

# Autism Early Support Special Education Needs Policy

**For internal use only**

**Created:**

Teachers

**Policy Owner:**

Teachers

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## 1. Purpose

The purpose of this policy is to outline how the Special Education Needs of children are supported at AES.

## 2. Scope

This Policy applies directly to all AES Employees and volunteers.

## 3. Terms and definitions

In this Policy, the following capitalised words and expressions shall have the meaning ascribed below:

“**AES**” means Autism Early Support Trust Limited.

“**AES Employees**” means individuals who have (paid or unpaid) employment with AES, board members of AES, and, to the extent applicable, consultants and employees hired via staffing companies working for AES.

## 4. Special Education Needs

All children admitted to Autism Early Support Trust Ltd’s nursery will have language, communication and/or learning differences.

AES will have regard to the guidance set out in the DfES Code of Practice, 2015 on the identification and assessment of special educational needs.

In order to do this the following provisions will be made:

- All children will have an SEN Support Plan and individual targets which will be reviewed termly, in consultation with parents
- For children with a EHC Plan, reviews of the EHC Plan will take place approximately every six months, or at least annually and parents, all relevant professionals, including the EHC Coordinator from the LA, will be invited to this meeting.
- We work in liaison with relevant professionals and agencies outside the group to ensure continuity and coordination of provision. Parents are asked to give permission for this liaison to take place.
- The Special Educational Needs Coordinator is Fiona Hebert (Teacher).
- Individual children are assessed prior to starting at the nursery and assessment is ongoing, (See Assessment and Record Keeping Policy).
- If it is felt that a child will benefit from a place at the nursery, and the local authority is not yet carrying out a Statutory Assessment of the child’s needs, this will be discussed with parents and either the parents and/or the Specialist Teacher will make an EHNCA request to the authority.

**See Admissions policy and Code of Practice P5:36**

- When information (advice) is requested by parents or the Local Authority for educational advice for an EHC Plan, the nursery teachers and therapists will contribute a multidisciplinary report
- If a parent requests additional specialist 'advice' in the form of a written report from either an Occupational or Speech and Language Therapist, this can be completed via our outreach service and there will be a fee attached. Please discuss with a member of our outreach team.
- A broad and balanced curriculum, which takes account of the Early Learning Goals in the EYFS 2021, will be provided alongside specialist approaches and methods of teaching for children with language and communication difficulties. (See Curriculum Policy).
- Information on the specialist provision at AES will be sent to the EYDC Service (Early Years Development and Childcare Service) so that they can publish this information in their 'Local Offer' as specified in Para 4:4 of the Code of Practice

## 5. Further Reading

**Admissions policy and Code of Practice P5:36**