



# Alice Model Nursery School

## SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

*Special educational provision is educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age.*

**A child has Special Educational Needs if s/he has:**

- Significantly greater difficulty in learning than the majority of children at the same age.
- A disability which either prevents or hinders the child from making use of educational facilities provided for children of the same age in school.

We will remember that:

- All children are individuals.
- All children have needs.
- All children are special.
- Some children's needs are more extensive than others.
- That a child with a special need is first of all a child who needs love, nurture, security and acceptance.
- Every child needs an environment in which s/he can grow.
- All children learn, develop and grow but each in her or his individual way.

The role of the SENDCo is:

- To co-ordinate the work pertaining to special educational needs within the Nursery.
- Meet with parents of children who have Individual Education Plans (IEPs)
- To support and advise staff.
- To liaise with outside agencies and the Educational Psychologist.

Special Educational Needs and Disability Coordinator (SENDCo) for Alice Model Nursery is Kim Waters.

Educational Psychologist (EP) for Alice Model Nursery is Jack Hammond.  
Governor for SEND is Deirdre Dixon

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Signature:   Iain Chambers        Signature:   Lynn Cottle  

**Iain Chambers      Chair of Governors      Lynn Cottle    Headteacher**

**Date:   September 2021        Date:   September 2021**



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The children who attend Alice Model Nursery all have individual needs. They come from a wide diversity of backgrounds, with a variety of experiences and at varying stages of development.

**We aim to:**

- Identify children with SEND as early as possible.
- Provide a caring, inclusive and supportive environment in which all children are valued, regardless of their abilities and behaviour.
- Ensure that all children have access to a broad, balanced and relevant Early Years Foundation Stage curriculum which is differentiated to meet individual needs.
- Encourage all children to reach their full potential.
- Promote a partnership, built on openness and trust between home and Nursery.
- Support all school staff internally as well as any external training if necessary.

***The Governing body works towards the Nursery's aims by:***

- 'Doing it's best' to ensure that the necessary provision is made for any child who has SEND.
- Co-operating with the Head teacher and SENDCo to determine the school's general policy and approach for children with SEND.
- Establishing the appropriate staffing and funding arrangements.

***The Head teacher works towards the Nursery's aims by:***

- Taking responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.
- Keeping the Governing body fully informed.
- Working closely with the SENDCo.

***The SENDCo works towards the Nursery's aims by:***

- Working closely with the Head teacher and staff.
- Being closely involved in the strategic development of the SEND policy and provision.
- Taking responsibility for the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Meeting with parents and outside agencies to keep them informed of the child's progress.

***The staff works towards the Nursery's aims by:***

- Recognising that all staff are teachers of children with SEND.
- Being aware of the strengths and needs of the child.
- Provide stimulating and challenging activities to inspire children to reach their full potential.
- Being aware of the Nursery's procedures for identifying, assessing and making provisions for children with SEND.



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## *The Parents work towards the Nursery's aims by:*

- Ensuring early contact with the Nursery to discuss their child's needs (if known) and to share their knowledge and experience of their child's needs.
- Participating in discussions concerning their child's progress and attainment.
- Taking an active interest in their child's development and learning.

## **IDENTIFICATION OF CHILDREN WITH SEND.**

Child profile and home visit.

All families accepting a place for their child at nursery have a meeting with the Head Teacher where any particular needs are discussed. Home visits are arranged with the key person and take place just before the child starts nursery.

The key person helps the parent or carer to complete a profile on their child. This is a further opportunity to discuss any worries or concerns the parent or carer may have about their child's health or development. This will be written down and then shared with all staff in the Nursery.

Observing, recording and profiling.

The school's system of using observations for planning, recording and profiling, means that all children are monitored closely and any concerns are able to be raised at staff meetings. New children will be closely monitored by their key person and any concerns will be shared with the rest of the staff. Any individual need that the observations highlight will also be discussed and planned for.

When we first become concerned about a child's behaviour or development, we will work together to collect as much information about the child as possible and we will share our concerns with the parent or carer. In some circumstances we will monitor the situation for an appropriate length of time before sharing our concerns, for example when a child is settling into nursery.

*This will enable us to identify those children we consider to be at **Stage One**.*

## **STAGE ONE - Registering our initial concern**

If our initial concern remains:

- We will consult the parent or carer.
- We will enter the child's name on the SEND Register.
- We will continue to closely monitor the child and make written observations.
- We will plan for the special need and provide additional support.
- The SENDCo will, after discussion with the rest of the staff, arrange referrals/checks considered necessary.
- We will in the case of children whose mother tongue is not English, try to make some assessment of the child's ability in his or her own language, with the help of bi-lingual support when applicable.



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Reviews happen frequently, generally half-termly. The time scale will have been decided when planning for the child's special need.

When the child shows considerable improvement and there is no longer any concern about the child, then the name can be removed from the register.

If the child shows no improvement or the concerns have increased then we will move to **Stage Two**.

## **STAGE TWO - the Individual Education Plan (IEP)**

The SENDCo will collect all the relevant information, views and ideas together and then with the key person and support staff (when appropriate) will devise an IEP. This plan will be shared and discussed with the rest of the team.

The IEP needs to reflect:

- The nature of the child's learning difficulty,
- The actions that are going to be taken, the specific materials/activities/strategies to be used,
- The help required from the family,
- The targets to be achieved in a given time,
- Any medical requirements,
- The review arrangements and date.

The SENDCo and key worker will:

- Meet with the parent or carer to explain what is being done in school and discuss with them how they help and support the plan at home.
- Co-ordinate the monitoring of the child's progress and set the time scale of the review date.

## **REVIEW**

The review meeting shall be attended (if possible) by the key worker, SENDCo and parent/carer.

***The review should focus on:***

- The progress made by the child.
- The effectiveness of the IEP.
- The contribution made by the parent at home.
- Any new information or advice.
- Future plans and outcomes.

If it is decided that the child has made such good progress that it is considered that s/he no longer needs additional support, then the child's name should remain on the Special Needs Register until it is clear that the child is maintaining progress and is no longer giving



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cause for concern. If the child has made little or no progress and the concerns have increased, additional expertise should be sought and the child moved to **Stage Three**.

## **STAGE THREE - Involving other Agencies.**

The SENDCo, working closely with the child's key worker, will:

- Now involve the Educational Psychologist and/or other agencies eg Speech and Language Service, Occupational Therapy, if they have not already been consulted.
- Consider all the information gathered by the school over Stages One and Two and the reports of Stage Two reviews.
- Work (when necessary) in close collaboration with the school's Educational Psychologist (EP) to assess the information collected and the effectiveness of the action taken so far.
- Involve external specialists, support services relevant to the child's needs.
- Work with the EP and any other specialists involved to develop a new IEP which will outline new strategies for furthering and monitoring the child's progress.
- Arrange the review procedures.
- Keep the child's family fully informed about what is happening and where appropriate the use of bi-lingual parent advisors should be used at this stage.

When it becomes apparent that the child's difficulties are so complex or severe that everyone working closely with the child feels that statutory procedures are essential in order to give the child the opportunity to make the progress that is essential for them to function fully in the Nursery, then an assessment for an Educational Health and Care Plan will be carried out - *Stage Four*.

## **STAGE FOUR - Educational Health and Care Plan Assessment.**

1. Parents' views on their child are paramount in the assessment and these are recorded and made clear to the SEND team. The parents/guardians will also be asked to give their views on their child's needs, and what kind of help they think would best help their child's progress.  
All relevant documentation and supporting evidence is collated - implementation of 'assess, plan, do, review' cycle.  
All information is sent to the SEND panel, who will decide whether an EHC assessment should be carried out.
2. If a positive decision is decided upon, a co-ordinator will be appointed who will collate information as necessary. A draft EHC plan will be drawn-up. A meeting will be organised to be attended by the family, co-ordinator, independent supporter (from Team around the Child or Parents Advice Centre) and Early Years Provider to discuss the proposed plan (6 - 12 weeks)



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3. When the EHC plan is agreed the plan will be drawn up for approval by the family. They will be asked to name their preferred setting and the co-ordinator will approach regarding placement. (12 - 16 weeks)
4. The final EHC is issued which will be reviewed annually although outcomes can be reviewed if and when required.

- *Stage Five.*

## **STAGE FIVE - Educational Health and Care Plan**

When the Educational Health and Care Plan has been issued and the extra resources/support provided, the SENDCo, in consultation with the EP, parents, specialist help and key person, will co-ordinate an 8 week planning meeting in which:

- Short-term targets for the child will be set (to be reviewed half-termly or termly, as necessary), based on the outcomes agreed in the EHCP.
- Decide on how the extra resources/support will be used to help the child achieve those targets.

The LEA will review the child's achievements annually. The school will be continually monitoring the child's progress. The SENDCo will co-ordinate the annual review with all concerned parties invited to attend.

Review Date: September 2022