inclusion for all, our Early Years curriculum is primarily concerned with:

- Identifying/planning to meet individual needs.
- Providing a well-planned and structured environment, with access for all children.
- Providing a range of activities/resources/equipment.
- Evaluating/recording individual learning and achievements.
- Providing access to different types/levels of interaction and communication.

Partnership with parents and carers plays a key role in enabling children with additional needs to achieve their potential. St Andrew's School recognises that parents hold key information and have knowledge and experience contributing to the shared view of a child's needs and the best ways of supporting them. All parents of children with additional needs will be treated as partners and supported to play an active and valued role in their children's education. They will have access to information, advice and support at all times and staff will be sensitive to the parents' feelings and will always present a positive attitude.

We aim to enable all the children to have equal access to the curriculum in an environment where every child is equally valued and respected. In line with the Disability Discrimination Act 1995 and the Equality Act 2010, we ensure that we do not treat disabled children less favourably and will make reasonable adjustments if they are needed for a child.

## DEFINITION OF ADDITIONAL NEEDS

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

Children have a learning difficulty if they:

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

At St Andrew's School, we endeavour to secure special educational provision for pupils for whom this is required; provision that is '**additional to and different from**' that which is provided within the differentiated curriculum within the classroom. This additional support endeavours to cover the four areas of need identified in the new Code of Practice:

- Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory/physical
- (New Code of Practice September 2015 - see Appendices for definitions)

## **AIMS/OBJECTIVES**

**Our overall aim:** For all young children with additional needs to thrive and reach their potential in a supportive environment that prepares them firstly for a successful transition to school and ultimately for adult life. This will enable them to:

- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic well-being.

### **Our objectives:**

- To identify a child with additional needs as early as possible.
- To ensure that learning opportunities are focused on the needs of the whole child, centred on being able to meet the needs of all individuals.
- To promote an atmosphere of encouragement, acceptance and respect for achievements, in which all children can thrive.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To develop staff skills in identifying children with learning difficulties and devise suitable support programmes.
- To adopt positive and consistent strategies to help children with behavioural and/or emotional problems.
- To put in place a programme of support and referral that will enable children to receive help they need quickly and effectively.
- To inform parents of the needs and progress of their child and to work in partnership with them.
- To take into account the wishes of the child according to their age and understanding.

## **PROCEDURES AND INFORMATION FOR IMPLEMENTING THE LEARNING SUPPORT POLICY**

St Andrew's School has an appointed Head of Learning Support, (Mrs Kathleen Logie), who is responsible for coordinating additional needs provision within the whole school; including Early Years (Nursery and Reception years). She will provide support and advice for staff, liaise with the school's Head of Early Years and teachers; as well as with external agencies and monitor and develop additional needs provision.

### **Identification, Assessment and Review Arrangements**

Practitioners are responsible for the learning and development of all the children within their care. Within the early years, practitioners regularly observe all pupils and record progress in

accordance to the Early Years Foundation Stage and to aid in the early identification of additional needs. It is every practitioner's responsibility to assess and identify children and notify the Head of Learning Support, who will support the practitioner in setting up appropriate strategies, programmes of support and in discussing these concerns with parents.

## **A Graduated Approach to Special Educational Needs and Disabilities (SEND) Support**

St Andrew's School takes a whole school approach to the provision for pupils with SEND through assessing, planning, delivering, reviewing and recording of information, to ensure that all children achieve their potential.

### **1. Identification of needs**

At St Andrew's School, it is the role of the class teacher in the first instance, to identify any pupil who may have any SEND.

*'Slow progress and low attainment do not necessarily mean the child has SEND. The class teacher working with the Learning Support Coordinator should assess whether the child has SEND'*

SEND Code of Practice 2015

### **2. Analysis of Needs**

On-going processes of formative and summative assessments are an integral part of the teaching and learning process at St Andrew's school, providing information useful to the pupil, the teacher and the parents. These assessments demonstrate what has been learned, identify successes and gaps in learning and should identify what the next learning step should be. They also provide valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs. Where current rates of progress for individual pupils are inadequate, arrangements for appropriate screening and support will be made through the school's graduated approach to SEND.

### **Raising a Concern - Procedure**

- **Assess:** The class or subject teacher, working with the Head of Learning Support, will carry out a clear analysis of the pupil's needs.
- **Plan:** In consultation with the parent and pupil (if appropriate), agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The Head of Learning Support will support the main class/subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the implementation of support.
- **Review:** The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed (at the end of the term, or every 6 weeks; depending on what is considered most appropriate for a particular child). The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents; the support is revised in light of the pupil's progress and development, in consultation with the pupil and parents.

### **Inclusion and Access to the Early Years Curriculum**

St Andrew's School aims to respond appropriately to each child's background and individual needs. We will ask parents to give as much notice as possible if a child is disabled or has additional needs. This will enable us to explore with parents and with any outside professionals how we can provide most effectively for that child.

