

Greenwich House Independent School

Special Educational Needs and Disability Policy

Greenwich House School, Kindergarten and Crèche (“Greenwich House”) is committed to making our setting inclusive and accessible to all children and to making sure that children are able to reach their full potential. All children have the right to education and other opportunities offered by the Early Years Foundation Stage, Key Stage One and Key Stage Two delivered at Greenwich House, and, the contribution this can make to improving their outcomes including succeeding in their education and their later transition to adulthood. All staff have a duty to meet the needs of all the children attending the setting.

We have regard for the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years 2015 (“the Code of Practice”) including on the early identification and assessment of children with special educational needs. We have adopted the Graduated Approach model to identifying and supporting pupils with SEN.

In applying this policy and in accordance with the Code of Practice due regard should be given to the Equality Act 2010 and to Greenwich House’s Equal Opportunities Policy as well as other relevant legislation and guidance and Greenwich House’s Safeguarding (Child Protection) Policy.

Definition of children with Special Educational Needs (SEN):

According to the Code of Practice:-

“ A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her A child of compulsory school age or a young person has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others of the same age, or

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. For children aged 2 years or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers. For a child under 2 years of age, special educational provision means educational provision of any kind A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xivl above when they reach compulsory school

age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Disabled Children and Young People

- iv. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairment such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."

We aim to foster an environment where all children are:

- Seen as children first
- Listened to and the voice of the child is valued
- Fully accepted and involved in all activities
- Encouraged and enabled to be as independent as possible including to lay foundations for a successful transfer into adulthood by for example, encouraging a child's ambition to be independent and supporting the child in developing friendships
- Respected when care is of a personal nature

In order to meet the needs of all children, including those with special educational needs and or a disability, we consider the following factors:

- Voice of the child, working in partnership with parents, carers and professionals
- Early identification of a child's needs and early intervention to support them through **"Assess, plan, do and review" in accordance with the Code of Practice in developing special needs provision for a child**
 - Access
 - Quality learning opportunities (planning and differentiating these)
 - Staffing levels - making sure these are adequate to meet a child's needs
 - Training of staff
 - Resources and equipment
 - Challenging stereotypes and promoting positive attitudes amongst all children and staff
 - Individual programmes, monitoring of progress and record keeping

Greenwich House will endeavour to ensure that all children are treated with equal care and respect and encouraged to take part in the opportunities and experiences that are provided. We will assess the specific needs of every child and take the relevant steps to adapt our facilities and activities to meet the needs of everyone.

Where a member of staff has concerns about the development of a child in one or more areas, this will be discussed with the child's parents/carers in partnership with the SENDCo in order to decide on the best way to meet the child's current needs. If appropriate, an individual programme may be set up for the child, which will be reviewed on a regular basis with parents/carers, using the assess, plan, do and review cycle to ensure needs are met.

Greenwich House will ensure that:

- Reasonable adjustments have been made for indoor and outdoor environments to promote access for all.
- Staffing arrangements meet the needs of individual children;
- Our written policy is available to parents and is consistent with current legislation;
- Children with special educational needs and disabilities have equality of access to the curriculum, facilities, activities and opportunities;
- Regular liaison takes place with parents/carers and other professionals about the need for special equipment/services for children.

The role of the Special Educational Needs Coordinator (SENDCo)

We have a named Special Educational Needs Coordinator (SENDCo). The SENDCo is responsible for monitoring the needs and progress of children with SEND. The SENDCo will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that Greenwich House is up to date with current legislation and practice.

Our lead SENDCo in Kindergarten and Creche is Mrs Eloise Brindle. Other SENDCos in Kindergarten and Creche are Mrs Victoria Mitchell and Mrs Michelle Morley. Our lead SENDCo in school is Mrs Wendy Lester.

The SENDCo is responsible for:

- Ensuring that all staff members understand their responsibilities to children with SEND and the Greenwich House's approach to identifying and meeting SEND.
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting

Responsibility for the oversight of Greenwich House's SEND Policy and how it relates to other policies and procedures, the curriculum and the financial budgeting of the school is the Head Teacher's, aided by the Director of School Development and SENDCos.

Admissions arrangements:

- All children, including those with identified SEND are admitted to the setting following discussions with parents/carers.

Transitions:

We understand the importance of providing effective support for children in our care at times of transition, both during their time at Greenwich House and when the time approaches for a child to move to a new setting or onto a school. When a child

moves from one room to the next we provide a period of settling in with a familiar member of staff before the time of transition. During the final term before moving into Primary School we create a school corner, participate in role play and talk about going onto school. There is also an evening when staff see parents to provide parents support with this transition.

For children with SEND attending our setting, we invite the SENDCo of their new setting or school to attend review meetings prior to transition to provide the opportunity for the new SENDCo to become familiar with the child's needs, and to meet their parents/carers as well as the other professionals involved. We also work closely with local primary schools to support additional medical training or transition visits as necessary.

Working with Parents:

We will follow our Parental Partnership Policy to ensure we work together with parents/carers. In addition, the key person / SENDCo will be happy to discuss possible strategies or activities for the child at home and will regularly discuss progress with the parents/carers as well as provide information on other support services (e.g. parent partnership).

Working with outside agencies and other professionals:

We understand the importance of continuity of care and consistency for achieving the best outcomes for every child and will do our utmost to work with outside agencies and other professionals involved with individual children, both within our setting and by maintaining effective lines of communication.

Confidentiality is of utmost importance. We follow our Confidentiality Policy and Procedures and we do not contact other professionals about a child without parental consent unless there are concerns about child protection.

Complaints

Greenwich House's Complaints Procedure for Parents should be referred to and adhered to in the event of a complaint arising regarding SEND.

Signed on behalf of the setting by:

.....Head Teacher

Date: reviewed Oct 2012
updated Jan 2015
reviewed Sept 2017