



"Working with children and their families to achieve a better future."

Stoneygate Nursery School

Special Educational Needs and Disability (SEND) Policy

Definition of Special Educational Needs (SEN)

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them". (The Equality Act, 2010)

Definition of Disability

Children have a disability if they have a 'physical or mental impairment which has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities'. The Equality Act (2010)

Special Needs Co-ordinator

The name of our Special Educational Needs Co-ordinator (SENCO) is: Anna Peachy.

Anna can be contacted at the nursery on Tuesday's and Wednesday's (Telephone 01772 257865). Anna is a qualified teacher who specialised in Early education and is a member of the Senior Leadership Team (SLT).

SEND Governor

Sarah Howard is the Governor responsible for Special Educational Needs and Disability (SEND). Her role is to keep the governing body informed about the Nursery's SEND provision and how the Nursery is meeting the statutory requirements outlined in the SEND Code of Practice (2015)

1 Our Aims and Objectives

Our Aims

At Stoneygate Nursery School we are committed to meeting the individual needs of all children, including children with special educational needs, disabilities and higher achieving children, to ensure they make progress and fulfil their potential. We have provision for children aged 3-4 years in 'Jewels' and 2 year olds in 'Little Gems'. All children have a named key person and all practitioners support the needs of children with SEND.

We aim to work with children and parents to raise the aspirations and expectations for all children with SEND by focusing on positive learning outcomes through a cycle of assess, plan, do and review.

Our Objectives

At Stoneygate Nursery School we will:

- ensure the special educational needs and /or disabilities of each child are identified, assessed, provided for and reviewed regularly;
- work within the guidance of the SEND Code of Practice, 2015;
- create an inclusive environment that meets the unique needs of each child, including specialist resources and equipment as appropriate;
- ensure all children have access to an appropriately differentiated Early Years curriculum that promotes high standards of attainment, achievement and enjoyment;
- offer Early Intervention Strategies to improve outcomes for children
- recognise, value and celebrate children's achievements, however small;
- listen and respond to the child's voice, including their interests, learning styles, motivations, responses and behaviours;
- work in partnership with parents and carers in supporting their child's education;
- ensure the inclusion policy is implemented consistently by all staff
- identify the roles and responsibilities of staff in providing for children's special educational needs and / or disability and provide training as necessary;
- work in partnership with the LEA and outside agencies who provide specialist support and teaching for children with SEND;
- ensure induction and transition procedures are in place to ensure all relevant information is shared as appropriate.

2. Roles and Responsibilities

The SENCO will:

- work positively with all members of Stoneygate Nursery School to promote inclusion;
- ensure appropriate procedures are in place, working with, and including children with SEND;

- liaise with nursery practitioners and external agencies to ensure planning and assessment is differentiated to reflect the needs of children with SEND;
- maintain a SEND register, naming the children with Special Educational Needs and Disabilities, their area of need and stage within the SEN Code of Practice, 2015. Parents and carers will be informed and have the right to ask for a child's name to be removed from the SEND register.
- keep nursery practitioners updated regarding the needs of the children with SEND;
- offer advice and support to nursery practitioners, particularly key workers, to observe and identify children's strengths and areas for further development, then to develop meaningful "next steps" and provide appropriate strategies through Targeted Learning Plans (TLP's);
- liaise closely with parents - offering advice and sharing strategies to promote a consistent approach.
- complete a Common Assessment Framework (CAF) and organise Team around the Family (TAF) meetings, as appropriate;
- co-ordinate external specialist provision and contribute to assessments and reviews;
- co-ordinate induction and transition procedures to ensure all relevant information is shared as appropriate to ensure a smooth transition for children with SEND between settings;
- work closely with the SEND Governor and nursery practitioners to ensure the Nursery's SEND policy and Inclusion policies are adhered to;
- monitor and evaluate the SEND policy and report to the governing body on its effectiveness and use of specialist resources;
- complete, and update as appropriate, a Provision Map to inform practitioners, governors and parents of the SEND provision made by the Nursery;
- ensure the Nursery's SEND Local Offer is available on the Nursery website to inform parents of our SEND provision;
- Update and review the SEND information report and ensure this is published on our website.

