



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

Early Years Foundation Stage Special Educational Needs and/Or Disability (SEND) and Gifted And Talented Policy

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| Samantha Selkirk – Head of Early Years | |



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND) POLICY AND GIFTED AND TALENTED POLICY FOR THE EARLY YEARS FOUNDATION STAGE

Introduction

SEND

The Government Paper “Removing Barriers to Achievement” (2004) was built upon the reforms of Every Child Matters. It says that “*all teachers should expect to teach children with LDD and all schools should play their part in educating children from their local community whatever their background or ability. Parents should feel confident that their child’s needs are being met effectively in school*”.

“If a child has a learning difficulty which calls for special educational provision they are said to have a special educational need. A child is said to have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age or has a disability that prevents them from making use of educational facilities of a kind generally provided by schools”

The Education Act 1996

GIFTED AND TALENTED

The DCSF defines gifted and talented children as those

“...with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)”

Identifying gifted and talented learners – getting started (DCSF, 2008)

A clear focus on personalisation lies at the heart of the national programme to improve gifted and talented education. The key underlying principles are:

- developing effective pedagogy
- counteracting disadvantage
- preventing and addressing underachievement

The earliest years are a critically important time and practitioners have a responsibility to create environments in which young children’s learning and development can flourish and their gifts and talents can be recognised, nurtured and extended.

“It is therefore particularly important that practitioners within the Early Years:

- *provide rich opportunities for all children to find learning which inspires and engages*
- *identify and document evidence of children’s particular interests and abilities*

- *plan experiences which can enrich and further develop children’s interests, gifts and talents.”*

Finding and exploring young children’s fascinations – Strengthening the quality of gifted and talented provision in the early years (DCSF 2010).

The GTUE Early Years Bulletin, (DCSF, Pascal, 2006) emphasises the ‘Early Years is at the heart of personalisation and this is reflected in the Institutional Quality Standards in Gifted and Talented Education:

“ the curriculum offers personalised learning pathways for children which maximise individual potential, retain flexibility of future choices, extend well beyond test/examination requirements and result in sustained impact on learner attainment and achievement”

Institutional Quality Standards in Gifted and Talented Education 4: Enabling curriculum entitlement and choice.

Our policy and procedures have been developed in line with the recommendations and requirements of The Statutory Framework for the Early Years Foundation Stage 2014 (The Safeguarding and Welfare Requirement), The Every Child Matters provisions within the Children Act 2004, Disability and Equality Act 2012, The Children’s Act 1989 and 2004, Race Relations Act 1976, Disabled Persons Act 2010, Human Rights Act 2000, Disability Discrimination Act 1995, The Special Educational Needs and Disability Act 2001 (SENDA), Special Needs Code of Practice 2014, The Education Act 1996 and The Children and Families Bill 2014.

Our Local Offer, is published by Surrey County Council, in accordance with the Children and Families Bill 2014.

This policy is written in association with our Inclusion Policy including SEND and Equality of Opportunity, Accessibility Policy and Behaviour Management Policy.

Rationale

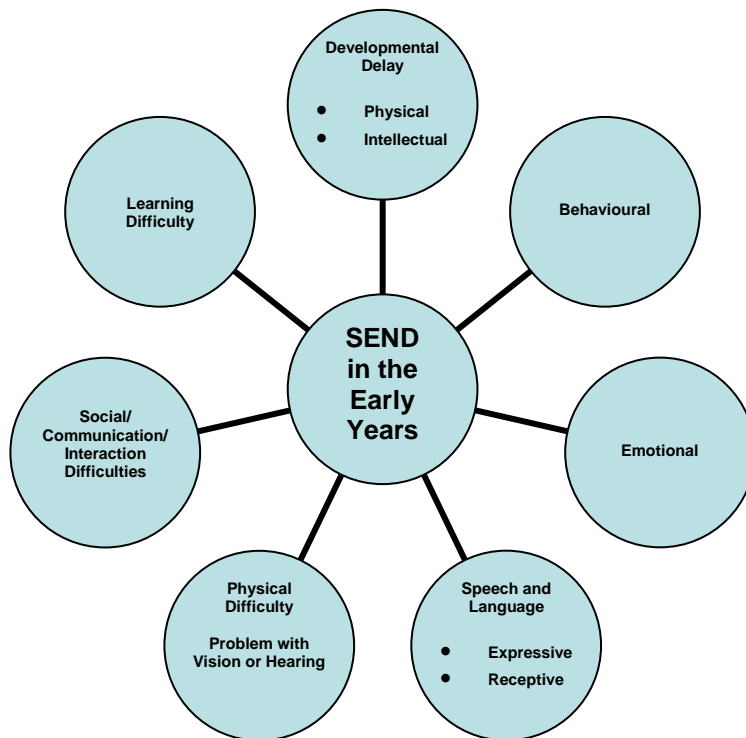
The aim of our Early Years Department with regard to children with SEND or those children who are Gifted and Talented is to promote inclusion for those children within the setting who have additional or different needs to the majority of their peers. We promote equality of opportunity for all children in our care, including support for children with special or additional educational needs or disabilities.

