

Special Educational Needs and Disability Policy

Vision:

We aim to:

- Provide a secure and welcoming environment for all children and their families, where children enjoy playing and learning together.
- Set high standards of teaching and learning, while remaining flexible and responsive to the needs of children and adults in our school community.
- Treat each child as an individual and make his/her first experience of school as happy and as stimulating as possible.
- Encourage parents/carers to see themselves as partners in their child's learning, who have a unique understanding of their child and who have a vital role to play in their child's development.
- Provide experiences that build on the child's natural learning process and on the knowledge and skills he/she brings with him/her to nursery school.
- Foster an ethos of respect for the culture, background and beliefs of all our families.

Definitions of Special Educational Needs and Disability (SEN/D)

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children 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.
- A child aged two or more has special educational needs if he or she is likely to fall within the above definition when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Special educational provision is educational 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 learning.

Children who have SEN may also have a disability – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (Equality Act 2010).

- This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.
- Children with such conditions do not necessarily have SEN but there is often a significant overlap between disabled children and those with SEN.

- Where a disabled child requires special educational provision they will also be covered by the SEN definition. Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. However such children should be carefully monitored so that a child with special education needs is not overlooked because of his/her home language.

Our approach to SEN/D

- To work within the Special Educational Needs and Disability Code of Practice 0-25
- To adhere to the principles outlined in the Children and Families Act
- To welcome children with special educational needs as part of our community and to ensure that all children have an equal opportunity to engage in the Early Years Foundation Stage curriculum.
- To provide a curriculum that is accessible to the individual needs of all our children, which is modelled on inclusive practices and which removes barriers to learning where ever possible.
- To ensure that the needs of the children are identified, assessed and that support strategies are provided at the earliest opportunity. To consider the needs of the whole child, not just the special educational needs. If additional specialist advice and support is necessary we will contact the appropriate agencies, in consultation with parents/carers.
- To ensure that the curriculum is planned to meet the needs of children with special needs and to recognise the importance of early identification and assessment in providing this.
- To make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers.
- To ensure staff have access to ongoing training in relation to SEN/D and that every practitioner is a competent teacher of every child.
- To work in true partnership with parents/carers by valuing their views and contributions and involving them fully in decisions about their child.
- To make no decisions about a child without prior consultation with parents / carers. We appreciate that parents may need advice and support in making decisions for their child's future.
- To work closely with parents/carers, making use of their special knowledge of their child and emphasising how important they are to the child's development and well-being.
- To actively support the establishment and maintenance of close links with all external agencies working with the child. To work in partnership with colleagues in health and social care to provide the best possible support and outcomes for the child

Inclusive Provision As a Nursery School we have a policy of inclusive, child-centred provision, which aims to meet the needs of each individual child as far as possible.

The term 'special educational needs' includes some children who may need extra support, for part or all of their time here, to overcome mild barriers to learning. It also includes other children with more complex needs who may continue to need support when they leave us.

Children with SEN are regarded as full members of the nursery community and the provision is inclusive. Children have full access to the environment, resources, staff and activities.

Responsibilities of SENCo

- The day-to-day operation of the special needs policy and co-ordination of provision for the children.
- Identification and assessment, in collaboration with classroom staff, of children who may need additional support.
- To ensure good liaison with parents/carers, staff and other professional or agencies beyond our setting.
- To guide families towards the LA's Local Offer.
- To use person-centred approaches to working closely with parents/carers and to value their key role in achieving positive outcomes for their children.
- To guide and support other practitioners within the setting, advising where appropriate on training and on-going professional development.
- To ensure that appropriate Individual Target Plans (ITPs) and SEND Support Arrangements are in place.
- To ensure that relevant background information about individual children with SEN is collated, recorded and updated. Storage of information complies with the school's confidentiality protocols.
- To liaise with feeder schools to ensure smooth transition for each child.
- To attend the LA's network meetings in order to keep abreast of local and national changes to SEN policy.

Identifying Needs

In order to identify and meet the needs of the child we consider the needs of the whole child which are broader than just the special educational needs. This leads to a working partnership with parents/carers, and where appropriate, other professionals, to co-produce arrangements to support and address those needs. The SEND Code of Practice 0-25 describes the 4 broad **categories of need**:

- **Communication and Interaction** Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and Learning** When children learn at a slower pace than their peers, even given an appropriate level of differentiation, support for learning difficulties may be required. Learning difficulties cover a wide range of needs, including: ♣ moderate learning difficulties (MLD), ♣ severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and ♣ profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment; ♣ specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health** Any concerns relating to a child's behaviour should be described as an underlying response to a recognisable need. Children may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as

displaying challenging, disruptive or disturbing behaviour. Other children may have identified needs such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder (AD).

