



Battledown Centre for Children and Families  
A Specialist Early Years Centre

# Special Educational & Disabilities Needs Policy

*This policy covers all aspects of school's work including Special School, Extended Services (inc Daycare) and Child Development Centre*

**November 2016**

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Date of Policy - November 2016

Date of Review - October 2017

## **Section 1 - Introduction**

Responsible Person: Headteacher - Jane Cummins

Special Needs Co-ordinator (SENCO): Deputy Headteacher - Mary King-Stokes

Governor responsible for SEN (Code of Practice 2.6): As a Special School all Governors share responsibility for SEN

### Introduction, Aims and Philosophy

Battledown Centre for Children and Families is a special school maintained by the LA. It is unique in several respects. It is the only special school, which caters solely for young children. It only rarely admits children who are already the subject of statements of educational need or EHC Plan Battledown caters for 40 full time equivalent children. Battledown admits children with all kinds of special educational needs, including profound & multiple/severe/ moderate learning difficulty, developmental delay, speech and language delay, receptive and/or expressive language disorder, physical disability, sensory loss and emotional/behavioural difficulty.

We aim to provide an environment in which all our children are enabled to work to their full potential. We are committed to ensuring that all our children receive a curriculum relevant to their needs and ability using the Early Years Foundation Stage of the National Curriculum. We aim to do this through: and where appropriate the National Curriculum

- Promoting equal opportunities for all children irrespective of ability, gender, race or social grouping.
- The early identification of SEN so every child can access the curriculum.
- Providing an appropriate learning environment for all children.
- Early consultation with parents.
- Active involvement of parents in implementing My communication Profiles and my Plans.
- Enabling parents to take a key role in supporting their children's learning.
- Providing a differentiated and developmentally appropriate curriculum.
- Establishing and maintaining an efficient and consistent approach to identifying needs.
- Maintaining a record keeping system.
- Having regard to the Code of Practice.

Partnership between the school, parents and carers, the child and supporting services is central to our thinking. We strongly believe that there are tremendous benefits gained by a child knowing that parents and school staff are working together to develop children's learning. Two-way communication is encouraged both formally and informally. Parents are warmly welcomed into school to discuss their child with staff or to work alongside staff in the classroom.

The development of quality partnership between the school and supporting services is actively encouraged, giving children the best possible advantage.

Section 2 - Basic information about the school's special educational provision - to be read in conjunction with our published local offer

### Objectives:

At Battledown Centre for Children and Families we:

1. Ensure, wherever possible, that all our pupils are taught within their own group and that withdrawal is kept to a minimum.

2. Provide programmes of work (for groups and individuals), which enable our children to access the curriculum, irrespective of whether they have physical, sensory, emotional/behavioural, specific or general learning difficulties.
3. Allocate our resources flexibly to support all children's needs.
4. Plan our work allowing for differentiation in keeping with the children's needs and abilities.
5. Operate a system of closely monitoring our pupils' work.
6. Maintain effective channels of communication with everyone involved with our children.
7. Inform, consult and support the parents of our children.
8. Liaise closely with the appropriate services working with our children, these currently include -
  - Speech and Language Therapy
  - Physiotherapy
  - Sensory Integration Therapy
  - Occupational Therapy
  - Music Therapy
  - Educational Psychology
  - Child Health
  - Community Learning Disabilities Team
  - Advisory Teacher Service
  - Children & Young Peoples Service (CYPS)
  - SEN Casework
  - Consultant Community Paediatrician
  - Audiology
  - Ortho

Due to ever changing telephone numbers, please contact the school office for up-to-date contact numbers.

#### Operation of the policy

All teaching staff are responsible for the assessment of special needs at Battledown Centre for Children and Families. Their responsibilities include:

- Initial screening of all new children, using an initial screening against the Early Years Foundation Stage Prime Areas or P scales as appropriate
- Recording children's achievements at, at least, termly intervals using the Early Years Foundation Stage through Classroom Monitor or P Scales as appropriate
- Reporting children's progress at six monthly intervals to parents and involved professionals.
- Liaising with external agencies.
- Liaising with the governing body.
- Contributing to in-service training of staff.
- Highlighting areas where special staff training is needed.
- Set up Communication Profile for every child.
- Create a My Plan for each child if required and review as necessary.

