



**SPECIAL EDUCATIONAL NEEDS POLICY
ALTRINCHAM PREPARATORY SCHOOL
EARLY YEARS**

This document was completed by the Learning Support Coordinator, Mrs V Hayton

Its implementation is the responsibility of the Head Master and will be monitored for its effectiveness by the Chair of Governors

This document is scheduled for annual review, or before if necessary.

<u>Date</u>	<u>Version</u>	<u>Reason Reviewed</u>	<u>Approved By</u>
4/2/19	1.0	Updated change of Personnel	VH

This setting is committed to providing the best care and appropriate learning opportunities for every child. All children are individual and special and so, therefore, are their needs. We make provision for all children in relation to their individual needs, thus giving the best long-term benefit to the children and their families.

We are committed to working in partnership with parents/carers and will keep them informed and involve them at all stages of assessment and intervention.

On Entry

We ask all parents to be open and frank when completing admission documents giving details of each boy's background. We advise parents of boys with Special Educational needs to discuss their son's requirements with the

Head Master before joining the school, so that we can make adequate provision for him. Parents should provide a copy of an Educational Psychologist's report or a medical report if relevant. We can thus discuss with parents, before the boy comes to the school, how best we can address any existing needs.

Each pupil with a Special Educational Need requires individual consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their son once they have accepted the offer of a place and before he becomes a pupil at the school.

Our Learning Support Department is staffed by fully qualified specialists who are able to support each pupil with a specific learning difficulty in Dyslexia and/or Speech and Language difficulties.

STAFF

Early Years SENCO Mrs V Hayton BSc Hons, PGCE (DipEd – pending)
Mrs M Schofield B.Ed Dip Ed (SpLD)

Nursery

Pre-School

We have one qualified teacher and three TAs. There are two lunchtime assistants.

Reception (per class)

We have one qualified teacher and a full-time a teaching assistant.

Additional support

It may be possible to arrange for additional support (at the parents' expense) should this be deemed appropriate.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

TRANSITION ARRANGEMENTS

Should the child already be receiving extra support the Learning Support Coordinator will liase with the child's Early Years Setting to ensure continuity of intervention.

We arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We offer specialist support working closely with the child and his parents to help him to overcome the barriers that his difficulties present.

Our Learning Support Coordinator will prepare an Individual Education Plan for any child where it is deemed appropriate setting achievable targets. The child's Parents and Teachers review the plan regularly.

Early identification of any difficulties a child may have will enable us to intervene and offer differentiated activities to meet all individual needs. Should a class teacher/teaching assistant express concern about the progress/behaviour of

a child he/she will carry out a series of observations. The parent will then be invited to discuss the concerns with the class teacher.

Early Years Action

The Learning Support Coordinator, together with the class teacher, will devise an IEP where suitable targets will be set, and interventions devised that are additional to or different from those provided as part of the usual curriculum. The IEP should include 3 or 4 key targets, including a home-based target, and parents will then be invited to discuss the programme. Where appropriate the boy is included in any decision about how he will be supported.

Review

IEPs should be continually under review. The targets may be short term, in which case a review may be necessary every half term, but there should be a review at least three times a year.

If the child continues to make little or no progress over a long period, despite the intervention of EYA, it may be necessary to involve external support services. These can advise on new IEPs and targets, provide more specialist assessments and give advice on new or specialist strategies and in some cases provide specific support. Before this happens the Learning Support Coordinator and class teacher will consult with the parents.

For a very few children the help given by EYA+ may not be sufficiently effective to enable the child to progress satisfactorily. The class teacher and Learning Support Coordinator will consult with the parents and external agencies involved to consider whether a multidisciplinary assessment may be appropriate. The Learning Support Coordinator will then approach the relevant LEA who will be responsible for determining whether such an assessment is necessary and if there is a requirement to request a Education Health Care Plan.

LIASING WITH PARENTS

In the Early Years setting we have a welcome meeting in September and two parents' consultation evenings per year. In Pre-School there is an interim written report at the Spring half-term and a full report at the end of the academic year, plus an end of year report. In Reception there is also an interim written report at the Spring half-term and a completed Foundation Stage Profile plus report at the end of the academic year. Parents are welcome to speak informally with their son's teacher before or after school, or may ask to see them by making a formal appointment at any time. Similarly, the teacher will consult with parents if he/she feels there is a problem that needs addressing and will not wait for a formal parents' evening.

Parents have a right, at any time, to refuse any intervention. Should this be the case we ask that the parents put this in writing so that it may be kept on record.

Physical Accessibility

We recognise that some children with Special Educational Needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of the school's Accessibility Plan and Disability Policy from the web-site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents, staff and visitors.

Staff Training

All staff including teaching and support staff are given regular training on working with pupils with special educational needs and disabilities.

COMPLAINTS

Any complaints about the provision of Learning support provision should initially be addressed to the class teacher. The Learning Support Coordinator may then be consulted and should this fail to resolve the situation, the complaint will be referred to the Headmaster.

Links

Trafford Early Years Services –
Maureen Fraser (Speech and Language Therapist)

Training

The Early Years Learning Support Coordinator and staff have access to training offered by Trafford Early Years Services.

This policy was compiled by Vicky Hayton (Learning Support Coordinator). Its implementation is the responsibility of all teaching staff. It will be monitored for its effectiveness by the Head Master on behalf of the Governors. This policy is scheduled for review annually, or before if deemed necessary.

Mrs v Hayton

Reviewed 1st November 2018