

École Française de Bristol



L'École Française de Bristol

Pour faire vivre ton français

Special Education Needs and Disability Policy

Last review date:	February 2025
Next review date:	February 2026

Aims

L' Ecole Française de Bristol is committed to inclusion and we strive to develop policies and practices that include all children and their families. As outlined in this policy, we try to ensure that the disability duties of the Equality Act 2010 are implemented in our setting in relation to the children and to the community of adults. We actively promote equal opportunities and strive to eliminate prejudice. We implement the Special educational needs and disability code of practice: 0-25 years as outlined in this policy.

We believe that educational inclusion is about equal opportunities for all children and their families whatever their age, gender, ethnicity, impairment, attainment and background

This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to sensory or physical impairment, learning difficulties or emotional or social development or may relate to factors in their environment – including the learning environment they experience in the Ecole Française de Bristol.

We recognise that children learn at different rates and that there are many factors affecting achievement, including; stage of development, emotional state, age and maturity. We believe that many children, at some time may experience difficulties which affect their learning and we recognise that these may be long or short term.

We work in close partnership with parents and carers to ensure their children are safe, happy and making progress.

Partnership with Parents and Carers

We are committed to working in equal partnership with all parents/carers, valuing the knowledge that they have of their child and acknowledging that every child is unique. Working in partnership ensures that families feel involved in their child's care and feel comfortable to express their thoughts and feelings. We are aware that in some cases we will not be able to support all children due to our site constraints. We are always available to answer parents' questions and we have regular informal communication with parents.

- Staff and parents/carers work together to support children identified as having additional needs.
- **Parents/carers are involved at all stages of the education planning process.**
- Regular opportunities are provided by the key person or teacher and the SENCO to meet parents/carers whose children are identified as having an additional need.
- In partnership with parents/carers we share their child's strengths and any areas for development, using the DEYO (Differentiated Early Years Outcomes) in preschool. Achievable shared goals are agreed upon which enables a consistent approach at home and at the Ecole Française and that meets the child's needs.
- Ideas and materials for supporting learning at home will be discussed and shared with parents and carers, for example: visual timetables, turn taking board, now and next board...
- Parents/carers and key persons are clearly informed about the action to be taken and the way in which outcomes will be monitored and reviewed.
- I.E.P. (Individual Education Plan) targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. We follow Bristol SEN guidance for IEPs and use the SMART targets (Specific, Measurable, Achievable, Relevant and Time-bound targets).
- I.E.P. s and reviews will be copied and given to parents/carers after the meetings.

Special Educational Needs Co-ordinator (SENCO)

The role and responsibilities of the settings Special Educational Needs Co-ordinator are:

- Advising and supporting staff in identifying and meeting the special educational needs of children.
- Identifying training needs of staff both to extend their professional development and to ensure 'tailor made' training which is need specific is available when appropriate.
- Ensuring liaison with professionals and outside agencies in respect of children with SEND.
- Ensuring that Individual Education Plans are in place and staff are monitoring them regularly.
- Working in partnership with parents/carers to ensure that relevant information about individual children with special educational needs is collected, recorded and kept up to date.
- Supporting children within the Ecole Française with I.E.P targets, behaviour support plans, care plans and communication aids.
- Ensuring liaison with the main English schools' SENCO for day release pupils.

Settling Arrangements

Disabled children/children with special educational needs will not be discriminated against. Children's individual needs and interests will be discussed with their parents / carers and we will adapt, as possible, to meet those needs. We will be flexible in planning the day during the settling in period following the needs and pace of the children. We are registered on the Local offer website <https://www.bristol.gov.uk/web/bristol-local-offer> so parents/carers can access information about our setting.

Resources and the Learning Environment

Learning Opportunities

All disabled children/children with special educational needs in nursery have access to the Early Years Foundation Stage differentiated to meet their needs. This is done by the way opportunities are presented and explained to children, by the amount of support given to children, by what we expect of the children, always building on success, extending children's own interests.

