



## POLICY STATEMENT

Policy	Supporting Children with Special Educational Needs
School Department	Teaching and Learning

Date Updated	20/06/2024
Updated by	K Samson
Approved by	T Demetradze
Date of Approval	21/06/2024
Next major review date	July 2025
Location and disseminations	A copy of the policy can be found in the school admin office.

This policy has been created with regard to:

- The SEND Code Of Practice 2015
- Children and Families Act 2014 (Part 3) F
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- EYFS

### Policy Statement

Buckswood School Riyadh 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. The school has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

We use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

*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.*

We seek to support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns whilst working in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.

## **Statement of Intent**

At Buckswood School Riyadh we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working in partnership with parents in order to meet their child's individual needs and support them to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the school's facilities. All children have a right to a broad and well-balanced early learning environment.

The school will undertake a Progress Check of all children regular points in accordance with the Statutory Framework for the Early Years Foundation Stage and the Code of Practice. Through observations, we link them to the curriculum and these contribute to the child's learning journey. As a staff team, we then meet on a termly basis where all children are discussed to review progress and to identify children that may not be making expected progress and to agree targeted actions for these children. If a child were to remain in the school to complete their KG3 year with us, then we would also undertake an assessment in the final term of the year in which a child turns five to prepare an EYFS profile of the child.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the school according to their individual needs. We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the school day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace e.g. gifted and talented children are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the school with parents and support parents in seeking any help they or the child may need

### **The role of the Special Educational Needs Co-ordinator (SENCo)**

The SENCo is responsible for monitoring the needs and progress of children with SEN. The SENCo will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.

Our named SENCo is **XXXXX**

- The role of the SENCO in our setting includes:
- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting
- taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENCO and share their name with parents
- Have high aspirations for all children and support them to achieve to their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and where possible include the thoughts and feelings voiced by the child
- Signpost parents and families in order to access local support and services
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the school through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools
- Use the graduated approach system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans every 6 weeks and work with parents to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education and Healthcare (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents
- Monitor and review our policy and procedures annually

## **Identifying and supporting children with SEND at Buckswood School Riyadh**

The Key Person carefully observes all children to assess their progress and provide appropriate learning experiences. All children's progress is documented through their learning journey and progress summaries.

Strategies employed to enable the child to progress will be recorded within a targeted plan. This will include information about:

- the short-term targets set for the child,

- the teaching strategies
- the provision to be put in place
- when the plan is to be reviewed
- the outcome of the action taken

Sometimes a child may require extra support because:

- they find it harder to learn than their peers;
- they have persistent emotional or behavioural difficulties;
- they have sensory or physical problems (despite use of aids and/or equipment);
- they have communication and/or interaction difficulties.

In such cases these concerns would be shared with the school SENCO, who would arrange to meet parents to discuss how best to help the child. Staff would then take into account the child's needs when planning the curriculum and make any adjustments to facilitate their learning. They would record observations and progress made, and the SENCO would arrange a time to feedback to parents.

**In order to meet the needs of all children, including those with SEN, we consider the following issues:**

### **Access**

The 3-5 years school space is based on the ground floor of the School which can be accessed via stairs from street level to the North of the school, or via ground level entrance from the South. A risk assessment will be carried out on an individual basis in regard to exiting the building in the case of a fire.

### **Activities**

The school will ensure that all children are treated with equal concern and respect and encouraged to take part in the activities that are provided. The school will provide a broad, balanced and differentiated curriculum for all children to access and 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.

### **Admissions**

Buckswood School Riyadh School holds an equal opportunities policy for admissions. It seeks to ensure that all children have access to a broad and balanced curriculum, with a full range of learning experiences; we will see that no child is disadvantaged because of family background, disability, culture or special educational needs. The school will strive to accommodate children with special needs where possible, within the physical constraints of our building and with strong regard to ensuring the ongoing provision of a high-quality education for the children already in the setting and the resources that any new child with special needs may require. Children are admitted to the setting following discussions with parents/carers about how we can support their child and the family as a whole.

## **Environment**

The school's ethos is to support and nurture all children's interest and abilities. These will be adapted to suit an individual child.

## **Partnership with parents**

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. This setting recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Our policy is to maintain open communication with parents through both informal conversations and arranged meetings. The school will actively provide parents with independent advice and support as and when needed. We will always consult parents before contacting external agencies.

## **Resources and equipment**

The school has a disabled toilet and changing facility available on the ground floor. There is a lift to access the baby and toddler rooms which are situated on the first floor of the building. Specialist equipment will be used if recommended by specialist teachers or health professionals.

## **Staffing arrangements**

Where needed, additional funding will be sought in order to provide a 1:1 practitioner for those that need it.

## **Training of staff**

Staff are encouraged to attend courses arranged by the School and other private or governmental providers. This includes learning about children with disabilities; communication, speech and language problems; and autism awareness.

## **Transitions**

Children with Special Educational Needs and their families will need extra support during times of change. Buckswood School Riyadh School helps transitions to be as smooth as possible by:

Preparing a visual timetable of the day's activities so that all children and parents can understand their routines.

Establishing a key person who will support the child through changes during the day.

- Ensuring that information about the child's experiences is passed on. Photos, 'home-made' books, examples of work, and recording devices can be used to pass on information
- Making sure that the child knows and understands what's going to happen next and reassure them that they are safe and their needs will be met
- Having clear roles and responsibilities for staff
- Aiming to use the skills of your support staff to help the child become more independent – to build relationships with other children and learn new skills
- Ensuring continuity with a diary

## **Graduated Approach**

At Buckswood School Riyadh we use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress and we will ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

The SENCO will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO will also ensure that appropriate records are kept including a record of children using the graduated response approach. The practitioner usually responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Where appropriate, we will take into account children's views and wishes in decisions being made about them, relevant to their level understanding.

### **Assess**

In identifying a child as needing SEN support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' consent.

### **Plan**

Where it is decided to provide SEN support, and having formally notified the parents, the key person and the SENCO, in consultation with the parent, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans are developed with the key person, the child's parents and the school SENCO and these take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

## **Do**

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCo, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCo will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided and they will then evaluate this impact and quality of support to further provide ongoing support to the child.

## **Education and Health Plan (EHC)**

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEN
- evidence of the action already being taken by us as the early years provider to meet the child's SEN
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

## **Confidentiality**



All information will remain confidential and only be shared with other professionals with parental permission.

## **Complaints**

If parents are in anyway unhappy about this provision they should make an appointment to see the SENCO or School Manager to discuss the issues that have a concern.