3. Admissions arrangements for children with SEND at Stoneygate Nursery School

At Stoneygate Nursery School, the nursery practitioners are committed to meeting the needs of all children and promoting the culture and ethos of inclusion within the nursery community.

Children with SEND will be admitted to Stoneygate Nursery School in line with our Admission Policy and the statutory requirements of the SEN and Disabilities Act (2001).

The nursery school admission policy states that children with additional and special educational needs must be admitted as a priority. The admissions process is the beginning of a partnership between the nursery practitioners and parents.

Parents are requested to inform the nursery of any special educational needs, medical conditions, allergies or any other concerns they may have on the nursery admission form. Home visits are also offered to enable parents to discuss their child's needs with their child's key person.

Other professionals may notify the SENCO about children with additional needs, with parent's consent. This will enable the SENCO to put into place actions to support each child, such as, a differentiated curriculum or specialist resources.

4. Specialist facilities and staffing

Please refer to the 'Local Offer' for Stoneygate Nursery School on our website.

The SENCO and Headteacher will keep fully up to date about SEND issues through reading, attendance at specialist training, cluster meetings, and discussions with outside specialists.

All nursery practitioners will be kept up to date by the SENCO and by access to courses.

At Stoneygate Nursery School a graduate teacher is on the premises at all times.

Adult to child ratios are 1: 4 in Little Gems (2 year provision) and at least 1:10 in Jewels (3-4 year provision). We provide a wide range of resources to promote and assist the learning and development of all children.

Our nursery practitioners are experienced in early years development and have regular training in paediatric first aid.

Governors will ensure that they are kept up to date of their statutory responsibilities by attending training and receiving regular updates from the SENCO via termly reports to the Learning and Development Committee and an Annual SEND Information Report.

At Stoneygate Nursery School we have several staff who are bilingual. This enables us to support children who are learning English as an additional language.

5. Curriculum

At Stoneygate Nursery School our curriculum is based upon the Early Years Foundation Stage (EYFS) areas of development for all children, including children with SEND. Activities are differentiated to be relevant to the abilities, interests, developmental levels and needs of individual children.

6. Identification, Assessment and Reviews of children with SEND

At Stoneygate Nursery School we follow the SEND Code of Practice (2015) in the identification and assessment of Special Educational Needs and/ or Disability.

We offer a graduated response to intervention, recognising that there is a continuum of need. Children with an identified additional need will have access to a differentiated curriculum and a level of support necessary to allow the child to access all activities as fully as possible. Parents will be kept completely informed at all stages.

All children will be assessed on entry to the nursery using the EYFS and WellComm speech and language assessment tool. Progress will be monitored using the Early Years Target Tracker. Children who are identified with an additional need will be

closely monitored by the SENCO and keyperson. Appropriate targeted activities and interventions, such as, Early Talk Boost, Sensory Circuits or Forest School may be offered.

Children with medical needs will be supported throughout their time at Stoneygate Nursery School and a Medical Care Plan (MCP) will be drawn up with parents to ensure their needs are fully understood and monitored. An environmental risk assessment or personal evacuation plan will be written, if appropriate. The SENCO will liaise with other professionals and share advice with nursery practitioners as appropriate.

Criteria for exiting the SEND Register

If the child responds to the additional support and interventions put in place and demonstrates appropriate progress on their TLP reviews and EYFS tracker to be working at levels expected of children their own age, the child may be removed from the SEND Register, with agreement from all involved, including parents.

Graduated Response to SEND

At Stoneygate Nursery School we have adopted a graduated approach to ensure that all children make good progress. We do this through a cycle of assessment, planning, doing and reviewing our provision as outlined in the SEND code of practice 2015. Through our Provision Map we demonstrate our universal provision, available to all children, and further support and interventions we offer to meet additional needs of children, including those with SEND.

Our provision for children with SEND covers four categories of need

- cognition and learning (early learning and play);
- communication and interaction;
- sensory and physical;
- social, mental and emotional health

We will take in to consideration risk factors that may impact on the progress and attainment of children with SEND which are not part of their special educational need when planning interventions and support. (SEND Code of Practice 2015, Children and Families Bill 2014).

Managing children's needs on the SEND Register

In line with the SEND Code of Practice 2015 there are three waves of provision

- Wave 1: Universal provision which is accessed by all children;
- Wave 2: Provision which is made for children who require additional 'catch-up' activities and interventions.
- Wave 3: Provision which is made for children with more complex needs and / or behaviours, who require specific 1:1 interventions and the involvement of other professionals.

A child at Wave 3 will be issued with a Teaching and Learning Plan (TLP) or Behaviour Plan (BP), with agreement with the child's parents / carers. The TLP / BP will contain clear, achievable targets for learning and development that identify the individual needs of the child. It will be written in collaboration with the parents and keyperson under the guidance of the SENCO and reviewed half-termly or as necessary.

Children may be referred to a range of support services including Inclusion Teachers; Speech and Language Therapists; Portage; Educational Psychology; Specialist Health Visitors; Occupational Therapy; Physiotherapy or Community Paediatricians.

At Stonegate Nursery School we work closely with the Lancashire SEND Services. The SENCO may apply for 'Additional Inclusion Support' (AIS) to request funding and/or guidance from the Specialist Inclusion Teacher to support the child's keyperson in meeting their educational needs.

If a child requires referral into more than one service, A Common Assessment Framework (CAF) document will be written with and signed by the parents/Carers. This will enable a detailed assessment of the child's needs to be carried out.

A child at Wave 3 may need a referral to an Educational Psychologist (EP), who may suggest that an 'Education, Health and Care Plan' (EHCP) assessment is requested. As part of this process the SENCO would support the parents / carers to compile a 'One Page Profile' (OPP) for the child.

Details of Stonegate Nursery School's Local Offer, SEN Information Report and SEN Pathway can be viewed on the Stonegate Nursery School's website. www.stoneygate-nursery.co.uk

7. Complaints

The complaints procedure for SEND will follow the nursery's complaints procedure. Complaints forms are available at the school office.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with their child's keyperson. If a concern continues then the SENCO will discuss this with parents / carers. At this stage the Headteacher and SEN Governor may be informed.

8. SEND Training

The SENCO will attend training courses, relevant for her professional development with regard to children with SEND.

All nursery practitioners will attend relevant courses, which will be organised by the Headteacher or SENCO and evaluated through the school's professional development and performance management policies.

9. Partnership with Parents and Carers

If we feel that a child is having difficulties this will be discussed with parents by the child's keyperson. If necessary, a meeting with the SENCO will be arranged to discuss and share any concerns and agree on the next steps.

Our SENCO is available on Wednesday at Stoneygate if you wish to make an appointment to see her.

If contact needs to be made with any outside professionals, then the SENCO will always obtain permission from parents before going ahead. Parents will then be involved, through organised meetings, in any discussions and decision-making regarding appropriate steps to meet the individual needs of their child.

Parents will always be invited to reviews of their child's progress.

10. Links

Links will be maintained, with parental consent, with other professionals and agencies, including:

- Health Visitors;
- Medical Professionals e.g. Paediatricians; Occupational Therapists (OT); Physiotherapists; Speech and Language Therapists (SALT);
- The Child Development Centre;
- Portage;
- Educational Psychologists (EP);
- Inclusion and specialist teachers;
- Wellbeing, Prevention and Early Help Team.

Links with other educational settings are made with dual registration and during transition. This will ensure changes are managed as smoothly as possible for all concerned. Information regarding the child's progress is shared with the new setting. The child's Learning Journey showing progress and significant learning will be given to the child and family at the end of their time at Stoneygate.

11. Monitoring and evaluation of our SEN policy

Our SEND Policy will be monitored and evaluated via termly reports to the governing body. The school governors are responsible for implementing an annual review of the policy which will be updated by the SENCO when appropriate.

12. Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) 3.65 and has been written with reference to the following:-

- The EYFS (2017)
- The SEND Code of Practice 0-25 (2015)
- Schools Information Report Regulations (2014)
- The Equality Act 2010: advice for settings DfE Feb 2013

- **The SEN and Disabilities Act (2001).**
- **Single Equalities Policy**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Behaviour Policy**
- **Administration of Medicines Policy**
- **Complaints Policy**

Anna Peachy SENCO: May 2020

Review date: May 2021