Reigate St Mary’s recognises that early intervention is at the heart of the Green Paper ‘Support and Aspiration – a new approach to special educational needs and disability (2010). We therefore place emphasis on early identification and intervention to improve outcomes for children with special educational needs and disabilities.

‘consistent high quality arrangements to provide identification and early intervention for all children and young people needing additional help in relation to their health, education, care and behaviour, including help for their parents as appropriate’.

The Children’s Plan, (DCSF, 2007)

“It is widely agreed by experts across the world that early intervention can be of enormous benefit to children.”



The Responsibilities of the Early Years Practitioner with regards to SEND

The Process

1. At the beginning of the school year, practitioners to begin to identify which children in their class are likely to have additional needs.
2. In order to build a picture, practitioners will need to collect background information on the child. They can do this by sensitively gaining information from parents and/or previous setting notes and their own observations.

3. Practitioners must then record their observations to provide evidence of their concerns. A child's strengths, as well as weaknesses must be documented. Ongoing formative observations are initially kept with the Learning Journal and if required additional notes, starting the graduated process, are kept in the class SEND folder.
4. Ensure different/altered planning and/or re-organisation of staff in a classroom is in place to support a child with additional needs and to make sure the child is included in all the learning opportunities.
5. Ensure notes are kept of a child's response to the differentiated planning and details recorded of any progress made.
6. Practitioners must notify the Early Years SENCO of their initial concerns and observations and provide him/her with a copy of the child's Record of Initial Support (Record of Concern) for the central file.
7. **Following this**, an initial meeting with the parents must be arranged to discuss the matter and then at a subsequent meeting they must be given a copy of the Record of Initial Support so that they are aware of our concerns and the support being put in place and the reasons why this is needed.
8. SEND within schools is managed as a graduated approach. This is as follows:-
 - a) Initial Notes and observations in Class SEND folder
 - b) Record of Initial Support (previously called Record of Concern)
 - c) Record of Further Support – Step 1 (previously called Early Years Action)
 - d) Record of Further Support – Step 2 (previously called Early Years Action Plus)
9. Practitioners can use the Early Years SENCO as another point of contact for parents as well as themselves, should they wish to do so.

Reigate St Mary's welcomes all children into the Early Years Department and provides an inclusive setting in which children with difficulties and/or additional needs can be educated. We work with parents, carers and other outside agencies where appropriate, in order to ensure that every child's needs are met. Children are observed regularly by the Early Years staff and notes are made about their progress. We aim to identify difficulties at the earliest opportunity and to inform parents as soon as we have concerns or become aware of any problems.

Staff are aware of the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs. Children may have one area of need or a combination of areas of need. This will be explained to parents when creating a graduated response appropriate to the needs.

We have a duty to work within government legislation under the terms of the Revised Code of Practice 2001. This allows us to follow a graded system in order to offer help and support to the child. Once differentiated learning provision is being made for a child, the following stages will apply:-

- I. Additional help or time within the classroom from the existing staff will be provided and a Record of Initial Support raised.

2. Should progress not be made, or extremely slow, then we will implement a Record of Further Support Step 1. (Early Years Action).
3. Record of Further Support Step 2 will be recorded if outside agencies are required to help the child progress within the Early Years Foundation Stage curriculum.

Parents will be informed and involved throughout the process. A leaflet entitled 'How We Can Help Your Child' has been created to inform and assist parents with SEND procedures at Reigate St Mary's.

Our Early Years Special Educational Needs Coordinator is Miss J. Filmer.

Miss Filmer has responsibility for co-ordinating the above arrangements. Should you wish to speak to her, she can be contacted via the school office.

Should there be a need to complain about our SEND policy at any time, please make these in the first instance to Miss Filmer. She will endeavour to resolve any issues you may have within 7 working days. Should you still need to take the matter further, please contact Head of Early Years, Mrs S. Selkirk.

Additional Notes

Recommendations from the Code of Practice:-

1. Work more closely with parents/carers.
2. Do not assume too early that a child has a SEND.
3. Deliver carefully monitored and differentiated learning opportunities, use alternative approaches.

Record of Further Support Step 1 (Previously Early Years Action)

A Record of Further Support is devised when, despite receiving appropriate early education experiences, a child:-

- a) Makes little or no progress even when teaching approaches and support are targeted to improve the child's identified areas of weakness
- b) Continues working at levels significantly below those expected for children of similar age.
- c) Presents persistent emotional and/or behavioural difficulties which do not respond to the usual behavioural management strategies used in the setting.
- d) Has sensory or physical problems and continues to make little or not progress despite the provision of personal aids and equipment.
- e) Has communication and/or interaction difficulties and requires specific individual interventions in order to access the learning.

Record of Further Support Step 2 (previously Early Years Action Plus)

The involvement of external agencies that can help the setting with Step 1 and targets and provide more special assessments.

