



**ST PIUS X PREPARATORY  
SCHOOL & OAK HOUSE  
NURSERY**

**LEARNING SUPPORT POLICY**

September 2018

Version 5.0

## **1. Introduction**

We at St Pius X Preparatory School and Oak House Nursery are committed to meeting the needs of all our pupils and ensuring that they make progress. Our Special Educational Need and Disabilities policy identifies the importance of the early identification of any difficulties that a child may be experiencing in accessing the learning environment. We believe that meeting their needs is a shared responsibility. Parents, carers, teachers and support services or external agencies should all be involved in the planning for pupils requiring additional provision.

Additional provision means provision which is in addition to or otherwise different from the educational provision generally available in school.

We have a strong commitment to Inclusion for all and will make reasonable adjustments in order to enable children with a disability and those with additional and Special Educational needs fulfil their potential.

Children's individual progress will be observed, monitored and recorded appropriately and if placed on the S.E.N. record, after consultation with parents, key workers will liaise closely with the SENCO to enable appropriate targets to be set.

The SENCO will take responsibility for liaising with other professionals, Speech and Language Therapist, Health Visitor, Outreach Support Teams, to ensure that any specialist services are accessed and that the setting continues to offer effective provision for the child.

Subject to the detail of this policy we work to the requirements of the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice 2015.

## **2 Aims and objectives**

The aims of this policy are:

- To ensure that the school offers a broad and balanced curriculum which is accessible to all pupils and promoting a high standards of expectation and achievement.
- To ensure that the learning needs of pupils with learning difficulties/disabilities are identified and assessed as early as possible and their progress is closely monitored.
- To ensure that all staff and parents are involved in planning and meeting the needs of pupils with learning difficulties / disabilities and additional needs.
- To involve outside agencies where appropriate and ensure close co-operation between all the agencies concerned in order to effectively meet the needs of staff and pupils.
- To allow all children to fully participate in all the activities of the setting by providing additional support or adapting activities appropriately.
- To encourage regular and effective communication between parents and school keeping parents fully informed of the needs and progress of their child.
- To encourage children to develop confidence and recognise value in their own

contributions to their learning, thus developing self esteem.

- To ensure interventions for each child are revised regularly to assess their impact on the child's progress.

### **3 Educational inclusion**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to remove barriers to learning and participation. All our children are valued as part of the school community. Through appropriate curricular provision we respect the fact that children.

- Have different educational and behavioural needs.
- Have different learning styles and this requires different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by;

- Providing support for children who need help with communication, language and literacy.
- Planning for children's full participation in lessons and in physical and practical activities.
- Planning to develop children's understanding through the use of all their senses and through varied experiences.
- Helping individuals to manage their emotions, particularly trauma or stress and take part in learning.

### **4. The admissions arrangements for Nursery children with SEN are:**

- Our Admissions Policy indicates that all children are welcome to join us from the age of 2 years.
- Parents are invited to view the nursery and receive a comprehensive information pack prior to registering with the nursery.
- During the registration process parents are invited to share information about their child's individual needs and also during the pre-visit sessions.
- We ask for parent's help in providing information about their child and, any, additional needs identified during the registration process are discussed with the SENCO and the child's key person. We will then consider any changes to staff ratios, length of sessions and access to the physical environment that require making. This sharing of information enables the setting to explore with parents and any other professionals involved, how we can provide most effectively for the child.

## 5. Specialist facilities and staffing.

- The setting can only be accessed by steps; however reasonable adjustments would be made to allow access for children who have disabilities. There is a ramp that leads from Great Oaks classroom into the main playground and all the steps have brighter painted edges to improve visibility.
- The toilets/washbasins are easily accessible from each classroom, and if necessary, steps and raised seats are made available.
- There is an additional separate toilet in the junior block, accessible from the dining hall that is available at all times. This is equipped with hand rails that can be raised and lowered to facilitate wheelchair access.
- The Setting receives Additional Inclusion Support **(AIS)** funding which we use to support the inclusion of children with SEND within our setting. This enables us to enhance our resources and to increase our ratios, to meet any additional needs that our children may have.
- Minimum staff/child ratios are always maintained however additional staff are employed to ensure that children with S.E.N. and disabilities are able to access the environment and learning opportunities
- The SENCO and the practitioners are experienced and well supported in providing for the needs of children with additional needs. All practitioners attend appropriate training, depending on the needs of children.