Children's Support Plans (Non Statutory Education, Health and Care Plans) and Individual Education Plans are used to support access to learning opportunities where appropriate.

Resources

We adapt our resources to suit the needs of children and have resources that portray positive images of disabled children and adults. We will seek specialist advice if necessary regarding resources needed by individual children. We also have access to the Early Years Resource Library which has inclusive resources on loan. We will seek to access specialist seating or postural equipment if needed by a child. We work closely with Bristol City Council's Portage and Inclusion team and we receive regular visits from one of their members.

Learning environment

We arrange the furniture in the best way we can, lay out the equipment and use the space in our setting so all children have maximum independence, are as comfortable as possible and feel respected.

Listening to Children's Views

We have different ways of enabling young children to make choices and to express their feelings in our setting. We use language at their level of understanding, or use puppets, photographs.... We involve children's interests and views when developing Support Plans (Non Statutory Education, Health and Care Plans) and Individual Education Plans, having observed them carefully and listened to their parents/carers. We find ways of giving children feedback on how they are doing and build on successes.

Identification, Assessment and Provision for Children with SEND in the Nursery

The Ecole Française's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing as well as others and who may have additional needs.

We gather information from:

- Regular assessments
- Observations by key person of play, interaction and learning
- Progress reports are shared with parents/carers regularly.
- Observations of behavioural, emotional and social development by key person
- An existing Education Health and Care Plan (EHCP)
- Assessments by a specialist service such as Health, Educational Psychology, Speech Therapist identifying additional needs
- Another setting which has identified or has provided for additional needs

Based on our observations and assessment data and following a discussion between the key person, SENCO and parents/carers, the child may be recorded as needing additional differentiated SEN support and adapted provision through the graduated approach.

SEN Support through the Graduated Approach in the Nursery

Every child is unique with a unique set of needs. These are identified and differentiated learning opportunities are planned for throughout the child's sessions at the centre. Next steps are identified by the key person to ensure their needs are met and progress made.

The differentiation may involve modifying learning intentions, teaching styles, providing different materials/resources and access strategies. Under these circumstances, a child's needs will be provided for within the whole group planning frameworks and individual target setting, as well as work time planning.

Monitoring Observations of progress will be carried out by the SENCO/ key person and used to inform future planning and recorded in learning diaries. The child's progress is **reviewed** on a regular basis and a decision made about whether the provision and strategies in place are supporting progress towards the targets set at a particular level of intervention.

When a child has been identified as having SEND the centre works in partnership with parents to establish the support the child needs. In line with requirements of the SEND Code of Practice 0-25 (2014) a graduated approach is adopted with four stages of action:

- assess
- plan
- do
- review

Assess

When identifying a child as needing additional support, the key person, working with the SENCO and the child's parents/carers, will have carried out an analysis of the child's needs. An initial plan of differentiated provision and support will be agreed. 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 health, social services or other agencies beyond the setting. A referral may be made, by the SENCO, to outside professionals for further specialist assessment and advice, with the parent/carers' consent.

Plan

If further support is needed a Support Plan meeting is arranged by the Inclusion Lead for parents/carers, key people and outside professionals working with the child. A Support Plan is completed by the SENCO, following the Bristol SEND Support Plan, which gives details of the child's strengths, interests and needs, parent's views and aspirations, and an action plan. The action plan will record the agreed actions, interventions and support to be put in place, who is responsible for actions, and set a clear date for review.

An Individual Education Plan (IEP) will be completed by the Key Person and SENCO as part of the action plan, and will include agreed targets and objectives.

Parents/carers will be involved in action planning and support and, where appropriate, in reinforcing the provision or IEP or contributing to progress at home.

For some children additional adult support will be required; the Support Plan is used to make an application for additional funding to the Early Years SEN Panel funding, and is made by the SENCO using Bristol.gov.uk website. The nursery can also request for inclusion support.

