



Alice Model Nursery School

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

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Our Vision

Alice Model Nursery School is an inclusive setting with a community that reflects the school's locality & where the learning of every child matters. We believe that all children have a common entitlement to a broad & balanced curriculum as set out in the Early Years Foundation Stage.

We believe that all children should be equally valued in school & we will endeavour to remove barriers that prevent all children from making the progress they are capable of. We aim to meet the needs of local children with special needs or a disability within our early year's school setting wherever & whenever appropriate.

Our partnership with parents is a crucial part of our school ethos including special educational needs provision. It is our intention that parents are fully informed & involved in their child's learning, including those parents who have children with special needs or a disability.

This policy explains the principles & practice at Alice Model Nursery School in line with national & Local Authority guidelines. It describes the way we meet the needs of children who experience barriers to their learning. It demonstrates our recognition that children learn at different rates & that there are many factors that may affect achievement.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to & different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2015: Updated 30th April 2020):

- Communication & Interaction
- Cognition & Learning
- Social, Mental & Emotional Health
- Sensory/Physical

Acting Headteacher: Kim Waters: Signature.....Date.....

Chair of Governors: Deirdre Dixon: Signature.....Date.....

Aims & objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential & engage in activities alongside pupils who do not have SEND.
- To request, monitor & respond to parents/carers & pupils views in order to evidence high levels of confidence & partnership.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with additional needs full inclusion in all school activities by ensuring consultation with health & social care professionals.
- To identify the roles & responsibilities of all staff in providing for children's special educational needs.
- Through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum.
- To work in cooperation & productive partnerships with the Local Education Authority & other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Principles

The provision for children with special educational needs or disabilities at Alice Model Nursery School is determined by the following principles:

- Children enter the school from a wide range of backgrounds & experiences. They have different & individual learning experiences & needs.
- We work in close partnership with parents. They are their child's first educators & have an important role to play in their child's education at school. Parents are consulted & involved at every stage of their child's special needs provision.
- All children have access to the Early Years Foundation Stage Curriculum. During the planning sessions careful consideration is given to differentiate activities & promote inclusive practice to ensure that children with special needs or disabilities have access to the provision they are entitled to. Learning is play based & therefore enables all children to access learning at an individual level.
- We believe that early identification of children with special needs is crucial.
- We understand that good communication between all staff is essential for the appropriate intervention & continuity of experience for children with special needs or disabilities.

We work in partnership with other agencies & our local Children's Centre, & value the support they give to help us meet the needs of children with special needs. This may include:

- Speech Therapy for Early Years
- Occupational Therapy
- Physiotherapy
- The Phoenix Outreach Team
- The Educational Psychology Team
- The Child Development Team
- The Parents Advice Centre
- The Support for Learning Service
- Local voluntary services

We aim for all children to become independent learners & careful consideration is given to the deployment of all staff in order to meet the needs of children with special needs or disabilities. We use the framework provided by the Revised Code of Practice to support children with SEND.

Co-Ordination of Provision

*The Headteacher's responsibility for the day to day management of all aspects of the school's work includes the provision for children with SEND. Our Acting Executive Head teacher is **Kim Waters**.*

- She is the line manager for SEND & works closely with the SENDCo.
- Regular meetings are held with the Headteacher for sharing SEND information.
- The Headteacher liaises with class teachers, nursery nurses & support staff. Together they have overall responsibility for monitoring the progress of the children including those who have SEND.
- In consultation with the staff & SENDCo the Headteacher will arrange or approve training.
- The Headteacher is the line manager for the Teaching Assistants.
- The Headteacher liaises with external agencies when the SENDCo is not in the school.

*The Special Needs Co-ordinator (SENDCo) is **Kim Waters**. Her responsibilities include the following:*

- Ensuring liaison with parents in respect of children with Special Educational Needs.
- Maintaining the records of children at the different stages of special educational needs support. The records are kept in a locked drawer in the office.
- Supporting class staff in gathering information & evidence & writing Individual Education Plans.
- Ensuring regular meetings are held with the Head Teacher for sharing SEND information.
- Meeting with class teachers/key workers to discuss children in their class in order to identify those who are giving cause for concern, or who have already identified Special Educational Needs or Disabilities.
- Communicating & liaising with outside agencies & making referrals for their involvement with children.
- Disseminating information, advice & programmes of work to staff, sent by external professionals to support children with SEND.
- Organising & taking the lead for reviews of IEPs & annual reviews for children with Education, Health & Care Plans.
- In liaison with class teachers, writing reports for external agencies including: CAFS; school reports to support the application for EHCPs & reports for the Child Development & the ASDAS teams.
- Attending training courses to keep up to date with legislation & local arrangements & to disseminate this to the school.

Class teachers, with the assistance other class staff, are responsible for:

- Gathering evidence about children's needs & drawing up Individual Educational Plans (IEPs) at the appropriate stage of provision, in liaison with SENDCo & external agencies as appropriate.
- Organising work programmes for the children & monitoring their progress, with the help of the SENDCo.
- Ensuring that an up-to-date IEP/Provision Map is kept in the planning folder for children with SEND & that the targets are referred to when planning.
- Recognising that all staff are responsible for the teaching of all children, including those with SEND.

The Governing Body are responsible for:

- Ensuring that the necessary provision is made for any child with Special Educational Needs or Disabilities.
- Working in collaboration with the Headteacher & SENDCo to determine the school's general policy & approach for children with SEND.
- Establishing the appropriate staffing & funding arrangements.
- The Named Governor for SEND is Deidre Dixon.

A Graduated Approach

SEND support should arise from a four part cycle, known as the graduated approach, through which earlier decisions & actions are revisited, refined & revised, leading to a growing understanding of the pupil's needs & of what supports the pupil in making good progress & securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing & reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised.