#### Success Criteria: Questions we will consider when evaluating the policy

1. Have the views of the SENCO, staff, parents and pupils been considered?
2. Have the My Plan targets for children been achieved?
3. Have resources been available to meet the needs of children with SEND?
4. How have resources been applied?
6. Has the allocation of resources been effective in enabling children to achieve My Plan targets?
7. Have any changes been made to the policy? If so why?
8. Have external agencies contributed to the success of My Plans?
9. Has training been offered to the SENCO and staff?

### Monitoring of SEN Policy

The SENCO will monitor SEND My Plans periodically.

The implementation of the school's Special Needs Policy is monitored by the SENCO, Governors and Headteacher throughout the year. This includes:

- Observation in classrooms
- Working alongside teachers
- Assisting with the writing of My Plans
- Monitoring planning
- Reviewing children's records and assessment information
- Discussion between the Headteacher, SENCO and staff
- Reviewing the needs of children on the School Roll via the Reporting and Review process

### Evaluation of success

Within the school improvement plan, provision has been made to review the SEN policy annually, with staff and governors. In evaluating our success and areas for development we will consider:

1. The provision of suitably differentiated play & learning activities.
2. Record keeping.
3. Systems for monitoring and reviewing My Plans.
4. Involvement of the support services.
5. Parental involvement.
6. Children's progress through progress data and case studies
7. Arrangements for the reporting and review process, including annual reviews.
8. Effective deployment of resources - human and material.
9. Original objectives set out at the start of this policy.

### The main sources of funds for special educational needs and disabilities

As a maintained Special School, all our funding goes to support children with SEND.

The total amount invested in SEND last year (2015/16) was: £850,315

This money covers the following main areas of expenditure:

1. Staffing
2. Additional therapy support
3. Staff Training
4. Maintenance and resources
5. Improvements to the work of support for learning
6. Administrative support

### Admission Arrangements - The Referral System

Battledown Centre for Children and Families is a special school maintained by Gloucestershire County Council. As such, places at the school are funded by the Local Authority and the process of admission is managed by the authority.

The majority of children referred are aged between 2, 3 and 4 years. Initial referrals for this age group can be made by a wide range of professionals, including parents themselves using a My Plan + assessment and highlighting the main details of the child and their learning, health and care needs. This plan is discussed by

the Early Years Multi-Agency Planning Group Meeting. Should it be felt appropriate for a child to be placed at Battledown Centre for Children and Families, the Chair of the planning group forwards paperwork to the Headteacher for consideration for a place.

The Centre is a school with a remit to cater for children up to aged 7 - end of Year 2. For children between 4 to 7 years of age referrals are made using an Education, Health and Care Plan. This plan is discussed by the SEN Casework Multi-Agency EHCP Meeting. Should it be felt appropriate for a child to be placed at Battledown Centre for Children and Families, SEN Casework sends paperwork to the Headteacher for consideration for a place.

#### Accessibility

There is an accessibility plan in place and all the appropriate teaching facilities are accessible for disabled pupils, including wheel chair access.

#### Inclusion

At Battledown we strive to be an inclusive setting, which encourages participation by all children and adults in all aspects of school life.

#### Specialist Facilities

Our building is designed to accommodate children with the whole range of special needs and disabilities. Particular resources are the classrooms, sensory rooms, soft play and a range of outside learning environments which children have access to on a timetabled basis across all EYFS and National Curriculum areas. We benefit from having access to therapy rooms suitable for working with individuals and small groups when the classroom is not appropriate for teaching purposes.

### Section 3 - Roles and Responsibilities

#### The Role of the SENCO

The SENCO ensures we maintain a SEND records for all pupils on roll. In consultation with the Headteacher the SENCO ensures, that the purchase and allocation of all resources are made appropriately and reviewed regularly. The SENCO and Headteacher are available to staff to give SEN advice and support when requested and regularly through the school's review process.