The Responsibilities of the Early Years Practitioner with regards to gifted and talented children

The gifted and talented e-learning module II: Learning in the Early Years Foundation Stage (National Strategies 2008) stresses the importance in the Early Years of:

- Recognition that all children have strengths to build upon
- Recognition that the development of abilities and talents may be uneven and evolving
- Provision which offers children very broad experiences rather than narrow pathways
- The role of the practitioner as a facilitator and ‘scaffolder’ of children’s learning.

At Reigate St Mary’s we believe that giving every single child the chance to be the best they can be, whatever their talent or background, is the fulfilment of excellence. We place equal emphasis on high achievement and emotional well-being, underpinned by a curriculum that facilitates personalised learning that supports the needs of gifted and talented learners. Our Gifted and Talented Co-ordinator is Mrs Lesley Nicholson, offers support and advice as well as maintaining a list of children requiring extra or adapted provision.

To ensure this we evaluate our provision using the following chart.

| Institutional Quality Standards (IQS) linked to the Early Years Foundation Stage | Overarching Principles | | | |
|---|------------------------|------------------------|-----------------------|--------------------------|
| | A Unique Child | Positive Relationships | Enabling Environments | Learning and Development |
| 1. Identification Multiple criteria and sources of evidence are used to identify gifts and talents | ✓ | ✓ | ✓ | ✓ |
| 2. Effective provision in the setting Teaching and learning strategies are diverse and flexible, meeting the need of distinct groups of children (for example underachievers, exceptionally able) | ✓ | ✓ | ✓ | ✓ |
| 3. Standards Self-evaluation indicates that gifted and talented provision is very good or excellent | ✓ | | | ✓ |
| 4. Enabling environments, entitlement and choice The provision offers personalised learning pathways that maximise individual potential | ✓ | ✓ | ✓ | ✓ |

| | | | | |
|---|---|---|---|---|
| 5. Assessment of learning Practice regularly requires children to reflect on their own learning (eg. learning leaves) | ✓ | | | ✓ |
| 6. Transition and transfer Transfer information concerning gifted and talented children, including parental contributions, informs the next steps in learning for children to ensure progress | ✓ | ✓ | | ✓ |
| 7. Leadership Responsibility for gifted and talented provision is distributed and evaluation of its impact shared at all levels | ✓ | | | |
| 8. Policy The policy directs and reflects best practice, is regularly reviewed and is clearly linked to other policy documentation | ✓ | | | |
| 9. Ethos and pastoral care An ethos of ambition and achievement is agreed and shared by the whole community. Success across a wide range of abilities is celebrated | ✓ | ✓ | | ✓ |
| 10. Staff development There is ongoing audit of staff needs and appropriate range of professional development opportunities in gifted and talented provision | ✓ | | | |
| 11. Resources Resources are used to stimulate innovative and experimental practice | ✓ | | ✓ | |
| 12. Monitoring and Evaluation Elements of progression are planned against clear objectives within effective self-evaluation processes | ✓ | | | ✓ |
| 13. Engaging with the community, families and beyond Progression of gifted and talented children is enhanced by home and school partnerships. There are strategies to engage and support hard-to-reach parents/carers | ✓ | ✓ | ✓ | ✓ |
| 14. Learning beyond the setting Enrichment and extension activities complement the provision and helps identify children's latent gifts and talents | ✓ | ✓ | ✓ | |

Transition

The best adaptation takes place where conditions are similar, communication is encouraged, and the process of change takes place gradually over time.'

'A Study of the Transition from the Foundation Stage to Key Stage One, DfES Research report SSU/2005/FR/013'.

We endorse the ideas put forward by Bredekamp 1987 that states;

'...Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adult interactions with children should be responsive to individual differences'.

For those children with additional needs requiring extra support, whether SEND or Gifted and Talented, a detailed and thorough hand over and transition is required to ensure continuity of care. This is especially important when the transition between Early Years and Key Stage 1 occurs. The process includes the use of Pink Folders to aid communication, face to face timetabled handovers between teaching staff, between EY SENCO and SENCO and Gifted and Talented Co-ordinator. Explanations of any changes to ongoing support will also be fully explained to the parents.

Most children, with additional needs, will arrive in Year 1 with a Record of Initial Support or Record of Further Support Step 1 or Step 2, however some may arrive with just Initial Notes and observations. This reflects the young age and stage of development of children in the Early Years and the formative process of observation and assessment of the child's skills, development, strengths and weaknesses and temperament, to determine the best ways to enable learning and support if required.

Monitoring and Review

This plan will contribute to the review of our Curriculum Policies as and when they are due for review.

The Head of Early Years, in association with the Senior Leadership Team, will review this policy annually.

Written by Julie Filmer Early Years SENCO January 2015

Reviewed by Samantha Selkirk 1 October 2015

Guidance for this policy has been taken from Mortimer, Dr. H. (2002) SEN Code of Practice in Early Years Settings: QEd Publications and Finding and exploring young children's fascinations – Strengthening the quality of gifted and talented provision in the early years (DCSF 2010).