

## CHILHAVEN NURSERY SCHOOL SEN POLICY



### STATEMENT

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.

Childhaven believes 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.

Childhaven is 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. The nursery is committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to access the school's curriculum. All children have a right to a broad, inclusive and well-balanced early learning environment.

We feel it is paramount to find out as much as possible about a child's needs and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development.

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

### AIMS AND OBJECTIVES

- To understand the importance of nurturing the whole child at all times and work to the principles of nurture
  - *Our children's learning is understood developmentally*
  - *Our school environment offers a safe base for children*
  - *We understand the importance of nurture for the development of wellbeing*
  - *Language is a vital means of communication*
  - *All behaviour is communication*
  - *We understand the importance of transition in our lives*
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- To comply with the relevant legislation
- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on identification and assessment of any needs not being met by the universal service provided by the nursery.
- Include all children and their families in our provision.

- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities.
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Coordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN) and the SEN Code of Practice.
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies.
- Ensure that children who require challenge to extend their learning is also supported.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education 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 equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- For those with children with additional needs, promote positive images and role models during play experiences wherever possible.
- Celebrate diversity in all aspects of play and learning.

Our nursery school Special Education Needs Co-ordinators (SENCOs) are Helen Kindness and Kathryn Firth who work closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the nursery, always making sure plans and records are shared with parents.

## **NURTURE PRINCIPLES**

Principles of nurture that guide our practice:

1. Our children's learning is understood developmentally
2. Our school environment offers a safe base for children
3. We understand the importance of nurture for the development of well-being
4. Language is a vital means of communication
5. All behaviour is communication
6. We understand the importance of transition in our lives

In applying these principles, we strive to ensure that.....

## PROCEDURES AND METHODS

We will:

- Designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and share her name with parents.
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals.
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery.
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities.
- Work closely with parents to create and maintain a positive partnership which supports their child(ren).
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.
- Provide parents with information on sources of independent advice and support.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- Use the graduated response system for identifying, assessing and responding to children's special educational needs.
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities.
- Provide differentiated activities to meet all individual needs and abilities.
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with learning difficulties and/or disabilities.
- Review IEPs regularly [every half term] and hold review meetings with parents at this time.
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the graduated response, taking into account their levels of ability.
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities.
- Provide resources (human and financial) to implement our SEN/disability policy.
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- Provide in-service training for practitioners and volunteers.
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages.
- Monitor and review our policy annually.

## SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE

It is the duty of our nursery school to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment

Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

### SEND Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

\*has a significantly greater difficulty in learning than the majority of others of the same age, or

\*has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

### Difficulties which may not be related to SEN

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## General provision for all children using core school funding

- \*All children will have access to well-differentiated, quality first teaching, enhanced, where appropriate, through low level, short term interventions.
- \* Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- \*Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEN.

## The whole school provision map and assessment documents enables us to:

- \*plan strategically to meet children's identified needs and track their provision;
- \*audit how well provision matches need;
- \* recognise gaps in provision;
- \*highlight repetitive or ineffective use of resources;
- \* cost provision effectively;
- \*demonstrate accountability for financial efficiency;
- \*demonstrate to all staff how support is deployed;
- \*inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
- \* focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

## Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- \*staff differentiate learning activities as part of quality first teaching
- \*preparation for new learning experiences and vocabulary development
- \*low level, short term, evidence based intervention programmes
- \*targeted additional adult group and, where appropriate, individual support
- \* differentiation of curriculum resources
- \*booster intervention groups
- \* movement groups
- \*speech and language groups
- \*support to participate in the life of the school
- \* 1:1 support
- \* Small group work
- \*Equal access to breakfast club and school trips
- \*well being & involvement groups

## Monitoring and Evaluation of progress

- \*ongoing assessment of progress against targets and expected outcomes
- \*Learning Journal sampling and moderation and scrutiny
- \* scrutiny of planning and level of differentiation and use of learning resources
- \*informal feedback from all staff
- \* child and parental questionnaires and conversations
- \* pupil progress tracking using assessment data
- \*pupil postcard targets each term
- \*regular meetings about children's progress between staff and the head teacher
- \*This is me document
- \* review of personal plans
- \*head teacher's report to parents and governors

## Request for statutory education, health and care assessment

For some children with SEN, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

When specialist equipment or a high level of staffing support is required to support a child with SEN, our school will fund this as part of additional SEN support. A request for additional support can also be made by the EP to the LA SEN provision team and this would be provided by our Outreach staff. Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multiagency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEN Team before a request is submitted.

## General

The Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinators (SENCOs). The SENCOs (Helen Kindness and Kathryn Firth) are responsible for reporting regularly to our Governor with responsibility for SEN on the ongoing effectiveness of this policy. Kathryn Firth is also the Designated Teacher for Looked After Children and has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

New staff receive induction, an induction pack and are signposted to our school website. Staff are made fully aware of the SEND Policy and of the children in their care with SEN.

The Head teacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn.

## Special Educational Needs Coordinator (SENCO)

### Our SENCOs (Helen Kindness and Kathryn Firth) will oversee the day- to-day operation of this policy and will:

- be qualified teachers working at our school.
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- identify on the provision map those children requiring SEN support from the school's delegated budget, children in receipt of High Needs funding and with Statements of Special Educational Need or Education Health and Care plans
- Co-ordinate provision for children with SEN
- Liaise with and advise staff and other classroom / targeted support staff
- Manage the records on all children with SEN
- Liaise with parents of children with SEN, in conjunction with class staff
- Contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- Co-ordinate multi agency meetings and statutory Annual Reviews for children with a Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- Ensure effective and timely transition arrangements for children moving into and out of our school
- Evaluate regularly the impact and effectiveness of all additional interventions for children with SEN
- Follow Local Authority guidance and procedures when it is considered that a child with significant and long-term SEN may require significant support through statutory processes
- Attend SENCO network meetings and training as appropriate
- Liaise with the school's SEN Governor, keeping him/her informed of current issues regarding provision for children with SEN

- Liaise closely with a range of outside agencies to support vulnerable learners

## Teaching Staff

Staff are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

### Our staff will:

- \*focus on outcomes for every child and the outcome wanted from any SEN support;
- \*be responsible for meeting special educational needs under the guidance of the SENCO/Head teacher;
- \*have high aspirations for every child, setting clear progress targets;
- \*involve parents and the child in planning and reviewing progress, providing regular updates

## Partnership with Parents/Carers

### Our school aims to work in partnership with parents and carers. We do so by:

- \*working effectively with all other agencies supporting children and their parents;
- \* giving parents and carers opportunities to play an active and valued role in their child's education;
- \*making parents and carers feel welcome;
- \*encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- \*instilling confidence that the school will listen and act appropriately;
- \*focusing on the child's strengths as well as areas of additional need, allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- \*agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets;
- \* keeping parents and carers informed and giving support during assessment and any related decision-making process;
- \*making parents and carers aware of sources of information, advice and support;
- \*providing all information in an accessible way for parents with English as an Additional Language;
- \* producing an SEN Information Report that will be published on the school website; and
- \*publishing information about the Pupil Premium (expenditure & impact) on the school website.
- \*Parents are consulted at a variety of times during the year.

## Involvement of Children

Children have the right to be involved in making decisions and exercising choice. The SEND children attending our school are aged 2-4 years so consulting with them to seek their views about how we are meeting their needs has to be age appropriate, especially when many often have communication difficulties.

We use the following strategies:

- Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home

- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- Involve children in planning their own activities and encouraging them to share what they would like to learn and participate with
- Extend any resources that they show a preference for
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school

## Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

Pupils with allergies, food allergies have additional information shared with all staff

Pupils with medical conditions are supported in all areas of the curriculum to give equal access to all.

Individual care plans and PEEPs are in place for children with medical conditions.

## Effective Transition

\*For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education and invite relevant SENCO's to planning meetings.

\* During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

\*When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

\* We will discuss transition needs of all children with Education Health and Care Plans at their statutory Annual Reviews.

\* For children with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews for the children at their feeder school if invited.

\*Liaison with our main feeder schools take place and SENCOs are invited to SEND reviews etc and the child's future teacher meets with the SENCO.

## Admission Arrangements

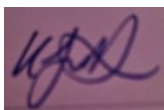
No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school).

## Storage of records

Children's records are sent to the next school as soon as possible after a child has transferred. Whilst the pupils are attending Childhaven Nursery School the records are kept in a locked filing cabinet. The confidentiality policy is updated annually and signed by all staff and governors annually.

## Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the key worker and SENCO, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)



**Signed: Headteacher**



**Chair of Governors**

**Date: September 25**

**Review Date: September 26**