

**Special Educational Needs and Disability Policy**

**SEND-CO Sophie Martin**

Definition of Special Educational Needs and Disability:

Children have special educational needs if they have a learning difficulty, whichcalls 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 of the same age, or 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 in schools within the area of the local education authority, or are under compulsory school age and fall within the definition above, or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely becausethe language or form of language of their home is different from the languagein which they will be taught.

Special educational provision means:

* for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Education Authority (LEA), other than special schools, in the area
* For children under two, educational provision of any kind.

This SEND policy details how Innov8 Sportz’s early years setting will do its best to ensure that the necessary provision is made for any child who has special educational needs and those needs are made known to all who are likely to interact with the child.Innov8 Sportz will use its best endeavours to ensure that all Innov8 staff are able to identify and provide for those children who have special educational needs to allow pupils with special educational needs join in the activities of the setting together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Identification, Assessment and Provision in Early Education Settings:

The Government’s Early Learning Goals sets out what most children will have achieved by the end of the foundation stage.

Children will progress at different rates during the foundation stage. By the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress.

Monitoring of individual children’s progress throughout the foundation stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children in the particular early education setting.

The key test for action is evidence that the child’s current rate of progress is inadequate.

Adequate progress can be defined in a number of ways. It might, for instance, be progress that

* closes the attainment gap between the child and the child’s peers
* prevents the attainment gap growing wider
* is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
* matches or betters the child’s previous rate of progress
* ensures access to the full curriculum
* demonstrates an improvement in self-help, social or personal skills
* Demonstratesimprovements in the Child’s behaviour.

Once practitioners have identified that a child has special educational needs, Innov8 Sportz Special Education Needs Co-Ordinator (SENDCO) Sophie Martin will intervene through a My Support Plan.

If this intervention does not enable the child to make satisfactory progress the SENDCO may need to seek advice and support from external agencies. Thisform of intervention is referred to as Intervention from Another Agency.

Informing parents and requesting they contribute their knowledge and understanding of their child and raise any concerns they may have about their child’s needs and the provision that is being made, is an essential initial step.

Role of the SENDCO:

In Innov8 Sportz Early Years setting the SENDCO has responsibility for:

•ensuring liaison with parents and other professionals in respect of children with special educational needs

* advising and supporting other practitioners in the setting
* ensuring that appropriate Individual Education Plans are in place
* ensuring that relevant background information about individual children withspecial educational needs are collected, recorded and updated.

The SENDCO will take the lead in further assessment of the child’s particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENDCO will also ensure that appropriate records are kept including a record of children using a My Support Plan and those using a My Plan. The key worker of the child will be usually responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Special Educational Needs and Disability Code of Practice:

The new Code suggests the setting SENDCO should be involved in assessing previous information, assessment, informing staff and parents of action, reviewing and monitoring all children with SEND, new entrants to the Innov8 Sportz, those using a My Plan or a My Support Plan.

**My Plan**

My Plan is characterised by the involvement of external support services that can provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child, continues to make little or no progress in specific areas, continues working at an early years curriculum substantially below that expected of children of a similar age, has emotional or behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the group, despite having an individualized behaviour management programme, has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service, has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When Innov8 Sportz seeks the help of external support services, those services will need to see the pupil’s records in order to establish which strategies have already been put into place and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in helping the child directly. The resulting IEP for the pupil will set out new strategies for supporting the child’s progress. Delivery of the IEP will remain the responsibility of the child’s key worker.

Requests for statutory assessment:

For a very few children the help given by the early education setting through Early Years Action Plus will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, considering whether a statutory multidisciplinary assessment may be appropriate. Where a request for a statutory assessment is made to an LEA, the pupil will have demonstrated significant cause for concern and the setting will provide evidence to the LEA detailing:

The school’s action through My Support Plan and Intervention from Another Agency, Individual education plans for the pupil, Records of regular reviews and their outcomes, The pupil’s health including the pupil’s medical history where relevant, Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist, Views of the parents and of the pupil, Involvement of other professionals, Any involvement by the social services or education welfare service.

Special Educational Needs Code of Practice:

The new Code suggests the setting SENDCO should be involved in assessing previous information, assessment, informing staff and parents of action, reviewing and monitoring all children with SEND, new entrants to the Innov8 Sportz, those on my support plan, My Plan and those with Statements.

**My Support Plan**

When a child is identified as having a special educational need or disability, interventions will be devised that are addition to those provided as part of the setting’s usual curriculum (My Support Plan).

The triggers for intervention through My Support Plan could be concern about a child who despite receiving appropriate early education experiences makes little or no progress even when teaching approaches are particularly targeted to improve the child’s identified area of weakness, Continues working at levels significantly below those expected for children of a similar age in certain areas, presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually used in the setting, has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment, has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

If in a consultation with parents it is concluded that a child may need further support to help them progress, staff should seek the help of the SENDCO.

Strategies employed to enable the child to progress will be recorded within the child’s learning journey or with in an Individual Education Plan (IEP). This should include information about the short term targets set for the child, the teaching strategies the provision to be put in place, when the plan is to be reviewed the outcome of the action taken.

The IEP will focus on three or four key targets and will be discussed with parents and the child. The IEPs will be continually kept ‘under review,’ but are formally reviewed three times a year. Parents’ will be consulted as part of the review process.

**This Policy was approved by the Innov8 Sportz C.I.C Board June 2014, was reviewed August 2015 and is due for further review August 2016. Reviewed September 2016, due for review September 2017. Signed:**