



## **Vinehall Early Years Foundation Stage (EYFS) and KS1 Special Educational Needs and Disabilities Policy**

### **References:**

- A. Commentary on the Regulatory Requirements, ISI, September 2022**
- B. Statutory Framework for the Early Years Foundation Stage, DFE, September 2023**
- C. Framework for the inspection of association independent schools, including residential (boarding) schools and registered early years settings, ISI, September 2023**
- C. SEND and Disability Code of Practice, 0-25 years, May 2015**
- D. The Equality Act 2010**

### **Introduction**

This policy covers children in our Pre-Prep which is our Early Years Foundation Stage (Pre-Nursery, Nursery, Kindergarten and Reception) as well as KS1 (Years 1 and 2). Vinehall is an Early Years provider, which takes funding from East Sussex local authority and has regard to the SEN Code of Practice. This SEN Policy works alongside and in conjunction with a variety of other school policies namely the Assessment Policy, Pre-Prep Behaviour Management Policy and Special Educational Needs and Disability Policy (Prep). There is a separate SEND Policy which covers the Prep School.

SEND provision is embedded in the teaching and learning framework of the school. The Head of Pre-Prep (Nicky Whittaker), Learning Support Specialist in Pre-Prep (Tessa Richardson) and Head of Learning Support (Phoebe Cameron), have responsibility for SEND provision in Pre-Prep in collaboration with all the Pre-Prep staff, including teachers and teaching assistants. The Pre-Prep LS Specialist, Tessa Richardson, is the identified SENCO for the EYFS.

This policy sets clear expectations to give children in the Early Years Foundation Stage and KS1 with SEND a good start by adopting a graduated approach to support and focus on outcomes.

### **Admissions**

Admission of a pupil to Vinehall is dependent on the school's ability to educate and develop the prospective pupil to the best of his/her potential in order that educational progress can be made.

The school's policy is to apply these admission criteria to all pupils regardless of any SEND of which it is aware. This is subject to our obligation, paying due regard to the recommendations of the Special Educational Needs and Disabilities, (SEND), Code of Practice (2015), to make reasonable adjustments as outlined in the school's accessibility plan.

## **Aims**

- To have regard to the Special Educational Needs and Disabilities Code of Practice (2015), when carrying out its duties to all pupils with SEND. 'The curriculum plan and schemes of work to take proper account of the needs of all pupils, in terms of ability, need and aptitudes.' (Commentary on Regulatory Requirements, 2022)
- To make reasonable adjustments to ensure that children with SEND are not placed at a substantial disadvantage.
- To ensure parents are informed of any concerns and are at the centre of decision making about any SEND provision that is being made for their child. 'Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.' (EYFS Statutory Framework, 2023)
- To ensure parents are fully informed and involved with how their child is progressing.
- To seek early help, if appropriate, where a child appears to be behind expected levels, using the cycle of action: assess/plan/do/review, to create a graduated response to their needs. Any decision taken to involve external specialists will be taken in discussion with parents.
- To ensure that children with SEND engage in activities alongside children who do not have SEND.
- To use best endeavours to ensure that children with SEND receive the support they need to allow them to make progress and access the curriculum as they move through the school.
- To organise appropriate provision for those pupils identified as having SEND within the resources available.
- To ensure that all teaching staff are aware of pupils' SEND and have the information necessary to make reasonable adjustments for them. Key information is recorded on children's ILASs (Individual Learning Advice Sheets) and are circulated around all the children's teachers and recorded centrally and electronically.
- To ensure that pupils with SEND are able to participate in all aspects of school life as fully as is reasonably practical and compatible with their educational provision, within the resources available.

If the school feels that it is not possible to achieve these aims, the suitability of Vinehall need to be reviewed. This will be carried out in consultation with parents.

