



Policy Document

Policy Area: Children with Additional Learning Needs

Date: September 2016

Review: August 2017

Reviewed by: Esma Izzidien

Next Review date: August 2018

Statement

Cardiff Montessori School and Nursery is 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 each other 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.

CMS is committed to working alongside parents in the provision for their child's individual needs to enable us to help the child 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 our facilities. All children have a right to a broad and well-balanced learning environment.

Cardiff Montessori School and Nursery is a private nursery and independent school and will therefore not have access to the services of the Local Education Authority. As a result, parents of children with ALN (Additional Learning Needs) who require additional support within the classroom may have to pay fees to cover the costs of extra support and for any assessments required- for example one-to-one support or services provided by an educational psychologist / OT / Speech Therapist.

If your child has already been identified as having ALN you must inform the Director of details prior to admission. Failure to do so may mean the withdrawal of an offer of a place at CMS. Parents are required to present CMS with all relevant reports and information for our consideration as to ascertain whether CMS would be able to provide appropriate support for your child. We do this with your child's interest in mind. All children deserve to be placed in a setting which is best suited to manage their needs and meet their requirements.



Where we believe that a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals (maintaining confidentiality appropriately) 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 learning or care needs and any additional help he/she may need by:

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

As mentioned above, costs for these assessments may fall to the parents of the child. If our staff feel a child has additional needs at any time during their education with us and the parents disagree and refuse to engage in an assessment of needs process, we reserve the right to withdraw the offer of a place as we believe it is only by working in partnership with parents that we can best serve the interest of the child.

In the unlikely event where we feel a child has additional needs and addressing these needs is being denied by the parent we will seek advice on how best to help the child from outside agencies.

Aims

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 on the identification and assessment of any needs not being met;
- Include all children and their families in our provision;
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities;
- Develop and maintain a key member of staff who is experienced in the care of children with additional needs to act as the Additional Learning Needs Coordinator (ALNCO). Staff will be provided with specific training relating to Additional Learning Needs (ALN) and the ALN Code of Practice as soon as possible. The current ALNCO is Kate Evans.
- Identify the specific needs of children with additional learning needs and/or disabilities and seek to meet those needs where possible through a range of strategies;
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported;
- Share any statutory and other assessments made by the nursery and school with parents and support parents in seeking any help they or the child may need (in accordance with our confidentiality policy);



- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required (adhering to confidentiality at all times);
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed, where possible;
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the day according to their individual needs and abilities;
- Encourage children to value and respect others;
- 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.

Our Additional Learning Needs Co-ordinator (ALNCO) is currently Kate Evans.

The role of the ALNCO is to 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 ALNCO should also ensure that appropriate records are kept including a record of children at Early Years Action and Early Years Action Plus and those with statements. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2001).

She works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the nursery, always making sure plans and records are shared with parents.

Methods

We will:

- Designate a member of staff to be Additional Learning Needs Co-ordinator (ALNCO) and share his/her name with parents- (currently Kate Evans);
- Provide this statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals;
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery and school;
- Ensure that our inclusive admissions practice includes equality of access and opportunity;
- Ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities;
- Work closely with parents to create and maintain a positive partnership which supports their child;



- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education;
- Provide parents with information on sources of independent advice and support where we can;
- Liaise with other professionals involved with the child with learning difficulties and/or disabilities and their families, including transition arrangements to other settings and schools;
- Work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the graduated response system (see explanation below) for identifying, assessing and responding to children's special educational needs;
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities;
- Provide differentiated activities to meet all individual needs and abilities;
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Education Plans (IEPs) for children with learning difficulties and/or disabilities and discuss these with parents/ carers;
- Review IEPs regularly (every half term) and hold review meetings with parents;
- Ensure that children with learning difficulties and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability;
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities;
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided;
- Use a Common Assessment Framework (CAF) (see details below);
- Provide in-service training for practitioners and volunteers;
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, 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 this available to all parents in a format that meets their needs e.g. large print, additional languages;
- Monitor and review our policy annually.

Special educational needs code of practice

The nursery and school has regard to the statutory guidance set out in the Special Educational Needs code of practice (DfE 2001) to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our school and nursery should adopt a graduated approach to assessment through Early Years Action and Early Years Action Plus. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with additional learning needs. CMS has identified a member of staff as an ALNCO (Kate Evans) who will work alongside parents to assess the child's strengths and plan for future support. The ALNCO will ensure that appropriate records are kept according to the Code of Practice.



Early Years Action

Where a practitioner or ALNCO identifies a child with special educational needs, CMS will assess and record those needs and provide a number of key actions to help the child. As part of this process the school will consult with parents and seek any additional information from professionals. The targets

for the child, any teaching strategies or changes to provision are set out in an Individual Education Plan (IEP). The plan will be continually under review in consultation with the child and his/her parent(s).

Early Years Action Plus

This is where a practitioner or ALNCO, in consultation with the child's parents, decide external support services are required, usually following a review of the IEP. CMS will share its records on the child with those services so that they can advise on any IEP targets and appropriate strategies to help the child.

Statutory assessment

If the help given through Early Years Action Plus is not sufficient to enable the child to progress satisfactorily, it may be necessary for the school, in consultation with the parents and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving a statement of special educational needs.

Agreed by: Director, Esmá Izzidien

CARDIFF MONTESSORI SCHOOL

PLANTING SEEDS **GROWING ASPIRATIONS**

