



## **Special Educational Needs**

(Please read in connection with the school's SEN /Inclusion Policy)

### **Principles**

- Chancellor Park Primary School EYFS understands it's responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- We aim to meet the needs of each child as an individual regardless of difference and diversity.
- All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.
- We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.

**Our Special Educational Needs co-ordinator** is Kerry Sawyer

In line with guidance from the E.Y.F.S. and in line with the S.E.N. Code of Conduct we will endeavour to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary.
- Stretch and challenge all children.
- Encourage children to recognise their own unique qualities and the characteristics they share with other children.
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family.

Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped. No outside agencies will be contacted without parental permission.

Where children are identified as needing extra support within the setting this is called **School Action** and involves the SENco, the parents/carers and the child's teacher and teaching assistant working together to write a plan to identify how the child will be given extra support.



When outside agencies are involved also, this is called **School Action Plus**.

For the very small number of children whose needs cannot be met in this way and whose needs are more severe and complex, the school will, with parent's/carer's permission request a formal assessment from the Local Education Authority.

When children transfer to or from another setting we will work closely with that school and the child's parents to ensure a smooth transition for the child. Induction days and open mornings are available to all children joining us.

If one or both parents have significant needs, we will support them to the best of our ability whilst keeping a focus on the child's needs.

**All information kept on each child is confidential and parents have the right to see all information kept about their child.**



## **Safeguarding Children**

(Please read in connection with the schools Child Protection and Safeguarding Policy)

At this Early Years Foundation Stage, we comply with all the legal requirements set out in the 'Statutory Framework for the Early Years Foundation Stage' – May 2008.

- All members of staff have undergone enhanced CRB checks.
- All Students are supervised at all times.
- Parental permission will be obtained before children are taken on trips, or when leaving the school grounds. Risk assessments are completed and checked by Claire Mills.
- Staff will keep records/observations of all children in the setting.
- Staff will inform the dedicated Child Protection lead officer immediately of any of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation related to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place.
- The Headteacher will also notify social services and, if appropriate, the police of any allegations as above.
- All concerns will be kept confidential.

**Our Lead Officer for Safeguarding children is Claire Mills (Headteacher) who has up to date safeguarding child protection training. (Deputy is Jayne Self, who is also fully trained and is the nominated member of staff in the absence of Claire Mills.) All school staff attended training on child protection regularly.**

All staff at Early Years setting have an up-to-date understanding of safeguarding children issues and are aware of how to respond to:

- Significant changes in children's behaviour
- Deterioration in their general well-being
- Unexplained bruising, marks or signs of possible abuse
- Neglect
- Comments children make which give cause for concern

The Headteacher is available to discuss initial concerns with parents/carers and offer support and assistance. Should a member of staff have concerns about the well being of a



If the Headteacher has concerns about the child:

- Fill out a concern form and pass onto Claire Mills and Jayne Self.
- Contact Social Services, Ofsted and if necessary, the police, and take advice.

All members of staff have a responsibility to ensure that appropriate steps are taken.

Where staff suspect sexual abuse has occurred the Lead Officer for Safeguarding Children may contact Social Services without first speaking to parents. For all other concerns, parents will be consulted immediately.



## **Procedure to be Followed if an Allegation of Child Abuse is made against a Member of Staff**

- All allegations must be reported immediately to the Headteacher.
- The member of staff needs to be informed of the allegation and given information about possible actions of other agencies.
- Ofsted should be informed as soon as is reasonably practical and in any case within 14 days of the event occurring and advice taken
- Social Services should be informed and advice taken
- The member of staff may need to be suspended pending further enquiry
- The member of staff should be supported through the process of investigation
- The person making the allegation should be kept informed of progress.
- All information must be kept confidential
- All actions will be in line with the complaints procedure.



## **Non Collection of Children Policy**

This Early Years Foundation Stage at Chancellor Park Primary School will work closely with parents so that they really know and understand the children in their class. In this way we hope to meet the needs of all parents and children.

However, if a child is not collected at the expected time the following actions will be taken:

The child's teacher will inform the office.

The child should continue to be cared for as usual and every effort should be made to make sure the child is not upset by the situation.

The office staff will use all contact numbers to contact a member of the family.

