



HALSTEAD ST ANDREW'S
SCHOOL

EARLY YEARS LEARNING SUPPORT POLICY

Compiled by: S Hemsworth / K Logie / L Johnson	Policy version date: September 2023
Approved by: L Spooner	Next Revision date: September 2024

COMPLIANCE

This policy is written with due regard to the following guidance and advice:

Special Educational Needs and Disability Code of Practice, 0-25 years 2020 (January 2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Children and Families Act 2014 (part 3)

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Disability Discrimination Act 1995

<https://www.legislation.gov.uk/ukpga/1995/50/contents>

Statutory Framework for the Early Years Foundation Stage (September 2023)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf

PHILOSOPHY

Halstead St Andrew's aims to secure the best for all children as individuals. This approach means that every effort is made to promote a positive environment based on the following principles:

- All children have an equal right of entitlement to an appropriate and worthwhile education.
- All children are special, different and have individual needs.
- All children are equally valued within the school and have the right to voice their views.
- All children have a common entitlement to a broad, balanced and relevant curriculum.
- Children with SEND occur in every classroom. Every teacher in school teaches children with additional needs.
- All staff, both teaching and non-teaching, have regard to the needs of individuals within the school.
- Parents are valued as genuine partners and will be supported to play an active role in their children's education.

We believe that *'the purpose of education for all children is the same...but the help individual children need will be different'*. (Warnock 1978)

Throughout the Early Years, we are committed to:

- Identifying / planning for individual needs.
- Providing a well-planned and structured environment with access for all children.
- Providing a range of activities, resources and equipment.
- Evaluating and recording individual learning levels and achievements.

- Providing access to different forms and levels of interaction and communication.

Through our Accessibility Plan (www.hsaschool.co.uk/school-policies) we are constantly seeking to improve our provision for pupils with additional needs.

We recognise that children with a disability may not have additional learning needs, but others may. The school will do all that is reasonable in order to meet the needs of pupils with disabilities and/or learning needs for which, with reasonable adjustments, the school can adequately cater.

DEFINITION OF ADDITIONAL NEEDS

A child or young person has special education needs if they have a learning difficulty or disability which calls for special education provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they are likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Under the Equality Act 2010, a disability is defined as:

'...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.'

There are four areas in which children or young people with SEND might experience difficulty:

1. Communication and interaction
 - a. Speech, language and communication needs (SLCN)
 - b. Autistic Spectrum Disorder (ASD)
2. Cognition and learning
 - a. Moderate learning difficulties (MLD)
 - b. Severe learning difficulties (SLD)
 - c. Profound and multiple learning difficulties (PMLD)
 - d. Specific learning difficulties (SpLD – includes dyslexia, dyscalculia and dyspraxia)
3. Social, emotional and mental health

For example:

 - a. Attention Deficit Disorder (ADD)
 - b. Attention deficit hyperactive disorder (ADHD)
 - c. Attachment disorder
 - d. Other Mental Health concerns
4. Sensory and/ or physical needs
 - a. Physical disability (PD)

- b. Vision impairment (VI)
- c. Hearing impairment (HI)
- d. Multi-sensory impairment (MSI)

See appendix for more detail.

AIMS AND OBJECTIVES

Our overall aim is for all young children with additional needs to thrive and reach their potential in a supportive environment that prepares them firstly for a successful transition to school and ultimately for adult life.

This will enable them to:

- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic well-being.

Our objectives:

- To identify a child with additional needs as early as possible.
- To ensure that learning opportunities are focused on the needs of the whole child, centred on being able to meet the needs of all individuals.
- To promote an atmosphere of encouragement, acceptance and respect for achievements, in which all children can thrive.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To develop staff skills in identifying children with additional needs and devise suitable support programmes.
- To adopt positive and consistent strategies to help children with behavioural and/or emotional problems.
- To put in place a programme of support and referral that will enable children to receive help they need quickly and effectively.
- To inform parents of the needs and progress of their child and to work in partnership with them.
- To take into account the wishes of the child according to their age and understanding.