## **A Graduated Response: Assess, Plan, Do, Review**

- **Assess**

Monitoring all children's progress throughout the Foundation Stage is essential. Pupils may experience difficulties or have gaps in their learning and not make expected progress for a variety of reasons. They may have differentiated support prepared for them by teachers in conjunction with support staff. Progress at this stage will be tracked by the school's tracking systems informed by the teaching staff's close observations. Parents will be made aware of any emerging concerns raised at milestone checks. In addition to the specific points in the EYFS for formal assessment (Progress Check at age 2, Reception Baseline and EYFS Profile), there is monitoring and review of progress throughout the EYFS and KS1. The Progress Check is in the form of a written summary of the child's development in the prime areas. It is provided for parents/carers and identifies strengths and any areas where progress is less than expected. If there are significant emerging concerns at any point the class teacher fills in a Cause for Concern form which goes to the Pre-Prep LSS for review. It is the responsibility of school leaders and teachers to identify and meet the needs of all pupils and to plan the curriculum and teaching, taking into account their aptitudes and prior attainment, making reasonable adjustments for pupils with a disability.

- **Plan**

If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate. Leadership must ensure that policies, plans, schemes of work, teaching and assessment take into account the needs of pupils who are identified as having SEND.

The LSS has discussions with the class teachers and observes the child, then may suggest a period of monitoring, give advice on strategies to trial, involve that child in individual or small group interventions and/or administer individual assessments as appropriate. These further assessments may include the Teddy Talk Test and articulation screener for EYFS children and the Dyslexia Screening Test-Junior, CTOPP2 or Progression Toolkit for identifying language difficulties for KS1 children. Depending on the results from these individual assessments or checklists, further advice from external agencies may be sought with parental consent.

- **Do**

Children with an identified need beyond differentiation in class will be placed on an Individual Education Plan (IEP) where targeted SEND interventions will be outlined. Triggers for intervention through an IEP, could include a concern about a child who, despite receiving appropriate early education:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- presents persistent emotional and/or behavioural difficulties, which are not reduced/alleviated by the behaviour management techniques usually employed 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 to access learning.

The Pre-Prep LSS and the child's teacher, in consultation with parents, will decide on the action needed to help the child to progress in the light of ongoing reviews of their progress. This action will be comprised of individualised arrangements for learning and teaching. These arrangements may include;

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness. See below for examples of small group interventions lead by the Pre-Prep LSS
  - o Jump Ahead groups to promote gross and fine motor development as well as processing skills (EYFS and KS1)
  - o Time to Talk to develop communication skills (EYFS)
  - o TRUGS reading groups (KS1)
  - o Nessy Reading and Spelling sessions (KS1)
  - o Beat Dyslexia group (KS1)
  - o Sensory Circuits (KS1)

Other small groups lead by TAs are also in place to offer continuity (as the LSS is a part-time role) as well as giving further support.

- The provision of different learning materials or special equipment for example writing slopes, peanut balls, headphones (see Pre-Prep SEND audit)
- Some individual or group support or appropriate staff development and training to introduce more effective strategies for example from our SALT
- Access to Local Education Authority support services for one-off or occasional advice on strategies or equipment. The Pre-Prep LSS attends the support group termly
- Support for parents in applying for SEND services as appropriate, for example Education and Health Care Plans (EHCPs).

- **Review**

The child's progress towards their IEP will be monitored and reviewed regularly via:

- Observations (snapshot, focused, Post It notes)
- EYFS online assessment tool
- Termly individual trackers
- Class based assessments – Maths, Phonics, Key Words, Assessed Writing
- Formal assessments such as PTE, PTM and CATs (Reception and KS1)

### **Individual Education Plan (IEP)**

Strategies employed to enable the child to progress will be recorded within a child's Individual Education Plan (IEP). The IEP is written by the Pre-Prep LSS in consultation with the class teachers and parents. They are working documents which role over the academic year. The IEPs are constructed using the strategies of 'assess, plan, do and review'. Relevant targets are planned in agreement with parents, and they are reviewed each half term. In addition IEPs include:

- the short-term targets set for the child
- the teaching strategies

- the provision/resources to be put in place
- when the plan is to be reviewed
- the plans are shared with parents

The IEP will record only that which is additional to, or different from, the differentiated curriculum in place as part of normal provision and will focus on a few key targets. Parents are invited to attend a meeting to discuss the IEP or may want a copy emailed. The plan and targeted support are outlined, explaining how support will be delivered in school and suggestions are given for support at home.