Regular parental involvement in the education of children is essential. The SENCO communicates through both written and verbal means. The writing of My Plans are the responsibility of the key teacher, working with the team, multidisciplinary colleagues and SENCO. Parental involvement is encouraged whenever possible.

Regular six monthly reviews on all pupils, Annual Reviews and team around the child meetings for My Plan & EHC Plans are organised by the Headteacher in conjunction with the SENCO and Pupil Administrator.

The SENCO has an important liaison brief which includes:

- Parents and Carers (see above)
- Relevant support services, such as Gloucestershire County Council Department and Health Professionals
- Governors
- Local mainstream Primary and Infant Schools and EY Settings
- Special Schools

The SENCO continually monitors successful implementation of the SEND Policy, evaluating and revising policy when necessary. Attendance at relevant SEND courses is encouraged for all staff and in-house SEND training for all staff is arranged or provided by the SENCO as appropriate.

### The Role of the Key Teacher

Please refer to the following policies for details on the specific nature of identification, assessment and provision at Battledown:

- Development, Play, Learning and Teaching Policy
- Admission, Integration & Transfer Policy
- Parents' role in the Assessment Process Policy
- Staff members role in the Assessment Process Policy

The Key Teacher will:

- Discuss with parents the initial assessment of the child within the first term (6/7 weeks)
- Assess and monitor the child's progress
- Provide for each child My Communication Profile and My Plan
- Involve the parents in setting targets for the programme and encourage their participation
- Provide a copy of the My Plan to parents, any other setting and those members of the multidisciplinary team working with the child
- Review the Education plan every 4th term with the team, multidisciplinary team, child and parents.  
(See the Staff Members' Role in the Assessment Process Policy).

### The Role of the Early Years Practitioner

Early Years Practitioners support individuals and groups of children in the classroom working under the direction of the teacher, with children on specific programmes. Early Years Practitioners will also support the teacher in the planning, assessment, record keeping and reporting process. (See the Staff Members' Role in the Assessment Process Policy).

### The Role of the Family Worker

The Family Worker supports parents in need of additional help in understanding the nature of the work being done in school to assess children's needs. She advises teams on her work with families and responds to their requests for specific support and interventions as appropriate. She is actively involved in Family & Health meetings with class teams on a weekly basis and is responsible for running INFOCUS meetings for parents on topics of their choice

### Section 4 Policy and Procedures

#### Information about the school's policies for the identification, assessment and provision for all - Procedures

The SEN Code of Practice provides a clear framework for assessing and meeting pupils' SEND

#### The SEN Code of Practice 2014

School informs parents when a child is first admitted to school that their child's needs are being met at My Plan or My Plan+.

School informs parents about the Gloucestershire Partnership with Parents Service.

Parents are invited to be fully involved in the school's provision for their child. They are helped to understand the purpose of any intervention and the programme of action and their role in supporting the My Plan or My Plan+. Parents are encouraged to fulfil their obligations under home-school agreements and joint intervention programmes. Staff seek to involve children in setting and reviewing outcomes on their My Plans.

Intervention will be Assess - Plan - Review. Outcomes will be set which build on the child's strengths in play, language, learning, motor and social skills working towards progress on the Early Years Foundation Stage age bands, P Scales and long term Outcomes & Aspirations.

At Battledown Centre for Children and Families we are continually monitoring and assessing our pupils' progress. Each child has their progress recorded through Classroom Monitor software. Summaries of progress are available centrally for support services to access.

Admission to Battledown that the child's needs are long term and in more than one area of development, the Educational Psychologist and ATS are requested to make observations and dynamic assessment of the child over time. Discussion is then held with parents as soon as possible during this process and may include visits to the child and parents at home.

At a review meeting it may be decided in consultation with parents, multidisciplinary team working with the child and receiving school that, despite multidisciplinary involvement over a period of at least two terms, the child's needs are likely to be long term and above those the receiving school may be expected to fund from their own resources. In these cases school will request assessment of the child's needs in an Education, Care and Health Plan be considered for the child.