ROLES AND RESPONSIBILITIES

Halstead St Andrew's has an appointed Head of Learning Support, Mrs Kathleen Logie, who is responsible for co-ordinating additional needs provision throughout the whole school, including the EYFS. She will provide support and advice for staff, liaise with the Head of Early Years and teachers, as well as with external agencies, and monitor additional needs provision.

The Assistant Head (Inclusion), Mrs Sam Hemsworth, ensures that the learning of all pupils, whatever their needs or abilities, is appropriately planned for, and develops policy and strategy for additional needs provision throughout the school.

Staff

All teachers, teachers of SEND and every member of staff is involved with children who have additional needs. Providing these children with the best education possible requires a collaborative, whole school approach. The school endeavours to provide regular in-service training (INSET) to develop our staff's understanding of diversity.

Parents

At Halstead St Andrew's, an effective working relationship with parents is seen as having a crucial bearing on a child's progress and parental involvement is sought as early as possible. At all stages of the SEND process, the school will keep parents informed and involved.

The Governing Body

The Governing Body seeks to ensure that the needs of all students are met and that the provision made for children with SEND is secure.

ADMISSIONS

No child will be discriminated against on entry into the school because of their individual needs. Applications from children with additional needs disabilities will be considered in the same way as every other application and, if we are able to meet their needs through reasonable adjustments, these children will be given equal access to a broad, balanced, relevant and differentiated curriculum upon entry to the school.

Parents of children with SEND are advised to discuss their child's requirements with the school before they are considered for a place. Parents are asked to provide a copy of any medical or educational psychology reports to support their application. Before an offer of a place is made, the school will assess whether it is able to cater adequately for and meet any SEND through discussion with the parents, consideration of any professional reports, references from any previous settings, and assessment of the pupil at a taster day, as appropriate.

An offer of a place may not be made if the school determines, following consultation with parents, that they are unable to meet and provide for the child's needs. The school will always consider its obligations under the Equality Act 2010.

IDENTIFICATION, ASSESSMENT AND REVIEW ARRANGEMENTS

The importance of early identification, assessment and provision for any child who may have an additional need cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be and the more readily an intervention can be made. Assessment should not be regarded as a single event but as a continuous process. It is important to note that *'slow progress and low attainment do not necessarily mean the child has SEND. The class teacher, working with the Learning Support Co-ordinator, should assess whether the child has SEND'. (SEND Code of Practice 2015)*

Practitioners are responsible for the learning and development of all children in their care. Within the early years, practitioners regularly observe all pupils and record progress in accordance with the Early Years Foundation Stage areas of learning and development.

It is every practitioner's responsibility to raise any concerns regarding learning and/or development with the Head of Learning Support. The child will be monitored for a period of time to allow for observation and information gathering. The Head of Learning Support will support the practitioner in devising appropriate targets to help identify progress and continued areas of need. The concerns will also be discussed with the child's parents.

If there is still a concern after the monitoring period, the Head of Learning Support will support the practitioner in setting up appropriate strategies and/or intervention and support.

If the child does not make adequate progress, the Head of Learning Support may advise parents to seek support from a professional such as a Speech and Language Therapist, an Occupational Therapist, or an Educational Psychologist. Once an external referral takes place, the child will be placed on the SEND register and appropriate provision will be put in place following the guidance of the external professional.

If further support is required, then it may be necessary to apply for an Education, Health and Care Plan (EHCP). This is only undertaken on the advice of external professionals.

EYFS discretionary funding is in place if a child's needs meet certain criteria.

The Graduated Approach

Where current rates of progress for individual pupils are not adequate, arrangements for appropriate screening and support will be made through the school's graduated approach to SEND, based on a cycle of assess-plan-do-review.

Assess:

The key practitioner, working with the Head of Learning Support will carry out a clear analysis of the child's needs.

Plan:

In consultation with parents, adjustments, interventions and support will be agreed. Expectations on progress, development and/or behaviour will be put in place and a review date will be set.

Do:

The class or subject teacher remains responsible for working with the pupil. The Head of Learning Support will provide support in the further assessment of the pupil's particular strengths and weaknesses, and guidance and advice on the implementation of support.