Additional funding is allocated to **nurseries** for individual children based on evidence and information supplied through the Support Plan, an Individual Referral Form, an Individual Provision Plan, and reports and advice from outside professionals. A specific banding or level of funding is agreed by the panel using the Early Years Bristol Universal Descriptors which relate to each specific area and level of SEN need. When a level of funding has been allocated this allows staffing ratios to be enhanced to support the specific needs of individual children.

Do

The key person and/or inclusion support worker, works alongside the child. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of the IEP or Inclusion Plan. Practitioners record learning and progress through detailing significant learning and development for the child's learning diary and for SEN monitoring purposes.

The SENCO supports practitioners in assessing the child's response to the action taken, in problem solving, next steps and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress is reviewed regularly in line with agreed time frames. The impact and outcome of IEPs are evaluated by practitioners and the SENCO, alongside the child's parents/carers, and take into account the child's views where possible. Any changes to support for the child in light of the child's progress and development are discussed and agreed at review meetings.

The parents/carers voice is key to the review process and they should have clear information about the impact of the support provided and be involved in planning next steps.

Transitions

When children with additional needs move from another setting to the Ecole Française, we will liaise with the other setting or school to gather information relevant to help the child settle in our school.

If it is a day release pupil, we will liaise with the SENCO of the pupil's main English school and follow any IEP or Support Plan already in place, in the best way we can.

When children with additional needs move on to another setting, we will arrange a Transfer Review/Meeting and also encourage the setting to visit the child at the centre and to have a handover discussion with the key person. We can also arrange a visit of the receiving setting for the child and his/her family.

Any relevant documentation is passed on, for example; an Early Years Transfer Pack, The Support Plan, the last IEP and any reports and advice from outside professionals. The child's learning journal is passed on to the parents/carers.

Levels of support for transfer for children with additional needs

The level of support needed at transfer will depend on the specific needs of the child transferring and how additional and different the provision will need to be.

This will include:

- A visit and a discussion with the key person from the next setting sharing up-to-date and detailed records
- A Transfer/Review meeting in partnership with the child's parents/carers, key staff at the Ecole Française, the SENCO and any other professionals that are involved: where the needs of the child are shared, necessary resources can be considered and strategies for smooth transfer are put in place.

- An annual review for a child with an EHCP. This multi-agency process is similar to the Transfer/Review meeting outlined above and involves the sending and receiving setting, parents/carers and any other professionals that have been involved.

Training

Our setting has a commitment to training in all areas of practice and in particular we attend training relevant to inclusion and to meeting the needs of disabled children/children with special educational needs we might have in our school.

The SENCO will attend regular cluster meetings to update and revise developments in Special Needs Education, Disability and Inclusion.

In house additional needs and Inclusion training is arranged by the SENCO and delivered by appropriate professionals.

All staff have access to professional development opportunities and are able to request additional needs or inclusion training where a need is identified.

Staff are encouraged to extend their own professional development and the management team will ensure 'tailor made' training where this is appropriate.

Glossary:

DEYO (Differentiated Early Years Outcomes)

I.E.P. (Individual Education Plan)

An IEP or Individual Education Plan is a plan or programme designed for children with SEN to help them to get the most out of their education. An IEP builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs.

An IEP is a teaching and learning plan and should set out targets and actions for the child that are different from or additional to those that are in place for the rest of the class. The IEP is not a legal document, which means that the LEA does not have to produce a plan or make sure that a child receives any support that is outlined in the plan.

EHCP (Education Health and Care Plan)

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

Support Plan

The SEN support plan is the plan that the early years setting, school or local college will use to ensure a child or young person's needs are met (where an EHC Plan is not required).

Individual Provision Plan

An IPP is a document that sets out the details of the resources and methods to be used to support the pupil in achieving their targets. It will also say how progress will be monitored and what the reviewing arrangements are. Pupils with an IPP will either be at School Action (SA), School Action Plus (SA+) or have a Statement of Special Educational Needs.

Review Date

This policy will be monitored yearly and updated when necessary ensuring new legislation is incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols in school.

Date Completed: September 2022

Review date: February 2025