If, after one hour the parent or carer has still not arrived and staff have been unable to make contact with another member of the family or family friend it may be necessary to contact Social Services and take their advice.

Children will not be allowed to go home with another parent unless signed or verbal permission has been given previously by the child's parent or carer.



## **Behaviour Management Policy**

Please read in collaboration with the schools Behaviour Policy.

Our named practitioner responsible for Behaviour Management is:

Claire Mills (Headteacher)

Jayne Self (Inclusion Manager/Deputy Headteacher)

Kerry Sawyer (SENCo)

Our aim is to provide an environment where children have happy, stimulating lives thus preventing children feeling the need to behave inappropriately. To this end we will:

- Praise children for good behaviour on a regular basis.
- Model good behaviour by treating children and adults around us with respect.
- Provide interesting and stimulating activities within a child friendly environment thus preventing children from becoming bored and irritable.
- Observe children closely and use our weekly planning to provide for their individual needs.
- Work closely with parents to support children's exploration of appropriate and inappropriate behaviour.

If children behave in a consistently inappropriate manner e.g. hurting other children, verbally abusing children or staff, destroying play equipment, then we will:

- Use our observations to try to pinpoint trigger points and to improve our environment if appropriate.
- Help children who find it difficult to get on with others by showing them how to play and be friendly with other children.
- Give the child more one to one time in which they may be able to explain why they are behaving in this way
- We may seek, if the behaviour is consistent, a meeting with the children's parents. It may be necessary to devise a unique system which will be used consistently by staff to meet the needs of the child.



Where this does not result in an improvement of behaviour we will ask parents for permission to seek outside help.

Staff at Chancellor Park Primary School will not use corporal punishment or any other punishment which physically hurts the child or may humiliate them.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

### **Biting**

Many children go through a stage of biting other children and staff. We know this is an emotive subject and when this occurs, particularly if a child bites regularly, the following procedure will be followed:

The victim will be given any required medical treatment.

The perpetrator will be taken from the play area and told, in a manner appropriate to the child's age that the behaviour was unacceptable.

Staff will use their written observations and knowledge of the child to try to pinpoint trigger points and reasons.

The incident will be reported in the accident book and parents of both children will be informed.





## **Confidentiality**

Staff understand that all information about children and their families is confidential and should never be discussed outside the school. The Foundation Stage Teacher ensures that all staff members are aware of the need to maintain privacy and confidentiality.

All information kept on children will only be shared with the parents/carers and staff working with the children. Occasionally we may need to share records with other staff or outside agencies. Parents/carers will always be consulted first about this and written permission requested.

Staff will not discuss any child with anyone other than parents/carers.

All members of staff and students will have this policy explained to them and be expected to sign to say they agree to it.

No information will be passed on to other agencies without permission from parents/carers. Where there is an issue about child protection then the child's welfare will be put first and the Safeguarding Children policy will be followed.

Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where data protection laws stipulate it is against the best interests of the child to do so.)



## **Working in Partnership with Parents and Carers**

Close working between early years practitioners and parents is vital for the identification of children's learning needs and to ensure a quick response to any area of particular difficulty. Parents and families are central to a child's well-being. With this in mind staff will:

- Discuss on a regular basis what each child has done during the day.
- Involve parents/carers in planning what their child will be doing at school.
- Termly informal and formal liaison to discuss progress.
- Regularly discuss progress and development along with any concerns they may have.
- Our Foundation Stage classroom has one full-time Class teacher and one full-time equivalent teaching assistant.
- Induction one to one meetings with Class teacher and Class LSA to discuss with parents the start of school and to gather background information.
- Annual Open Evening for new parents, to give everyone a chance to meet fellow parents, staff and gather information. A welcome pack is handed out with all relevant information.
- Half termly Class letters, including expectations, class topics and any updates.
- Parent volunteers welcomed into school. All have been CRB checked.
- Annual Grandparents afternoon in the Summer term.



## **Accidents and Emergencies**

Named and fully trained first aiders in school are: Claire Mills (Head), Jayne Self (Deputy), Sara Brown (HLTA), Janine Smith (Office) and Ally Hounsell (Office).

Most children will have occasional falls and minor accidents at some point during their time at school. Whilst staff will take all reasonable steps to ensure that hazards to children – both indoors and outdoors – are kept to a minimum, we recognise that children need to explore and test their own developing physical abilities and will therefore occasionally injure themselves. When such an accident occurs staff will:

- Comfort the Child and provide initial support, any necessary first aid treatment if minor can be seen to in class or if necessary the child is taken to the office and treated..
- Record details of what happened in the accident book including any treatment given.
- Sign the accident book and ensure that the parent/guardian gets an accident letter sent home in their book bag. If there is a head injury, parents are notified by telephone and the child is monitored, if it is necessary the child will be sent home with advice to consult the doctor.
- Chancellor Park Primary School will consider any changes which need to be made to nursery equipment or routines etc. in order to prevent the same accident happening to another child.

In the extremely rare event that your child needs hospital treatment we will contact you immediately, after the emergency services, and arrange to meet you at the hospital. Your child will be transported by ambulance or taxi at our expense and the Headteacher or another member of staff will travel with them.

At least one person who has a current paediatric first aid certificate will be on the premises at all times when children are present and on any outings. A list of these paediatric trained first-aiders can be found in the school medical room.



## Medication and Sickness Procedure

(See also –Attendance policy)

We have a duty to ensure that all children at our school are helped to stay healthy therefore we cannot care for children if they are sick. When a child is absent from school due to illness, parents should inform the school as soon as possible of how their child is and when they are likely to return. Also if the child has a specific diagnosis it would be helpful for staff to have that information. We also need to have sufficient information about the medical condition of any child with long-term medical needs.

If a child becomes ill at school staff will:

- Care for the child appropriately
- Inform parents so that the child can be collected as soon as possible.

### Medication

The named first aiders and office staff are happy to administer medicine to your child where it has been prescribed by a doctor, dentist, nurse or pharmacist. Parents will be asked to sign a form showing the name of the medicine, dosage and times the medicine is to be given found in the school office.

For non-prescription medication e.g. pain and fever relief or teething gel we require prior written consent of the parent and will only administer this when there is a health reason to do so. We will never administer aspirin based medication unless it has been prescribed by a doctor.

Staff working with children are not legally obliged to administer medication and therefore the person giving the child medicine may not be the child's teacher. All medicines are stored and administered from the school office.

***If we have reason to believe that any child is suffering from a notifiable disease identified as such in the Public Health (Infectious Diseases) Regulations 1988 we will inform Ofsted. We will act on any advice given by the health Protection Agency and inform Ofsted of any action taken.***

### Intrusive Medication

If a child needs to have intrusive medication at school such as suppositories, insulin or epipen, then the parents must first speak to the Headteacher to arrange this. In cases such as this where the administration of prescription medicines requires technical/medical knowledge then individual training should be provided for staff from a qualified health professional usually the school nurse. Training should be specific to the individual child concerned and a care plan is drafted and signed by the parents and the Headteacher.



## **Students**

Like most schools we often have students working here with the children. This gives an opportunity for them to gain first hand experience and is good for the children who benefit from the extra attention. Students are always supervised.

Occasionally, individual students aged 17 and over who are on long-term placements may be included in the ratios if we are satisfied they are competent and responsible.

All students and staff will be subject to an enhanced CRB check, if not a placement from a registered establishment e.g. Trident / Anglia University.

As part of their college work, students may wish to observe specific children.



## **Health and Safety**

This school is committed to the highest standards of health and safety for children, staff, parents and visitors. In order to ensure this, we will:

- Conduct a risk assessment and review it regularly – at least once a year or more frequently where the need arises. The risk assessment will cover outdoor and indoor spaces, furniture, equipment and toys. A record will be maintained of areas which have been checked.

The following areas will be considered when a risk assessment takes place:

- Boundaries and gates
- Water hazards, e.g. ponds, drains and pools
- Hazardous substances and equipment
- Hazardous plants
- Pets and other animals
- Electricity and gas
- Socket covers
- Doors, windows and glass
- Floors and stairs
- Stacked furniture
- Kitchen and food preparation/access to the kitchen
- Hot appliances
- Hygiene, cleanliness and minimising the risk of infection
- Outings and trips
- Fire safety
- Condition of toys and other equipment
- Sandpits and their protection from contamination
- Furniture, equipment and toys

Staff will:

- Ensure that all children are supervised by adults at all times.
- Keep an accident book

Maintain a system for children's arrivals and departures to ensure children's safety and make sure all staff member's and parents are aware of this system.