We try to ensure that children with additional needs have access to the full breadth of the Early Years curriculum by the use of such strategies as flexible grouping of children, adapting timetables where appropriate, and the sharing of resources and expertise where beneficial. Where appropriate and possible, staff are flexible about organising and managing groups to increase the support available to children with additional needs. We also aim to

extend and develop skills and resources that will aid differentiation to meet each child's specific requirements within all areas of the Early Years Curriculum.

### **Allocation of Resources**

We provide a range of resources to support children's development when appropriate, such as multi-sensory books and specially adapted items e.g. self-opening scissors etc. We differentiate the learning resources as necessary and organise our rooms to ensure access to resources is appropriate to all the children's needs.

We recognise the need to provide the maximum amount of assistance for children with additional needs, and have a minimum of one adult to nine children in the Nursery and one adult to ten children within Reception classes.

We investigate support and advice regarding equipment for children with specific physical disabilities as the need arises.

A list of the qualifications of the staff working in the EYFS is available on request from the Headmaster's PA.

### **Staff Training**

The school endeavours to provide regular In-Service Education and Training (INSETS) to develop the staff's understanding of diversity.

### **Monitoring and Evaluating the Additional Needs Policy**

This policy will be formally reviewed on an annual basis by the Head of Learning Support, the Head of Early Years and the Head and the Head of Pre-Prep.

Issues for all staff to consider in daily practice as well as at additional needs meetings include:

- How well our identification procedures enable us to support children with difficulties.
- How well children have attained individual targets.
- How efficient the record keeping has been in enabling practitioners to follow a child's progress.
- How well parents have been informed about their child's provision and how effective they feel it has been.

The school recognises that some pupils with a SEN may also have a disability. The school will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the school can adequately cater.

### **Further aspects relating to SEND Provision**

#### **Admissions**

The School's Admission's Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The school endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the school before they are considered for a place. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request (e.g. for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the school will assess whether it is able to adequately cater for and meet any SEND through discussion and meeting with parents, consideration of any professional reports and references from previous schools and assessment of the pupil at a taster day, as appropriate.

An offer of a place may not be made if the school determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The school will always consider its obligations under the Equality Act 2010.

## **Withdrawal**

Where, after all reasonable adjustments have been made or considered, the school feels that it is unable to accommodate a disabled pupil or meet their needs, the school may require parents, after appropriate consultation, to withdraw their child.

## **Pupils with an Education Health Care Plan (EHC Plan)**

The needs of the majority of pupils with SEND will be met effectively through the school's SEND support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the school have the right to ask the Local Authority to make an assessment with view to drawing up an EHC Plan for their child. Parents are asked to consult with the school before exercising the right. The school will always consult with parents before exercising the right.

If the Local Authority refuses to make an assessment, parents have the right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The school does not have the right to appeal.

Where a prospective pupil has an EHC Plan, the school will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan may need to be charged, either directly to the parents or to the Local Authority if the Local Authority is responsible for the fees and the school is named in the EHC Plan. In all other circumstances charges may be made directly to the parents, subject to the school's obligations under the Equality Act 2010. The school co-operates with the Local Authority to ensure that relevant annual reviews of the EHC Plans are carried out as required.

## **Links with other Early Years Settings**

The records for any children with additional needs will be passed, with the parents' permission, to any subsequent nursery or school that the child attends.

## **Links with Support Services and other Agencies**

The main supporting organisation for Early Years is **The Early Years Childcare Service**. They are able to offer advice, provide resources and training when necessary. St Andrew's also receives advice and guidance from other specialists such as **Physio Therapists, Speech and Language Therapists and Educational Psychologists**.

## **School Procedures and Policies**

The School's Admissions, Behaviour, Assessment and Educational Visits policies take account of pupils' learning difficulties or disabilities.

## **Review**

The school will review this policy on an annual basis to ensure the it meets the needs of those pupils with SEND.

**Updated: September 2019**

**K. Logie**

## **St Andrew's School Early Years Learning Support Policy.**

### **Appendix**

#### **Broad areas of need as set out in the SEND Code of Practice 2014:**

##### **Communication and interaction**

Pupils and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

##### **Cognition and learning**

Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

##### **Social, emotional and mental health difficulties**

Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

##### **Sensory and/or physical needs**

Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Pupils and young people with an MSI have a combination of vision and hearing difficulties.

Some pupils and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

##### **Other considerations**

Other considerations need to be taken into account as these may also impact on the progress and attainment of our pupils:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation -these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and Welfare.
- English as an Additional Language (EAL).
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Pupil.

## **Adequate progress**

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the pupil and his peers from widening.
- Closes the attainment gap between the pupil and his peers.
- Shows an increased rate of progress than previously.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.