Review:

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at a time that is most appropriate for that child. The impact and quality of the support and interventions will be evaluated, along with the views of the parents. The support is revised in light of the child's progress and development, in consultation with the parents.

Educational, Health and Care Plans

The needs of the majority of pupils with SEND will be met effectively through the school's SEND support. However, where the child or young person has not made expected progress

despite the support in place, parents and the school have the right to ask the Local Authority to make an assessment with view to drawing up an Education, Health and Care Plan for their child. Parents are asked to consult with the school before exercising the right. The school will always consult with parents before exercising the right.

If the Local Authority refuses to make an assessment, parents have the right of appeal to the First-tier Tribunal (SENDIST). The school does not have the right to appeal.

Where a prospective pupil has an EHCP, the school will consult with the parents and the Local Authority (where appropriate) to establish whether the provision specified in the EHCP is charged to the Local Authority (if the Local Authority is responsible for the fees and the school is named in the EHCP), or directly to the parents. In all other circumstances, charges may be made directly to the parents, subject to the school's obligations under the Equality Act 2010. The school co-operates with the Local Authority to ensure that relevant annual reviews of the EHCPs are carried out as required.

INCLUSION AND ACCESS TO THE EARLY YEARS CURRICULUM

Halstead St. Andrew's aims to respond appropriately to each child's background and individual needs. We will ask parents to give as much notice and information as possible if a child has additional needs. This will enable us to explore with parents and with any outside professionals how we can provide most effectively for the individual child.

We will employ strategies to maximise access to the full breadth of the Early Years curriculum, for example:

- Flexible grouping of children
- Adapted timetables
- Sharing resources and expertise
- Developing staff skills and resources that will aid differentiation to meet specific requirements within all areas of the Early Years curriculum
- Providing regular INSETs to develop staff understanding of SEND.

RECORD KEEPING

Children who are being monitored are recorded on the Observation Register. Children who have been diagnosed with an additional need, receive 1-1 support, or who have an EHCP are recorded on the SEND register. All records of SEND provision and progress are saved on the Information Sharing Agreement Management System (ISAMS).

It is a statutory requirement that all individual records are kept until the pupil is 25.

LINKS WITH OTHER SERVICES

The main supporting organisation for EYFS in Surrey is the Early Years SEND Team. They are able to offer advice, and provide resources and training where necessary.

The school also recognises the important part specialists play in the early identification of educational difficulties and values their advice on effective provision. When required we work in close co-operation with a number of professionals including:

- Educational and Clinical Psychologists

- Speech and Language Therapists
- Occupational Therapists
- Optometrists
- Hearing and Visual Impairment Services
- Physiotherapy Services
- Physical Disability Services
- The Children and Young People's Emotional Wellbeing and Mental Health Services (Mindworks – previously CAMHS)
- REMA (Race Equality and Minority Achievement)

REVIEW

This policy is reviewed annually by the Assistant Head (Inclusion), the Head of Learning Support, the Head of Early Years and the Head of Pre-Prep, updating the content as changes occur with regard to staffing, facilities and resources, and in line with government legislation, to ensure that it meets the need of EYFS pupils with additional needs.

APPENDIX

The following Halstead St Andrew's policies should be read in conjunction with this policy and can be found on the school website: www.hsaschool.co.uk/school-policies

- Anti-Bullying Policy
- Admissions Policy
- Complaints procedure
- First Aid Policy
- Mental Health and Well Being Policy
- The Health and Safety Policy

Broad areas of need as set out in the SEND Code of Practice 2014:

Communication and interaction

Pupils and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Pupils and young people with ASD, including autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their

learning, or rehabilitation support. Pupils and young people with an MSI have a combination of vision and hearing difficulties.

Some pupils and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Other considerations

Other considerations often need to be taken into account that may impact on the progress and attainment of our pupils;

Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEND)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil
- Being a pupil of Serviceman/woman

Adequate progress

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the pupil and his peers from widening
- Closes the attainment gap between the pupil and his peers
- Shows an increased rate of progress than previously
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour