

Stoneygate Nursery School

Special Educational Needs and Disability (SEND) Policy

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her” Code of Practice (2015)

The **Headteacher**, Christine Branscombe is the person responsible for managing the school's special educational needs work.

The **Special Educational Needs Co-ordinator** (SENCO) is: Anna Peachey.

Anna works one day a week at Stoneygate and can be contacted via the nursery school office, telephone 01772 257865

The **Governor** responsible for Special Educational Needs and Disability (SEND) is Sarah Howard.

1 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. 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 this 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 Headteacher will

- work closely with the SENCo, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy;
- together with the SENCo, identify areas for development in special educational needs and include these in the school's improvement plan;

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 keyworkers, to observe and identify children's strengths and areas for further development,
- support teachers to develop meaningful "next steps" and ensure the quality of Targeted Learning Plans
- liaise closely with parents - offering advice and sharing strategies to promote a consistent approach, including completing Early Help Assessments and organising 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 is followed;
- monitor and evaluate the SEND policy and report to the governing body on its effectiveness;
- update and review the SEND information report and ensure this is published on our website.

The SEN governor will:

- 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)
- ensure the SEND policy and SEND information report are reviewed annually or more frequently if necessary

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. 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 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 before admission.

4. Training and Resources

Governors will

- ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role
- ensure that time is allocated to allow for monitoring of provision and pupil progress
- ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENCO.

The SENCO will

- keep abreast of current research and thinking on SEN matters.
- be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.
- disseminate knowledge or skills gained through staff meetings, whole school training for teachers and teacher assistants within school and through other professional development activities.
- Ensure SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of the SENCO to support staff and families and to co-ordinate the provision of support for pupils, including working with external agencies.

Applications can be made to the Early Years Inclusion Fund to request a financial contribution towards the cost of additional provision as identified in a child's Targeted Learning Plan.

If a child is in receipt of Disability Living Allowance, Stoneygate nursery school will apply for the Disability Access Fund, a one off payment which can be used for equipment or training.

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.

Our curriculum is underpinned by the belief that the development and support of social and emotional wellbeing underpins resilience, a positive sense of self and a lifelong love of learning and achievement.

Please see our Curriculum intent document for further information.

<https://stoneygate-nursery.co.uk/curriculum/>

6. Identification, Assessment and Reviews of children with SEND

Every child is assigned a keyworker who will build a positive relationship to ensure a reliable assessment, through observation and interaction, can be made. All children are assessed within four weeks of entry to the nursery using the EYFS development matters descriptors and statements. If communication and language is observed to be an area of concern, the Wellcomm screening tool is used to assess ability and plan for development .

Subsequent progress is monitored using the Early Years Target Tracker. Children whose development is assessed as being significantly behind the expectation for their chronological age in at least one area or who make little or small steps of progress in more than one area will be discussed by the keyworker, class teacher and the SENCo . If it is decided that additional provision is needed to support progress and development, the keyworker or SENCo will discuss this with parents or carers at a progress meeting.

Progress will continue to be monitored and reviewed half termly. Children who need individual targets will be included on the SEN register with parental consent. These targets will be written into a Targetted Learning Plan (TLP), which will be shared with parents and reviewed half termly.

The Lancashire ATTS (Early Years Assessment Tracking and Target Setting Tool) is used to support the assessment of smaller steps of progress as well as the identification of realistic next steps for children if it is not possible to demonstrate progress on target tracker.

Criteria for exiting the SEND Register

If a 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 or to have made accelerated progress, 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 for all 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 (Speech, Language and Communication needs and Social communication difficulties)
- Sensory and Physical; (Hearing and Visual impairments, physical difficulties)
- Social, Emotional and Mental 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.

Where children have a high level of SEND and require support from a range of professionals a EHA (Early Help Assessments) will be carried out and TAF (Team around the Family) meetings will be held to ensure that agencies have a coordinated approach.

Managing children's needs on the SEND Register

In line with the SEND Code of Practice 2015 there are three broad levels of support provision;

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

At Level 3 a Teaching and Learning Plan (TLP) is written. The TLP will describe clear, achievable targets for learning and development that identify the individual needs of the child. It will be written by the class teacher 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 the Specialist teaching service; Speech and Language Therapy; Portage Service; Educational Psychology; Occupational Therapy; Physiotherapy or the Community Paediatricians. All of these professionals can offer advice to nursery staff about how to support an individual child's development.

At Stoneygate Nursery School we work closely with the Lancashire SEND Services. The SENCO may apply for Early Years Inclusion Fund to request funding and or request guidance from the Specialist Inclusion Teacher.

If, following interventions and provision of TLPs, a child continues to be assessed as working significantly below their peers, and there is agreement from the parents and a specialist teacher, they will be referred to an Educational Psychologist (EP) for a detailed assessment. If this assessment indicates that the child is likely to need long term, individual, high level support, nursery or parents will ask the Local Authority to assess whether the child should have an Education, Health and Care plan, to ensure that their needs can continue to be met.

Details of Stoneygate Nursery School's SEN Information Report and Lancashire County Council's Local Offer can be viewed through the links below.

<https://stoneygate-nursery.co.uk/sen-special-educational-needs/>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

7. Complaints

The complaints procedure for SEND will follow the nursery's complaints procedure. This can be found on our website, or on request from the school office.

<https://stoneygate-nursery.co.uk/wp-content/uploads/2017/01/Complaints-Policy-2017.pdf>

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. 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.

If contact needs to be made with any outside professionals, then the SENCO will always obtain permission from parents. 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.

9. 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. Transition meetings, involving all professionals involved with a child, as well as the receiving school are held in the summer term prior to transition. Information regarding the child's provision, support needs and progress is shared with the new setting.

10. 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.

11. Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) 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

Review date: December 2022