Identifying Special Educational Needs

EARLY IDENTIFICATION

CHILDREN KNOWN TO HAVE SEND BEFORE ADMISSION

We may be given information about a child who has SEND by parents or outside agencies prior to admission. If a child known to have SEND such that special arrangements will need to be made for them is due to be admitted, we will link with their family/previous setting to ensure a smooth transition. The SENDCo & class teacher, or other member of the class team, will visit the child in the setting/at home & talk to key workers & parents. The voice of the parent/carer will be vital, & we will use the information provided by the parent/carer in conjunction with other agencies, where relevant, to plan for a smooth transition, to maintain & further ensure rapid progress for the child. The key worker from playgroup will be invited to the nursery to help with planning. A pre-admission Team Around the Child (TAC) meeting will be held with parents & all professionals involved so that arrangements can be in place when the child starts nursery. If necessary, pre-admission visits for the child will be arranged. The SENDCo will strive to gather all relevant information from other agencies when there is a known difficulty before admission.

IDENTIFYING SEND AFTER ADMISSION

Other children with SEND may not be identified until they start at nursery. It is crucial that there are systems in place so that all staff can be involved in the identification of children who may be in need of extra support. We encourage our families to attend our stay & play sessions before their start date in order that we can build early relationships. All children are assessed in the Prime Areas of learning, (Personal, Social & Emotional; Communication & Language; Physical Development), & in two of the Specific Areas of Learning, (Literacy & Maths), during the first two weeks in nursery. It may be evident that a child needs support quite quickly, particularly in the Prime Areas of learning. Other difficulties may not become evident until later & so the staff monitor children through observation all the time.

We make allowances for the fact that some children find the separation process during settling in quite difficult & we monitor our new children to ensure they are settling in effectively.

Wave 1: Registering Initial Concerns:

On entry attainment can provide an early indication that a child may not be functioning at a developmentally appropriate level & is, therefore, exhibiting a cause for concern.

Children who are found to be a cause for concern will initially be supported through differentiated provision highlighted in school planning. The SENDCo will work in conjunction with EAL support staff to ensure that children learning English as an additional language who also have Speech, Language & Communication Needs are identified & appropriately supported. At this stage the class teacher will have spoken with the parent about their concern through parent conferences & with regular contact with the SENDCo. The SENDCo will keep a record of 'children causing concern' in the SEND folder. If the child makes little or no progress in one or more areas of their development, even when teaching approaches are adapted, it may be appropriate to move on to Wave 2, in consultation with the parents/carers.

Wave 2: Targeted Support:

For children with additional SLCN, the SENDCo will draw up a 'group target' plan, to be implemented through small group activities, (see 'Provision Map 2023-2024'). For children with other additional needs the class teacher will, in consultation with the SENDCo, formulate further strategies & draw up an Individual Education Plan (IEP). The class teacher & SENDCo will also consult with parents, explaining the additional support to be offered to the child & establish ways of supporting the IEP targets at home if appropriate. At this stage a Support Assistant may provide specific support within a small group or give some 1:1 support if appropriate. Regular review meetings will be held with the parents/carers, class teacher & SENDCo in order to review the child's progress & decide on the next steps. These may be to remove the support at this level, maintain the level of intervention or move to the next stage – Wave 3.

Wave 3: Outside Agency Involvement:

At this stage the school will continue to provide support using an IEP and, where appropriate, support staff. At this stage the school will also seek the involvement of external agencies. The agencies involved work with the school & parents/carers in meeting the targets & they may provide programmes for the school & home. The child's progress is continually monitored & termly review meetings are arranged with the involvement of parents, the class teacher, the SENDCo & outside agencies whenever possible. Once again, a decision is made at the review meeting about the next step. The result may be the continued support of a child at this stage or, in consultation with the Educational Psychologist, movement to the next level which would be a referral for an Education, Health & Care Assessment. Our Early Years Educational Psychologist is **Laura Kelly**. In addition to SEND work, she also provides 'drop in' sessions for parents who may have concerns about their children.

For a school request, the SENDCo completes the Local Authority Statutory Assessment referral form & submits copies of IEPs, reviews & any other papers that will support the request. Using this information the Local Education Authority will decide, firstly, whether a full assessment is appropriate & then, if so, request full advice from the school & all other agencies involved in order that an Education, Health & Care Plan be issued.

Wave 4: Education, Health & Care Plan:

When an Education, Health & Care Plan has been agreed & the additional support/resources provided, the SENDCo will, in consultation with the EP, specialist support & members of child's key team:

- Decide on the learning outcomes & targets for the child
- Decide on how the additional support/resources will be used in order to help the child achieve these
- Co-ordinate review meetings/annual review ensuring all parties concerned are invited to attend.

Transition to & from our school

The transition to the nursery from other settings is an important part of our provision & is supported by a carefully organised admissions procedure (see section: Children Known to Have SEND Before Admission).

When a child with special educational needs or disability is to transfer to his or her next school, the SENDCo will consider whether there is a need to invite the SENDCo from the next setting to the final review meeting in order to organise the smooth transition for the child. When appropriate, the relevant school staff member will be invited to visit the nursery & meet the child, e.g. Class Teacher, Teaching Assistant. The SENDCo will collate all relevant paperwork & ensure that the next school receives copies of this in time for the start of the new term

MONITORING & REVIEW

In order to maintain the successful provision of special educational needs at Alice Model Nursery, the SENDCo will continually monitor the effectiveness of the support given to the children with special educational needs or disabilities through termly review & planning with the Head teacher. Class teachers will monitor the progress of the children with SEND in their classes.

This policy will be reviewed annually or as & when LEA or national directives necessitate it.

Policy Agreed by Governors: September 2023.

Policy Review: September 2024.