• **Sensory and/or Physical needs** Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access the Early Years curriculum. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. Difficulties which may or may not be related to SEN We understand that a delay in learning and development in the Early Years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there will be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, Children's Centre support may be offered. A multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may also be adopted. 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
- English as an additional language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being the child of a serviceman/woman

Assess – Plan – Do – Review

At the heart of the graduated approach to supporting children with SEN/D is the Assess – Plan – Do – Review cycle.

Assess Children starting our nursery are assessed, in an age appropriate manner and in line with Early Years Foundation Stage (EYFS) recommendations, within the first few weeks of entry so that EYFS base line skills can be established and progress planned for and tracked. We ensure we regularly assess all children's needs so that each child's progress and development is carefully tracked and compared to peers and local/national expectations. We listen to the views and experience of parents/carers and the child. In some cases we will draw on other assessments e.g. Ann Locke Development Profile or ABCC Behaviour Profile.

If we are concerned about a child with no previously known needs we will discuss this with parent/carer and record our meeting on an **Expression of Concern** form. We monitor progress carefully and use appropriate strategies as discussed at the meeting. If appropriate, permission may be sought to refer to an outside professional for advice, this might be amongst others the Speech and Language Therapy Service, the Educational Psychologist or Physical and Sensory Support Team.

When a child has identified SEN his/her needs are assessed by the SENCO on entry and any necessary interventions will be implemented as soon as possible. A meeting with the parents /carers and SENCo takes place within the first few weeks in the Autumn term. The child's needs and how best to support them are discussed. Following this, **SEN Support Arrangements** will be put in place including the development of a **One Page Profile** outlining the child's strengths and areas of difficulty. This will ensure all adults involved with the child will know how best to support him/her. If a child meets the criteria for an **Education Health and Care Plan (EHCP)** then an application will be made within the Autumn Term.

Plan

Where SEN/D support is required the Keyworker, SENCO and the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. This is called an **Individual Target Plan (ITP)** and forms part of the SEN Support Arrangements. Targets for the child will be shared with her/him using child friendly language informally and as appropriate. Children's Centre services may also be accessed to support progress from the home perspective. All staff who work with the child will be made aware of the ISP. Parents will be asked to share in the monitoring of progress, including parent feedback on home learning. At the first stage of SEND support the child's needs are met under the Enhanced Local Offer. When outside professionals are involved they are categorised as Early Years Band 1.

Do The Keyworker is responsible for ensuring the child's learning needs are met on a daily basis, through individualised input and differentiated strategies. She will liaise closely with the SENCo and LSAs who deliver aspects of the plan, and monitor the progress being made. The SENCO will provide support, guidance and advice for the classroom staff. All staff including lunch time supervisors and supply practitioners are made aware of children who have or may have SEN via the One Page Profile which acts as a starting point for discussions as to how best to support the child.

Review The effectiveness of support arrangements and impact on the child's progress is constantly monitored by the SENCo, LSAs and Keyworkers. The ISP is seen as a working document which may be adapted in consultation with the SENCo. Parents/carers are encouraged to participate in a review of the ISP half termly; decisions are made in partnership about how to move forward with support for the child. If a child continues to make less than expected progress a referral to appropriate specialist support from outside professionals may be made. This will be fully discussed with parents/carers and the decision made in collaboration. Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress we will consider requesting assessment which may lead to the Local Authority issuing an Education Health and Care Plan (EHCP). Parents/carers will be involved at each stage of this process and the SENCo is able to offer guidance and support as appropriate. Where a child has an EHCP it must be reviewed by the Local Authority as a minimum every 12 months.

Managing the needs of Children on the SEN Register

- When a child meets criteria to be placed on the SEN Register it is the responsibility of the SENCo to ensure they have an Individual Target Plan (ITP) to meet their specific needs. This is written in collaboration with parents/carers, keyworkers and LSAs.
- Staff meet regularly to discuss children's progress and to share strategies and good practice.
- Every child will be assessed against their targets and these will be discussed and updated at a meeting at least once a term with the parents/carers.
- If a child does not make progress against their targets/outcomes, then the SENCO will collect evidence from outside agencies to support an additional funding request and/or an application for an EHCP.
- If a child has achieved their outcomes then they will be removed from the SEN register after a discussion with the parents/carers.
- It is the responsibility of the SENCo to keep the SEN register up to date and review it once a term.