Triggers for EHC Plan request will be when a child:

- continues to make little or no progress in specific areas over a period of at least two terms
- continues working at Early Years Foundation Stage levels considerably below that expected of children of the same age
- fails to develop appropriate early learning and motor skills
- has ongoing language and communication difficulties or substantial social communication difficulties which impede Learning
- has significant emotional or behavioural difficulties which impede learning and severely inhibit progress
- has sensory, medical or physical needs and needs specialist equipment and/or regular advice from a specialist service.

#### School Request for consideration for an EHC Plan

If school and/or parents should need to make a request for an EHC Plan to the Local Education Authority, the child will have demonstrated significant cause for concern. The Headteacher and the SENCO (Deputy Headteacher) are responsible for submitting My Plan +s for the process. The LA will consider the need for an EHC Plan and, if appropriate, request a further multi-disciplinary assessment.

#### EHC Plan provision for Special Educational Needs and Disability

The LA will assess the need for EHC Plan provision. All those involved in supporting the child's education, health and care will be consulted by the LA and invited to submit their part of the assessment. Following the consultation and assessment an EHC Plan may be agreed. The EHC Plan will be reviewed at least annually. Parents and the multidisciplinary 'Team around the Child' are invited to the review of the Plan. The child's own views are also taken into account where available and appropriate. The Headteacher and/or SENCO are responsible for reporting on the Plan review.

#### Allocation of Resources

In consultation with the Headteacher, the SENCO will purchase specialist materials and equipment that is needed to deliver programmes to children with Special Needs.

### Complaints Procedure

Under the Education Reform Act 1988, the Authority has established arrangements to consider parents' complaints about the school's curriculum and related matters. A copy of the full procedure for this is available for inspection in each school and public library maintained by the Authority. It covers matters relating to the national curriculum and includes provision of external examination courses, religious education, the operation of the school's charging policies in relation to the curriculum and the provision of information. The procedure provides for complaints to be directed initially to the head of the school and for an attempt to be made to resolve them informally. If this fails, there is then a formal appeals procedure available to parents.

For complaints about a child's SEN provision, the child's parent should initially contact the SENCO and if necessary the Headteacher. Advice may be sought from the Governors. Matters concerning the LA will be referred to Gloucestershire County Council Officers.

### Section 5 - Information about the school's staffing policies and partnership with bodies beyond the school

#### Staff Training and Awareness

"In service" training through staff meetings, training days or external courses, is offered to all teaching staff and Early Years Practitioners. Support from external agencies may be brought in for training when necessary. The SENCO will keep staff updated on all matters of SEND.

#### Staff Specialism

All staff employed at the school are qualified to work with children with special needs either through a professional qualification and/or considerable experience working with such children. We work closely with the many mainstream schools and settings that receive children from us prior to transfer.

#### Partnership with Parents

Throughout this policy we have continually referred to the partnership between parents, staff and children. Our aim is to develop close links with all parents through:

- Welcoming parents into school
- Regularly informing parents of developments or changes
- Making our intentions clear
- Sharing and valuing the parent's point of view
- Giving parents the opportunity to bring somebody with them to meetings, to give support
- Providing a private place for parents to talk
- Meeting parents in the home if necessary (two members of staff to attend)
- Annual Parent's Evenings
- Giving notice of review dates in line with the Code of Practice for SEND
- Inviting parents to contribute a report to support the Review process
- Preparing parents for the Review Meeting

At Battledown Centre for Children and Families we maintain good working relations, which include close contact concerning the child's assessment and progress being made. NO decisions about a child's future placement are made in the absence of the parents who attend 6 monthly reviews with the head and class team. (See the Parent's Role in the Assessment Process Policy).

