

Special Educational Needs

This policy was adopted from	Signed on behalf of Twickenham Park Riverside	Date for review
Policies from 20/21	Guy Mitchell	September 2022

- Our named SENCO is: Rachel Seymour

We welcome children with special educational needs at Riverside Nursery Schools and believe that every child is equal and entitled to a nursery education that enables them to:

- Achieve the best possible early years education and other outcomes
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

We support all children to reach their full potential in the following ways:

- We have regard for the Special Education Needs and Disability Code of Practice (2015)
- We value all children equally as in our Equalities Policy and the Equality Act of 2010.

We ensure our provision is inclusive to all children with special educational needs.

- We identify the specific needs of children with special educational needs at the earliest opportunity and meet these through a range of SEND strategies.
- We ensure that staff resources are allocated according to the needs of the children (such as a visual timetable)
- We effectively communicate with the parents and other agencies in meeting individual children's needs.
- We make reasonable adjustments to ensure that children with additional needs can access the Early Years Foundation Stage to their full potential.

Aims

- To offer a broad and balanced curriculum with as much access to the EYFS as possible.
- To ensure that all children with SEND engage in all activities and are fully included.
- To ensure our SENCO monitor's the needs and progress of children who have SEND.
- Offer opportunities for children to experience appropriate high-quality play experiences that encourage curiosity and a desire to know more
- To develop a support system and strategies that enables the SENCO to work with the whole Nursery team to work effectively with children and their parents.
- To adopt a positive approach, building on children's strengths and considering their wishes in the light of their age and understanding.
- To involve parents/carers – working in partnership with them, recognising and acknowledging their knowledge and expertise. To ensure roles and responsibilities are explicit with regard to the Code of Practice 2015 – i.e. The Management, SENCO, staff, parents, outside agencies and children themselves.
- To work in partnership with outside agencies in order to ensure best practice and meet the needs of children, enabling early identification and to facilitate early intervention.

Roles and Responsibilities

Riverside Nursery Schools has regard for the DFE's SEND Code of Practice 2015 and the statutory requirements for all Early Years providers

As part of their responsibility's parents/carers are encouraged to keep staff informed about issues that may affect their child.

Educational provision for special needs

The SENCO is responsible for the day-to-day management of the SEND policy and she works in conjunction with the management and the Nursery Staff.

The SENCO ensures:

- Liaison between parents/carers and other professionals for children with SEND.
- All staff in the Nursery understand their responsibilities to children with SEN and how the Nursery identifies and meets children with SEND.
- Individual Targeted Plans (ITPs) are up to date and in place.
- Information about SEND children is collected, recorded and updated.
- Appropriate records are kept.
- Parents are kept informed of the action taken to help the child and the outcome of the action.

The SENCO is responsible for:

- Taking the lead in assessing children's strengths and weaknesses.
- In discussing with staff, plans for the future support of the child.
- Making sure staff are aware of any SEN legislation changes
- Monitoring and reviewing any action taken.
- Applying for EHC Plans
- Contingency funding while applying for EHC Plans
- Training within the Nursery
- Liaising with primary School and their SENCO's

The Nursery operates a key-person system in order to best meet the needs of individual children. This ensures that each member of staff is close to and responsible for a group of children at each session (within ratio). The keyperson also ensures planning is differentiated to meet the needs of each child and recording observations and assessments appropriately for the SEND file.

Process for identification

We use the 2015 Code of Practice to identify and assess the special educational needs for the child. These needs could be:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory/Physical needs

SEND support

Where a child is identified as having SEND, the Nursery will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the **graduated approach**. These four parts are:



Assess – Plan – Do – Review

Assess

The key person will observe individual children's progress. These observations provide valuable information that informs assessment of children's needs and determine what progress has been made. Children's progress should be regularly reviewed, and the SENCO informed of any changes or concerns with individual children. If there is little or no improvement in the child's progress more specialist assessment may be necessary specialist teachers, SLT, OT other agencies.

Plan

If it is decided that a child requires additional SEND support then parents are notified and will have their views and wishes taken into account when planning interventions through an ITP. An ITP (Individual Targeted Plan) includes agreed targets, desirable outcomes, relevant interventions and support. The type of support and interventions applied must be based on reliable evidence of effectiveness, and be provided by staff with appropriate skills, knowledge, and training. Interventions should be shared with key people.

Do

The key person, SENCO, and other key staff working with the child should implement the interventions within the provision. The parents should then be given guidance on how to implement the same or similar interventions, if they wish to implement them at home.

Review

Pre-planned reviews should take place regularly and ITP's updated every six weeks. This will help monitor and assess the effectiveness of the support applied, and the impact on the child's progress. The key person and the SENCO should work with the parents, and other outside agencies where appropriate to revise the cycle of support and intervention in light of the re- view, make appropriate adjustments and set fresh outcomes.

EHC (Education and Health Care) Plan

For a very few children the help we provide through SEND support and the graduated response (Assess – Plan – Do – Review) will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the Nursery, in consultation with the parents and any external agencies already involved, to consider whether an EHC Plan may be appropriate. A request for an EHC Plan is made to an LEA (Local Education Authority) when a child has demonstrated significant cause for concern.

The LEA for Riverside Nursery Schools is Richmond Early Years

Resourcing

- We have a wide range of toys and equipment in the Nursery to meet different learning needs.

- The Nursery allocates funds towards the purchase of additional equipment as necessary.
- At least one staff member is trained in SEND
- Staff training related to SEND is met through attendance on local authority training courses as well as internal INSET and staff CPD.
- A staff training log and register is kept in the SEND file and updated by the SENCO as and when courses are attended.

Partnership with parents

At the Nursery we recognise that parents know their children best and have a vital role to play in their child's education. We believe parents should be treated as partners able and empowered to:

- Play an active role in their child's education by having an opportunity to express their opinions and have these valued.
- Have their child's difficulties identified early with appropriate intervention to meet those needs.
- Have a real say in how their child is educated by being consulted on IEP targets and being fully informed of their child's progress.
- Have access to information, advice and support during their child's assessment and any related decision-making process about intervention and support.
- Have their child's strengths recognised as well as any additional need.

In order to communicate most effectively with parents, we:

- Maintain a positive and supportive attitude to our parents always.
- Offer an 'Open Door' policy, offering informal chats as necessary and formal discussions by appointment.
- Ensure the SEND policy is available to all parents.
- Make available, any outside agency information, which may help them and their child.
- Provide the opportunity of a home/Nursery book when that is appropriate.
- Inform parents of all stages of intervention.

Monitoring our SEND policy

- The SENCO monitors the effectiveness of this policy.
- The policy is reviewed annually.
- Evidence is kept of satisfactory progress and positive personal development.
- The review process enables staff to have a shared understanding of the key issues and approaches of special needs.
- All staff will be involved in reviewing the policy.
- Views of parents/carers and their level of involvement are monitored to support the effectiveness of the policy and identify any shortcomings.

Concerns/complaints/further advice

- The SENCO and the Management will investigate any concerns/complaints.
- The SENCO or Management will report back within 24 hours and also provide a next line of contact if the matter has not been resolved to mutual satisfaction.