All practitioners have received training in supporting children Speech and Language difficulties, including English as an Additional Language. The children are also supported in developing their English by our bilingual practitioners

## 6. Identification and Assessment and Review of children with SEN:

- We have regard for the Code of Practice on the Identification and Assessment of Special Educational Needs.
- The Setting staff work within the Framework of the EYFS and will take all necessary steps to safeguard and promote the welfare of children as set out in the 'Statutory Framework for the Early Years Foundation Stage'
- We have adopted the 3-phase model and the practice of our setting is described through these stages:

### Wave One

- Observations of children during play identify any child who is having difficulty and ensures that the appropriate action to meet the child's needs is put into place. The Child's name will be placed on the S.E.N. Code of Practice record after consultation with parents/carers. Advice may now be sought from other agencies. Key workers will continue to observe and record their concerns, which will be shared with and supported by the SENCO and Parents. The SENCO, in agreement with parents, will decide on the action to be taken, eg., further observation, differentiated curriculum, individual Play / Learning Plan and will organise a review meeting.
- The review meeting will decide whether the action taken has enabled the child to meet the targets agreed in the Play/Learning Plan, in which case, monitoring may continue or the child will be removed from the record. If the child has not made progress, and once again in agreement with parents, other agencies may be involved.

### **Wave Two**

- At this stage the child will be receiving assistance from a Speech and Language Therapist. The SENCO will liaise with the Therapist to identify external support that is required, dependent upon the needs of the child.
- A planning meeting will be arranged and in consultation with parents/Speech and Language Therapist/SENCO, decisions will be made as to the appropriate action to be taken. Regular meetings will be held and advice given as to the best way to meet the child's needs. The Speech and Language Therapist may provide a Care Episode Plan containing strategies for parents and staff to follow.

### **Wave 3**

- At this stage the child and their parents will be receiving assistance and advice from a variety of different professionals. The SENCO will liaise with these professionals to identify external support that is required, dependent upon the needs of the child.
- An initial meeting will be arranged in consultation with parents/professionals involved with the care of the child/SENCO. At these, professionals will have suggestions on how best to meet the child's needs and record their responses and interactions. A Targeted Learning Plan will be written which will identify future learning needs and set meaningful targets. A future review meeting date will be arranged.
- The review meeting will discuss how successful the strategies have been in enabling the child to progress and whether to return the child Wave one or two, guided by advice from other professionals, or to seek assessment from an Educational Psychologist or Paediatrician who will carry out a formal developmental assessment on the child, usually at the setting, during play. Following this assessment the

Setting may then make a request to the Early Years Panel for Additional Inclusion support.

**7. We plan our Early Years Curriculum (with access to the Early Years Foundation Stage), to include children with SEN and disabilities as follows:**

- Staff are deployed in order that they are able to provide the necessary support for all children to have first hand experience with the learning environment. Teaching styles are adapted and changed to facilitate learning activities being delivered to children's individual learning preferences and needs. Staff respond confidently to children's preferred learning styles, recognising that children learn in different ways and using all of their senses.
- All children are provided with stimulating and challenging experiences, based on their individual interests/experiences.
- Individual children are planned for using information from parents' knowledge of their child, advice from other professionals and observations of children as they explore the environment. Future learning experiences are planned for as a direct result of what has been observed, parents are invited to comment upon these observations as they happen. Each child's portfolio highlights their individual preferences and future planning therefore, is unique to each child. These observations include any comments that the child has made about the observation or their play.
- Parents are also invited into the setting to share their interest/hobbies with groups of children and home/link activities are provided.

**8. The EYFS Learning Environment provides the following opportunities for all children to be included in the setting as a whole:**

- The physical environment is arranged in order that all areas and equipment are easily accessible, chairs are removed in the main play areas so that children are able to move safely and access all activities.
- Specialist equipment can be accessed via close links with outside agencies.
- Trips and visits are planned and the risk assessment ensures that all children are able to access the site, transport and facilities, whilst extra staff accompany children on all outings. (Staff to child ratio 1:4 and additional staff accompany children who have additional needs if necessary)
- Staff act as excellent role models, sharing activities with children, providing opportunities for children to play alone, with peers and/or adults through a range of differentiated experiences and resources.

- Quiet areas with cushions and soft settees provide time for calm and peace to balance the busy outdoors with various sizes of climbing and balancing equipment, music area, water play, sand play and mark making areas, etc. All areas of the continuous provision are available to children, indoors and out, and are offered on different levels, eg, water play is available in the water tray/tub, with gutters and pipes and floor level tuff spots.
- A visual timetable is accessible to the children, as are picture prompts around the room to help them to find the different areas. Simple augmentative sign language is used frequently to the whole group, particularly during routines such as carpet and snack times.
- All children's contributions are recognised and valued by the staff and their achievements are celebrated.

### **9. Identification, Assessment, Review and Provision for children within the main school with learning difficulties/disabilities.**

Identification - early identification is vital.

All staff are responsible for identifying children with learning difficulties/disabilities. The SENCO will work with staff to ensure that these pupils who may need additional or different support, are identified at an early age and provided for appropriately with full consultation with the parents. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation. Short term support for groups are carried out weekly.

In our school, we adapt to graduated response to identifying and supporting children with learning difficulties/disabilities and additional needs. Early identification and intervention is vital to ensure the most successful outcome. We take account of the SEN Code of Practice (2015) in order to respond to children's learning needs.

If a teacher feels a child is showing cause for concern the following action will be taken.

- The class/subject teacher will consult with the SENCO in order to check that appropriate differentiation of the curriculum is occurring. In some cases, further differentiation may be all that is required. If this does not achieve the desired result the next phase is;
- Small group intervention for children who can be expected to catch up with their peers as a result of this intervention. This may involve specific phonics/spelling programme, speaking and listening activities, practice with number bonds etc. The SENCO may be involved in teaching these groups, sometimes with the assistance of a TA. Children requiring this type of intervention would not be considered to have learning difficulties/disabilities or SEN. If the teacher then feels the child is still showing cause for concern despite these interventions the following action will be taken.
- The class/subject teacher will consult the SENCO

- The SENCO and teaching staff will observe the child in class and gather information.
- The class teacher and SENCO will consult the child's parents, explaining why there is cause for concern, ascertaining the parent's views and explaining the intervention process. At this stage the child will be placed on the learning support register.
- If necessary the SENCO will request permission from the parents to complete a formal assessment from an outside agency. They will also explain this process of assessment.
- Following an assessment, the SENCO will offer advice and strategies for improvement to the class/subject teacher and parents and discuss provision for intervention. This may involve individual specialist tuition or group support on the advice of the agency/agencies involved.

These agencies could include

1. School Paediatrician
2. Educational Psychologist
3. Speech / language Therapist
4. Physiotherapist
5. Occupational Psychologist

With the permission of the parents information on the concerns expressed by the staff and the intervention carried out so far will be made available to the appropriate professionals.

The class teacher, the child's parents, the school SENCO and, if possible, the child will together draw up targets for an Individual Education Plan (IEP) These will detail...

- Short term targets set
- Teaching strategies to be used
- Teaching arrangements
- Evaluation and review dates
- Advice from professional assessments will be incorporated into the IEP and provision made to carry out the strategies and help the child meet their targets.
- The SENCO and class teacher together with the parents will continue to monitor the progress of the child and will meet at least three times a year to discuss progression.
- If despite the professional advice and intervention so far the child's learning difficulties/disabilities are continuing to have a severe impact on their ability to gain access to the curriculum, then the next stage of the Code of Practice will be implemented, after consultation and agreement from the parents.

## **10. Statutory Assessment**

**For children within the Nursery.**

- The Local Authority (LA.) carries out an assessment and provides the child with an Education Health and Care Plan if necessary. The arrangements for statutory assessment are set out in law and are detailed in the Code of Practice.
- All of the information gathered on the child is considered by the Local Authority who will decide if the child should have an EHC plan.
- If it is thought that an EHC Plan is unnecessary, the child will remain at Wave 3.
- However, if the LA. decide that an EHC Plan is to be proposed, it will set out aims/objectives for the child and will specify the provision required to meet those needs. Parents and the setting will be able to add their comments before the final Plan is set out.
- The SENCO will be responsible for reviewing the Plan at 6 monthly intervals, following guidance from the Local Authority.

#### **For children within the main school**

- A request for statutory assessment may be felt appropriate and thus can be asked for by the parents or the school, with the permission of the parents.
- When a request for statutory assessment is made the SENCO will provide the LEA with copies of all documentation relating to the child's learning difficulties,/disabilities and the action taken to deal with these needs. The SENCO will provide assistance to the LEA and support to the parents whilst a Statutory Assessment is taking place.
- If after all the assessments have been completed by the LEA an EHCP is issued, monitoring, support and review will continue to take place with the advice and assistance of the LEA.
- An annual Review meeting will involve the advice and assessment of all the professionals involved with the child. The parents and child will be invited, along with agencies involved and the child's progress in all areas will be discussed.
- Core visits from the inclusion service form part of this advice/monitoring/evaluation procedure and are usually carried out once a year.

#### **11. Provision**

There are currently two SENCO within the setting, Sue Flint and Vanessa Miller. Vanessa Miller is responsible for SEND within the nursery and Sue Flint has responsibility for children between Reception and year 6. The SENCOs will work alongside SEND trade services for consultation. All SEND staff have responsibility for the implementation of this policy. They will liaise with other staff members, parents, outside agencies and the Local Authority, with regard to all issues related to children with learning difficulties/disabilities and those with Statements of Special Education Needs and Education Health and Care Plans (EHC).