#### Links with other schools and settings including Integration and Transfer

Children may be referred to Battledown Centre for Children and Families whilst already attending another pre-school setting. In discussion with parents a decision is made on admission as to whether dual placement

is in the child's best interests. If it is felt to be so, early links are made between Battledown Centre for Children and Families staff and those of the second setting in order to share knowledge and plan together a consistent programme of Learning. Dual placement continues until the child reaches reception age or until it is felt appropriate for the child to transfer fully into his pre-school setting.

Every opportunity is given for staff in receiving schools and pre-school settings to come to Battledown to see children in our school context and to liaise with the assessment team here. The experiences children have at Battledown Centre for Children and Families are designed to prepare them adequately for primary school, and colleagues comment very favourably on the standards of attainment our children show in areas such as personal and social developmental and self-help skills. Battledown staff are willing to be used flexibly throughout the integration process, accompanying parents on initial visits or supporting a child in his or her new surroundings or being available to talk by phone with colleagues in the receiving school.

When it is felt appropriate by parents, Battledown and the receiving school, arrangements are made for school aged children to attend their mainstream school. This is a valuable part of the assessment process, giving a perspective on the child's needs in a mainstream setting. If appropriate the Educational Psychologist and Advisory Teacher will visit the child in the receiving school. The child may attend mainstream school for a whole or half day whilst integrating. Battledown may fund supported integration for some children as resources allow, Battledown staff monitor integration with regular visits and My Plans or My Plan + outcomes are shared and monitored. The school-to-school diary is an important means of communication in which parents are invited to share. Where appropriate, Battledown staff are able to offer training to mainstream colleagues in the use of a range of teaching strategies, e.g. Total Communication, behaviour modification, task analysis, PECS and other methods of communication.

On completion of the period of assessment Battledown Centre for Children and Families transfers children into a variety of mainstream settings and schools, specialist centres and special schools including Battledown KS1 provision (See the Admission, Integration and Transfer Policy and the Integration Policy).

All details of a child's assessment accompany the child to the receiving school together with a Pupil Transfer Document. Included in the Transfer Document will be the recommended Level on the Code of Practice agreed between the SENCO and the Educational Psychologist. The Speech and Language Therapy Team also prepare a transfer document. The child's central file with all reports compiled during the child's assessment is also forwarded to the receiving school.

#### Links with Support Services

We work closely with colleagues in Health and Social Care Services. Many of our children having been first identified as having special needs by them. Speech and Language Therapy and Physiotherapy form part of the daily education programme, the therapists being closely involved with planning, recording and reporting. The Head is the named person for issues relating to child protection and Safeguarding as the DSL she attends all core group meetings and case conferences concerning children on roll.

All members of staff are required to keep the SENCO informed of any contact they have had with support services. Likewise the SENCO will relay any information received from, and contacts made with the support services, back to the class team. It is essential that all referrals to the Learning Support Services and the Educational Psychology Services be made through the Headteacher, who may delegate this role to the SENCO.

The school seeks the support of the child's Health Visitor and G.P. as appropriate.

When the need arises, advice from other appropriate agencies is sought.

Appendix 1

My Plan

MKS/JC - October 2016



# MY PLAN FOR:

Completed by:	Date:
Parental Signature:	
Parental Signature:	

Date of Birth:

Review Date:

Area	My needs: What I find difficult now	My outcome: These are my goals (these should be specific, measurable, agreed, realistic and timed with a review date)	Actions: What will help me achieve my goals	Resources used: What is being used to help me achieve my goals (Who will do what, when and how often)	What is working and not working
					Achieved: Partly achieved - carry on: Partly achieved - need changes: Not achieved - carry on/need changes/need advice:
					Achieved: Partly achieved - carry on: Partly achieved - need changes: Not achieved - carry on/need changes/need advice:
					Achieved: Partly achieved - carry on: Partly achieved - need changes: Not achieved - carry on/need changes/need advice:

<b>Other professionals involved:</b>	Name:	Agency:
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# MY PLAN FOR:

Completed by:	Date:
Parental Signature:	
Parental Signature:	

	Name:	Agency:
	Name:	Agency:
	Name:	Agency:
	Name:	Agency: