



Ashbridge

INDEPENDENT SCHOOL & NURSERY

**SPECIAL EDUCATIONAL NEEDS
AND DISABILITIES POLICY**

Approved by: SMT

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Accessibility: Available on the website and as a
paper copy on request

Scope: Ashbridge Independent School and Nursery, Ashbridge-
on-Ribble Nursery, Ashbridge Nursery at Maxy Farm, The
Fledglings Nursery

Introduction

At Ashbridge School and Nursery we are committed to the inclusion of all children. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a high quality, positive and welcoming environment where children are supported and educated according to their individual needs.

We recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child's life or may require longer-term or lifelong support.

At all times we will work alongside each child's parents and with consent from parents, any relevant professionals to share information, identify needs and help the child and their family access the support they need.

In accordance with our admissions policy, we will offer a place where we are able to meet the needs of a child who may have special educational needs and/or disabilities (SEND), and will strive to make any reasonable and appropriate adjustments required.

Where we believe a child who attends may have learning difficulties and/or a disability that has not previously been acknowledged, we will work closely with the child's parents and any relevant professionals to establish the child's needs and to secure any action that may be required. We recognise that children with disabilities may not have SEN but may require reasonable adjustments to be made.

Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child to ensure we are able to meet them and any support the child or family might need to ensure the child makes the best progress in their learning and development.

Legal framework and definitions

The relevant legislation underpinning this policy includes:

- [Special Educational Needs and disability Code of Practice: 0 to 25 years 2014](#)
- [The Equality Act 2010](#)
- [Statutory Framework for the Early Years Foundation Stage \(from September 2014\)](#)
- [Working Together to Safeguard Children 2015](#)

We use the definitions set out in the code of practice to describe SEND

- A child has SEND if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.
- A **learning difficulty or disability** means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age; and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.
- For children aged two or more, **special educational provision** is educational provision that is additional to or different from that made generally for other children of the same age. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has SEND if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.

- A **disability** is defined in the [Equality Act 2010](#) 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’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they are also covered by the SEND definition.

We have regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) and have clear arrangements in place to support children with SEN and disabilities and aim to:-

- Ensure that all children are treated as individuals and are encouraged to take part in every aspect of their education according to their individual needs and abilities
- Recognise each child’s individual needs through gathering information from parents and others involved with the child on admission and through our procedures for observation and assessment
- Ensure all staff understand their responsibilities to children with SEND and disabilities and have regard to the guidance given in the Special Educational Needs and Disability Code of Practice 2014
- Plan and help parents to obtain any additional support for any needs not being met by universal practice or educational provision
- Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity
- Share any information received and assessments made by ourselves with parents and support them in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to support an individual child’s needs, including health services and the local authority, and seek advice, support and training where required
- Monitor and review our practice and provision and where appropriate, make adjustments and seek specialist services
- Ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities
- Ensure that children’s views are sought and listened to and encourage children to value and respect others and challenge inappropriate attitudes and practices

Procedures and Methods

In order to deliver our aims we:

- Have a well-qualified team, knowledgeable in the care of children
- Have experienced members of staff to fulfil the roles of Special Educational Needs Co-ordinators (SENCO)
- Work within local procedures and produce a ‘local offer’ which is published through our website.
- Provide differentiated learning opportunities which meet individual needs and abilities
- Consult with parents and keep them informed at all stages of the assessment, planning, provision and review of their child's care and education, holding review meetings at the agreed times
- Use a graduated approach to identifying, assessing and responding to children who have emerging difficulties
- Seek any further advice or support needed including multi-agency approaches, Early Support and requesting an Education, Health and Care (EHC) Needs Assessment, where needed.

- Liaise with the LEA Inclusion Service and other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings/schools.
- Provide parents with information on sources of advice and support
- Maintain SEN support plans and additional records of the assessment, provision and review for children with learning difficulties and/or disabilities.
- Ensure the effectiveness of our SEN/disability provision through review and evaluation processes.

The role of the Special Education Needs Co-ordinator (SENCO)

The role of the SENCO is to provide a lead for staff in relation to SEN and disabilities and to make sure procedures are followed, appropriate records kept and parents are involved. The child's teacher/ practitioner (key person) will remain responsible for working with the child on a daily basis and for planning and delivering the majority of any individualised programme. The particular responsibilities of our SENCO are:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting children's needs
- 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.

Our company SENCO's are Hilary Sharples, Director of Quality and class teacher Caroline Bird . In addition, Heads of Nurseries, Julie Fazackerley (Maxy Farm), Natalie Pratt (ASHBRIDGE-ON-RIBBLE) and Nursery Manager Emma Newlove (THE FLEDGLINGS NURSERY) have responsibilities around SEND.

Graduated approach

In line with the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families. This approach includes:

- An analysis of the child's needs including whether we should seek more specialist help from health, social services or other agencies
- An agreement about the interventions and support needed and the expected impact on progress and a date for review
- Implementation of the interventions or programmes agreed, including assessing the child's response to the action taken
- A review of the effectiveness of the support and its impact on the child's progress by the key person, SENCO, the child's parent(s) and the views of the child, including any agreed changes to outcomes and support
- Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENCO, key person, the child's parent(s) and any other professionals involved agree intervention is no longer needed or a decision is made to request an education, health and care needs assessment –see below or that we are unable to continue to offer a place as a child's needs can no longer be met.

Education, Health and Care (EHC) Needs Assessment and Plan

If the help given through the graduated approach is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority. This is called an Education, Health and Care (EHC)

assessment. The assessment will decide whether a child needs an EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. The local authority will consult with parents and the settling and let them know the outcome of the assessment.

Early help assessment

If we believe a child and their family would benefit from support from more than one agency, we may request or carry out an inter-agency assessment. This early help assessment aims to ensure that early help services are co-ordinated and not delivered in a disjointed way. This is known as a CAF, Common Assessment Framework.

Early Support

Where children have disabilities we may seek additional help and resources through the Early Support Programme which co-ordinates health, education and social care support for the parents and carers of disabled children from birth to adulthood. There is more information on the Council for Disabled Children website: <http://councilfordisabledchildren.org.uk/earllysupport>