



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Key Person	
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Telephone	01332 346333
Local Offer Webpage Link	www.derby.gov.uk/sendlocaloffer
Age Range	1-4 years
Funding	Derby City Council – Local Authority

RATIONALE

At Derby Montessori School we believe that all children have equal rights to quality education and childcare; and that all aspects of the curriculum should be accessible to every child regardless of sex, race, religion or ability. This belief forms the core of our mission statement. We strive to provide a series of learning environments where all children delight in every aspect of learning and every child desires to learn more. Every child matters in this school and every child is seen as a unique and diverse individual. The Montessori Method forms the framework which is at the heart of everything we do and which guides ethos, philosophy and practice within our school. The Montessori approach prepares us to support all children whatever their degree of ability. Some children have particular learning difficulties either throughout, or at a particular time, during their time with us; by liaising with parents and outside agencies we aim to optimise support for such children. This policy ensures that the needs of children with SEN are identified and provision is made in order for each child to access the full range of the curriculum and thereby fulfil their potential.

DEFINITION

Taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language which they will be taught.

PROVISION

The following table identifies the types of SEND and examples of the type of provision offered at Derby Montessori School:

Type of SEND for which provision is made at the school	Type of provision
Communication and Interaction Needs: e.g. • Autistic Spectrum Disorders • Speech, Language and Communication Needs	Speaking, Listening and Communication opportunities developed across the curriculum Small group work Use of visual timetable, signing, symbols/photographs Adult support for interactions with peers Speech and Language Therapy and Specialist support service involvement Setting of individual targets Graduated Response File Specialised resources e.g. Montessori Classified Cards
Cognition and Learning Needs: e.g. • Moderate Learning Difficulties	Differentiated planning Enhanced learning environment Increased modelling and scaffolding Small group work Setting of individual targets Graduated Response File Specialised resources e.g. visual timetable, symbols, signs Involvement of other agencies
Social, emotional and mental health	Whole school policy on 'Personal, Social and Health Education and Citizenship' Consistent expectations and modelling through 'Grace and Courtesy' groups Behavioural Plans Small group work and 1:1 material presentations Support of Early Intervention Team/Specialist support. Setting of individual targets Graduated Response File
Sensory and/or physical needs e.g.	Staff aware of implications of impairment Small group work Use of specialised resources e.g. Montessori sensorial materials,

• Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs	pencil grips. Accessible environment on one level Specialist support teacher service involvement Therapist involvement and programme. Setting of individual targets Graduated Response File Future plans for adapted areas usable for SEN children
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A GRADUATED APPROACH TO SEN SUPPORT

When a child is behind expected levels, or is giving concern, then information is gathered. Teacher observations, details of previous progress and attainment, comparisons with peers and national data are important. These alongside other sources, formal checks, assessments, specialist advice from other agencies (health, social) and views and experience of the family are needed to inform a decision as to whether or not a child has SEN.

In addition to formal checks, progress and development of all the children, is monitored, tracked and reviewed three times a year.

Difficult behaviour is not a SEN but where there are concerns an assessment is required to find causal factors such as an underlying condition. If it is thought to be social circumstances contributing to behaviour then a multi-agency approach may be required, TAF (team around family) meetings or Early Help Assessment may be needed.

Where a child has a greater difficulty in learning than their peers or a disability that prevents or hinders them from using the facilities at nursery then special provision is provided for them through additional support and/or equipment. Early identification and intervention through recognising and identifying an SEN can reduce the need for more intense interventions later.

The child's Key Person will take steps to provide differentiated learning opportunities that will aid the child's academic progress to enable staff to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted for support and advice.

The level of provision which the child will need is determined.

Opportunities for parents to express their concerns and views are encouraged and they are informed at every stage, of staff concerns in their child's development and the reasons for monitoring progress.

SEN SUPPORT

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil who needs SEN support is to help nursery ensure that effective provision is put in place.

The support provided consists of a four – part process:

- Assess
- Plan

- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. It enables the identification of the interventions that are most effective in supporting the child to make progress. All information is shared with parents and meetings held at least termly.

Assess

This involves clearly analysing the child's needs, using assessments and knowledge of the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted.

This analysis will require regular reviews to ensure that targets, support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are effective. Where external agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the interventions and support that are needed; the impact on progress, development and a clear date for review. All those working with the child will be informed of the support that is being provided, any particular targets, teaching strategies/approaches that are being used and the outcomes that are being sought.

Do

The interventions may involve group or one-to-one teaching in nursery or a quiet room. SENCO and SENTA will plan and assess the impact of support and interventions.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary changes, in consultation with parents.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If a child has lifelong or significant difficulties or where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required, the decision to make a referral for an Education, Health and Care Plan will be taken. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate an assessment leading to an EHC Plan. The application for an Education, Health and Care Plan will combine information from:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

ADMISSIONS

All applications for admission are considered equally. However, prior to entry parents are expected to disclose any learning support assessment, identified needs, medical condition, behavioural issue or disability, which might need additional support in enabling the child to access fully the educational provision of the school. This allows us time to liaise with parents and other professionals to ensure that the appropriate support and facilities are able to be provided.

ACCESS

The main facilities are all at one level and well lit. All doors into the property are wide. There is paved car parking and block paving with a gentle incline to the main classroom doors. We have a portable ramp for access into the Dining room. A disabled toilet is available between the dining room and the Children's House classroom. The courtyard play area has no steps. The garden outdoor area is on a series of different levels, the lower level has a slight step in the paved area. Raised flowerbeds provide easy access and digging for all children. Derby Montessori School has a Diversity and Equality Plan which includes improving physical access to the setting and the provision of educational equipment and physical aids for pupils within the setting. In line with this the facilities may be adapted or modified, within reason, in response to the assessment of each child's individual needs.

CURRICULUM ACCESS

We believe that all children with special educational needs should have full access to the curriculum. Arrangements for additional support are monitored by the class teacher and SENCO to ensure that those who need additional support are able to access this in a way that is positive and which does not disrupt their timetable unduly. Improving curriculum access is included in our Diversity and Equality Plan.

LEARNING SUPPORT

In using the Montessori Method across the classes in our school we are able to offer a broad and stimulating curriculum which provides for a wide range in competence and performance. Vertically grouping and individualised targets ensure that support is in general already tailored to the needs of each pupil within each class. Different types of support are available at Derby Montessori School depending on the level and nature of the learning problem. Support may involve extra sessions with the SENCo or another member of staff, time off for specialist support or support from a helper within the classroom.

COMPLAINTS PROCEDURE

Should a parent/guardian feel that inappropriate special needs provision is being provided, or if there are any other concerns, then parents should make an appointment to see the class teacher and the SENCO if necessary. If parents are not satisfied then the Complaints Policy should be followed.

TRANSITION TO OTHER SETTINGS

When children leave Derby Montessori, a copy of their SEN file is forwarded to the child's new school together with the latest Progress Report.

REVIEW

All children identified as having special needs will have their progress reviewed three times a year (in October, February, June).