#### **In our school the SENCO**

- Manages the day to day operation of the policy, coordinates the provision for and manages the response to children's needs.
- Supports and advises colleagues.
- Maintains the Learning Support Register.
- Contributes to and manages the records of all the children with learning difficulties/disabilities, statements of SEN and EHCs, in liaison with teachers, parents and other involved agencies.
- Completes documentation required by outside agencies and the LEA.
- Acts as the link with parents, teachers and other involved agencies.
- Acts as a link with external agencies such as speech/language therapist, physiotherapist and specialist support teachers.
- Manages, supports and advises the teaching assistants linked to the children with statements of SEN and EHCs.
- Contributes to the professional development of teachers and TA's.

## **12. We monitor and evaluate our SEN policy as follows:**

- The S.E.N. Policy is reviewed annually, in line with all other policies and Procedures, at the end of the Summer Term.
- The SENCO has responsibility for integrating new information into the policy and sharing this with all staff.
- Advice is taken from other agencies, eg., S.E.N. Inclusion Teacher.

In evaluating and reviewing the policy, consideration will be given to:

- How well children's difficulties have been identified.
- How children's individual targets have been met.
- How efficient has record keeping been in tracking a child's progress.
- How the curriculum has enabled children to access a broad range of activities and experiences.
- How information has been shared with parents.
- How confident are staff in the early identification, assessment and planning for children with S.E.N. and disabilities.

## **13. Links with other early years settings.**

- The setting works closely with local primary schools to prepare all children for the transition to reception class. For children moving between Early Years settings, visits from staff at their new setting and accompanied by staff from this setting are arranged in order that information is shared so that any preparations can be made.

- Once again, parental consent is always sought before sharing information regarding any individual child.

### **Links with other schools**

Advanced planning in Year 5 is essential to allow appropriate options to be considered. The SENCO will assist parents in exploring the options available for children with learning difficulties/disabilities or statement of SEN or EHC plans.

The SENCO will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

### **14. Links with other support services and other agencies.**

The setting enjoys strong links with the S.E.N. Inclusion Teacher who supports the SENCO in identifying strategies and targets for individual children. A "Request for Guidance," (with parents' written permission) permits the setting to deploy a professional who will observe an individual child, giving advice with regard to any further specialist support that he or she may need. Speech and Language Therapists visit the setting, to play alongside children whilst sharing advice on how best to support communication difficulties. Educational Psychologists visit to carry out more specific observations of individual children during their usual routines, again parental consent will have been given before any external advice is sought.

### **15. Information about staffing policies and partnership with other professional and agencies.**

- The practitioners have access to relevant literature to further enhance their own knowledge of working with children with additional needs, highlighting the many different areas of S.E.N. Regular staff meetings encourage all staff to discuss practice, policy and procedures.

### **16. English As An Additional Language**

At St Pius, we cater for any children for whom English is an additional language. EAL children may be supported using advice from the Ethnic Minority Achievement Support Service. One to one or group support is provided in Speaking and Listening activities, as resources allow. Dual language picture dictionaries and computer programmes, such as Word Shark, are available to assist the children in acquiring these language skills.

### **17. Complaints about out SEN provisions are dealt with as follows:**

A copy of the complaints procedure is displayed on the parental information boards at the entrance to each classroom. Copies of all policies and procedures are available on the website.

### 18. Role & Responsibilities of the Governing Body

The SENCOs aim to establish a link with the governing body in order to assess provision for children with learning difficulties/disabilities. At present there is no designated funding for learning support other than the funding provided by the Local Authority for children with statements of SEN.

The SEND Consultant and Trainee SENCOs and the Acting Headteacher liaise regularly on effectively learning support issues.

### 19. Monitoring and Evaluation

#### Action Plan

- Governors /SEND Consultant/Trainee SENCOs liaison.
- Staff training.
- Access to the curriculum
- Monitoring and evaluation
- Action plan/development plan for future.

ANNUAL REVIEW The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of St. Pius X Preparatory School.

Signed .....Date ..... (Chair of Governors)

Signed .....Date ..... (Head teacher)

COMPILED APPROVED REVIEWED REVISED	VERSION	DATE	EDITOR
Compiled	1.	September 2014	K Webster & F Templeton
Reviewed	1.1	March 2015	H Porter
Approved	1.1	May 2015	B Banks
Reviewed	2.0	September 2015	F Templeton
Approved	2.0	September 2015	B Banks
Reviewed	3.0	October 2016	C Davies
Reviewed	4.0	September 2017	SLT & F Templeton & S Flint & A Lavelle
Reviewed	5.0	September 20187	S Flint & V Miller