As part of the IEP it may be necessary to involve external support services who can provide more specialist assessments, give advice on the use of new or specialist strategies or materials and, in some cases, provide support for activities.

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 a level 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 individualised 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 school seeks the help of external support services, those services will need to see the pupil's records, including their current level of attainment, to establish which strategies have already been employed 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 teaching the pupil directly. The IEP for the child will include strategies for supporting the pupil's progress set by the external professional.

### **Pre-Prep SEND Register**

The Pre-Prep SEND Register includes all those children with identified needs who have an external report and may be receiving external support. These areas of need are categorised as;

- Communication and Interaction (C and I)
- Cognition and Learning (C and L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (SP)

The register is set out by level of need, for example, those at level 5 would have an EHCP, level 4 pupils have an external professional or the LSS directly involved in supporting them, level 3 have an external report but no specialist intervention in school, level 2 are differentiated for in class and those at level 1 are monitored for SEN.

## **Record Keeping**

SEND information including the SEND Registers and documents on individual children are stored in the central, electronic Sharepoint system which teaching staff have access to. Examples of SEND information in the children's files include ILASs and IEPs. Any external reports, for example those from Educational Psychologists and SALTs are in securely protected individual files which only the HoLS and LS Specialists have access to. The relevant information from these reports is included in the ILASs so that staff have key knowledge on the individuals.

Relevant SEND information is passed on with transitional documents to future schools and information is requested from previous schools.

## **Links with Parents**

Reporting pupil progress to parents will be through:

- Meetings to discuss the IEP and gain parent input
- Daily contact if required
- Class reports
- Parents' Evenings (three times a year)
- Parent meetings at the request of the LSS/teacher/parent (as needed)
- Review meetings to be scheduled at appropriate times

## **Physical Accessibility**

We recognise that some children with special educational needs may also have physical disabilities. Parents and prospective parents of disabled children can request copies of Vinehall School's Accessibility Plan, this shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors. The Pre-Prep building is wheelchair friendly. The EYFS Local Offer and Disability and Accessibility Policy is available on the school website.

## **Requests for statutory assessment**

For a very few children the support given by the early education setting through the IEP will not be sufficiently effective to enable the child to make satisfactory progress. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary 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 the ILP
- 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.

Pupils who have an EHC plan are reviewed regularly in consultation with pupils and parents.

The school will work with the LEA as per statutory guidance.

### **Staff Training**

All members of staff (including teaching and support staff) are given regular training on working with pupils with disabilities. Our teaching staff receives training on the learning needs of pupils with SEN and disabilities, this may be internal such as cascading information from a recent course on autistic children or external such as training for use of BSL and SAL matters.

### **Charging Policy for EYFS and KS1**

Currently within Pre-Prep (EYFS and KS1) we work to avoid additional charges for parents for SEND. Additional small group and individual support is provided free of charge; the value of early intervention seeks to moderate the difficulties and close gaps where possible. Once children enter the Prep School should they require further individual assessment or support then charges are liable.

External specialist services will be charged directly by the service provider for assessment and/or intervention. Vinehall has close links with other professionals such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists, who visit the school regularly to assess or provide intervention for pupils.

### **Policy Review**

The EYFS and KS1 SEND policy is the responsibility of the Pre-Prep Learning Support Specialist in consultation with the Head Pre-Prep and Head of Learning Support. It will be reviewed according to the school's policy review cycle.