- Ensure fire regulations are adhered to including regular fire drills.
- Maintain a correctly stocked first aid box in the school office.
- Ensure that when potentially dangerous activities such as woodwork and cooking take place, these activities are closely supervised.
- Ensure that materials offered to children are developmentally appropriate, as equipment suitable for older children may pose a risk to less mature or younger children.
- Teach children hand-washing routines and other health related issues in a developmentally appropriate way.

**It is the duty of the Foundation Stage Manager and Headteacher to:**

- Know and implement the school policies and national safety requirements relating to the premises, the staff and the children. This includes all new legislation as and when it becomes legally required.
- Ensure that fire and safety equipment conform with the required safety standards.
- Ensure that the required number of staff have regular updated safety training from relevant agencies and receive certificates as evidence of this.



## **Equality of Opportunity**

**(See also Behaviour Management Policy, admissions policy and Special Educational Needs Policy)**

This primary school works in accordance with all relevant legislation. Staff at this school believe in promoting equal opportunities for everyone and value diversity in children, parents, carers, staff and visitors. We believe that all children have an entitlement to have equal access to a broad balanced, relevant and differentiated curriculum. Staff strive to ensure that all children develop self-confidence and high esteem whilst recognising and valuing differences between themselves and others.

The diversity of individuals and communities is valued and respected. No child or family is discriminated against.

The member of staff with responsibility for Equal Opportunities is: Jayne Self (Inclusion Manager)

It is this member of staff's responsibility to review, monitor and evaluate the effectiveness of our inclusive practices.

However it is the responsibility of all staff to promote equal opportunities through:

- Attending suitable training.
- Encouraging children to recognise their own unique qualities and the characteristics they share with other children.
- Working with families to ensure that individual information is gained for each child about such things as family customs and beliefs, home language, dietary requirements etc.
- Monitoring the curriculum and use of resources to ensure a broad and balanced curriculum that reflects our culturally diverse society and which is suitable for both active and more passive children.
- Promoting an anti-bias curriculum to actively challenge negative feelings towards and stereotyping of others. This will be partly through using dolls, puppets and books to tell stories which help children to question their own feelings and views and to promote a sense of justice and fairness.
- Challenging negative comments from both children and adults.
- Providing a range of equipment which reflects a diverse society such as dual language books, home corner equipment which reflects a range of home cultures, stories which reflect the diversity of our society, small world equipment etc.





- Celebrating a wide range of cultural festivals using appropriate teaching materials.
- Ensuring that all staff receive appropriate training

All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability will have the opportunity to experience a challenging and enjoyable programme of learning and development.



## **Bullying** **(See also Behaviour Management Policy)**

Whilst bullying amongst children of Foundation Stage age is rare due to their age and the level of supervision, should this occur, staff will take the issue seriously and will work with parents of both perpetrator and victim to deal with this.

The victim of bullying will be supported by their class teacher and other members of staff if appropriate.

The perpetrator will also be supported by the school through sanctions applied in the short term as directed in the behaviour management policy.

We will always help children who find it difficult to get on with others by showing them how to play and be friendly with other children.

Parents will be informed and the situation will be reviewed regularly. With parents' permission, help may be sought from outside agencies, such as behaviour support, if the situation does not improve.



## **Missing/Lost** **Children**

Whilst it is extremely unlikely that a child will go missing from school, should this happen, the following procedure will be followed:

- The Headteacher or senior member of staff present will be alerted. They will make enquiries of other members of staff to find out where and when the child was last seen.
- An immediate search of the premises will take place inside and out.
- Ensuring that other children are adequately supervised, one or two members of staff should search the immediate area outside school.
- If the child is not found within 10 minutes then police and parents should be contacted in that order.
- During this time, available staff should continue to search the surrounding area, widening the search over time. Mobile phones should be used to keep in touch with the staff remaining in the school if possible.
- When the child has been found staff should meet as soon as possible to re-do the relevant risk assessment.
- Ofsted will be informed as soon as reasonably practicable, but not later than 14 days after the event has occurred.

These policies are reviewed every 3 years