Additional support for SEN/D support can take many forms. This could include:

- A special learning programme for the child. This might involve delivering therapy interventions recommended by Speech and Language Therapists or Physiotherapists; or individualised programmes for children diagnosed with Autism; activity breaks or calming strategies;
- Extra help from a teacher
- 1:1 support;
- Making or changing materials/resources and equipment;
- Working with a child in a small group;
- Focused observation of a child and recording observations made sometimes through the use of developmental profiles;
- Helping a child to engage in new activities and social situations in an age appropriate way;
- Additional support at lunchtime;
- Making sure that a child has understood information by simplifying the language used, using picture/symbol prompts, visual time tables, using Makaton or modelling actions and responses;
- Encouraging a child to communicate using Makaton or pictures (PECS);
- Reading a story to a child individually before they hear it in a group; pre-teaching vocabulary;
- Supporting a child with physical or personal care difficulties, such as eating, getting around nursery school safely, toileting or dressing.

Supporting parents/carers

We encourage parents to keep in regular contact and aim to be as accessible as possible; we have an "open door" policy. Our SENCo offers guidance and support through procedures and processes involved in the SEN Support Arrangements and where possible supports parents/carers at multidisciplinary review meetings. Our SENCo supports parents/carers by making them aware of how to access:

- The SEN statement
- Richmond's Local Offer which includes other agencies who provide services and advice.
- Transition to the next phase of schooling.
- Richmond SEND Information, Advice and Support Service (SSIASS) formerly Surrey Partnership with Parents and other specialist support organisations e.g. Autistic Society.

Supporting children with medical conditions

- We recognise that children with medical conditions should be properly supported so that they have full access to education, including nursery outings, outside play, cooking etc.
- If a child has a medical condition an individual healthcare plan will be agreed with the parents/carers.

- Access to any spaces including changing and toilet facilities will be agreed and parents are asked to share specific routines and strategies with staff.
- Training is given to staff when necessary e.g. Anaphylaxis awareness and EpiPen training.
- Children with allergies are listed on a warning notice displayed in key areas of the building.

Monitoring and evaluation of SEN/D

- There is on-going assessment of each child's progress against targets and regular staff meetings to discuss each child's development.
- Learning Journeys are scrutinised; moderation of observations take place and Next Steps are linked to ITP targets.
- The SENCo is part of the Senior Management Team and as such reports progress, developments and challenges as necessary.
- In addition, the SENCo meets regularly with the Head Teacher to update her on children and their next steps. The Head Teacher is responsible for monitoring and evaluating the progress of all children. Her termly Head teacher Report keeps governors and parents up to date with issues related to SEN/D provision.
- The SENCo meets regularly with local networks and the SENCos of the maintained nursery schools in Richmond to share good practice and review provision.
- Before transition to school, parents/carers are invited to complete a questionnaire commenting on the provision we offer, including SEN/D support.
- External audits by OFSTED take place usually every 3 years.

Training and development

We ensure that all staff keep up to date with developments in teaching and provision to meet the needs of children with SEN/D. These include:

- Identifying training needs of staff during appraisal and auditing processes.
- In-house INSET and training for staff delivered by the SENCO and relevant external trainers. This might be delivered by our attached Educational Psychologist, Physical and Sensory Support Specialists, Health Visitors or other specialist agencies.
- SEND policy and practice induction led by the SENCO for new staff to the nursery school.
- The SENCo's own professional development e.g. attendance at SENCO networks, courses, conferences and specialist knowledge and experience.

Storing and Managing Information

Information is securely managed within our own data management system and confidentiality policy. Confidential reports and assessments are secured in a locked filing cabinet. Confidential information is shared with staff and outside professionals on a 'needs to know' basis. Any documents not needed for archive are shredded. SEN/D Support Arrangement documents are given to receiving schools at the transition event.

Comments, compliments and complaints

If a parent/carer has any concerns regarding the education of their child with special educational needs they should contact the school immediately. They may approach the child's Keyworker, LSA, the SENCo or Head Teacher. All concerns are dealt with sensitively and taken seriously. The child's needs are at the centre of our work. If a parent/carer is not satisfied with the outcome of a formal request to the Local Authority to carry out an Education, Health and Care assessment they may appeal to an SEN tribunal.