

SEN policy

(Special Educational Needs)

Reviewed by and date: Philippa Vince (October 2022)

Designated Safeguarding Lead: Philippa Vince

Contact information

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1. Aims

Our SEN policy and information report aims to:

At Toucan Education we are 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 and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are 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 have a qualified children's social worker in our team who can offer support and advice to families to ensure they are in receipt of entitled support/benefits.

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 the Toucan's facilities. All children have a right to a broad and well-balanced early learning environment.

We offer forest school, our hub learning space, community work and home visits and offer support to the child that best meets their learning requirements.

Where we believe a child may have additional unidentified needs, we will work closely with the child's parents and any relevant professionals to establish if any additional action/support is required.

When a child comes to Toucan, they often already have EHCP's and reports from outside agencies. We feel it is paramount to find out as much as possible about those needs; any way that this may affect their learning or care needs and any additional help a child may need by:

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

All children will be given a full settling in period when joining Toucan according to their individual needs.

At Toucan we recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice

- 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
- At Toucan we have autism specialists, dyslexia specialists, behavioural and emotional support specialists. Our core team of staff are qualified teaching staff experienced in the care of children with additional needs and our CEO is also the Special Educational Needs and Disabilities Co-ordinator (SENDCO) who is experienced in the care and assessment of children with additional needs and dyslexia assessor. Staff will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs 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 with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery 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.

2. Legislation and guidance

This policy and information report is based on the statutory

["https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf"](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

["http://www.legislation.gov.uk/ukpga/2014/6/part/3"](http://www.legislation.gov.uk/ukpga/2014/6/part/3) [Part 3 of the Children and Families Act 2014](#), which sets out schools'/ alternative provisions responsibilities for pupils with SEN and disabilities

["http://www.legislation.gov.uk/uksi/2014/1530/contents/made"](http://www.legislation.gov.uk/uksi/2014/1530/contents/made) [The Special Educational Needs and Disability Regulations 2014](#), which set out schools/ alternative provision responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Phillipa Vince our CEO

They will:

Work with the headteacher/ teachers from the child's school to determine the strategic development of the SEN policy and provision in the hub.

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support our pupils as most have SEN, and have EHC plans.

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the provision's budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority (LA) and its support services

Liaise with potential next providers of education to ensure that Toucan Education meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure Toucan keeps the records of all pupils with SEN up to date

4.2 Toucan Core Team and external contractors

All members of employed staff are responsible for:

The progress and development of every pupil in their class

Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and implementing EHCPs

Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision

Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Toucan currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

5.2 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents and the school/case worker/other relevant professionals involved with the child when identifying a child's education and care plan:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We initially observe and visit children in their home environment and work with children on a need led basis and help transition children into hub/ forest school or community setting with the aim of transitioning children to a more long-term suitable education provision or to ease them back into school with the right support for their needs.

5.6 Our approach to teaching pupils with SEN

Teachers and Toucan Core team are responsible and accountable for the progress and development of all the children who attend our provision.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Speech and language therapists

Physiotherapist

Occupational therapist

Autism specialists

Dyslexia assessors/ specialists

Social worker

Experienced teaching staff

5.7 Adaptations to the curriculum and learning environment

At Toucan we adapt the curriculum and learning environment by offering small group sessions, 1:1 work and adapt our teaching style to offer bespoke education packages to meet the individual needs of children.

We adapting our resources and staffing to help best support the children who access our provision and we can offer a range of sensory experiences and recommended aids, such as wobble boards, sensory blankets, visual timetables and a range of emotional and social support to help our children learn and develop their emotional resilience.

5.8 Additional support for learning

All of our staff are team teach trained, please see our team teach policy.

5.9 Expertise and training of staff

Please refer to our Toucan Education website <https://toucaneducation.com/> meet the team section for further information on our staff and level of experience who are trained to deliver SEN provision and support. We have specialist staff for speech and language, Occupational Therapists, Physiotherapist, a children's social worker and dyslexia assessors, as well as a range of very experienced and knowledgeable staff who are autism and emotional and behavioural specialists.

5.10 Securing equipment and facilities

Our external contractors are responsible for bringing and using their own equipment to assess a child's needs and our Core Team have a monthly budget for acquiring resources/ tools to use at the hub/forest school.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions

At the end of the term report, we offer opportunities for children to add their own views/comments on the support they receive at Toucan and this is shared with their school.

Monitoring by the SENDCO

Working closely with parents and other professionals and using feedback to help improve support offered to children.

We also help implement strategies at a child's school, support that they use at Toucan to help children cope better in their school.

Holding annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We try to encourage all of our children to build on their emotional, social and physical development and offer activities and days out based on risk assessment and support plans.

Children are always encouraged to join in activities, indoor or outdoor sessions but this is risk assessed and based on their individual EHCP and care needs.

Both fire exits and entrances to our hub are accessible for any child with physical disabilities. All our activities have risk assessments to outline a child's ability.

5.13 Support for improving emotional and social development

All staff offer extra pastoral support arrangements for listening to views of pupils with SEN and measures to prevent bullying. We also have a children's social worker who can liaise with families/ agencies to ensure to promote all children's emotional and social development.

We provide support for pupils to improve their emotional and social development in the following ways:

We support all of our children who have SEN to develop their teamwork/building friendships/ social skills in our sessions.

We have a zero-tolerance approach to bullying. Please see our anti-bullying policy.

5.14 Working with other agencies

Toucan work closely with schools, health and social care and local authorities as well as voluntary sector organisations in meetings a child's SEN plan and supporting their families. We also have a qualified children's social worker in our team who attends the core groups/ safeguarding/ team around family meetings to ensure Toucan work collaboratively with all involved to best support a child's education and health care plan.

5.15 Complaints about SEN provision

Complaints about SEN provision and support should be made to the CEO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that Toucan has discriminated against their children. Please note that Toucan work with the local authority and it is the local authority who make final decisions about a child's EHCP and for Local Authority funded spaces, complaints can be made to the local authority case worker.

5.16 Contact details of support services for parents of pupils with SEN

Our staff are committed to offer support for parents of pupils with SEN and we have a online parent support group and provide information on events/ support in the local area for children with SEN.

5.17 Contact details for raising concerns

If anyone pupil or parent has any concerns about Toucan, these matters are to be raised with our CEO Phillipa Vince. Please see out complaints policy.

5.18 The local authority local offer

Newcastle authority's local offer is published here:

<https://www.newcastle.gov.uk/services/schools-learning-and-childcare/childcare-and-early-years/support-children-special>

Gateshead authority's local offer is published here:

<https://gateshead-localoffer.org>

County Durham authority's local offer is published here:

<https://www.durham.gov.uk/localoffer>

North Tyneside authority's local offer is published here:

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

Northumberland authority's local offer is published here:

<https://www.northumberland.gov.uk/Children/Needs/SEND.aspx>

Middlesbrough authority's local offer is published here:

<https://www.middlesbrough.gov.uk/children-families-and-safeguarding/childrens-social-care/local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Phillipa Vince **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to the following documents

Behaviour Management policy

Equality and Diversity policy information

Complaints Policy