

# Central Community Nursery School

## Special Educational Needs & Disability Policy



**Date of policy review: January 2017**

**Date of next review: January 2019**

### 1. The SEND aims of the school

- To include children with special educational needs into the nursery school including two year old provision.
- To value all who use the school.
- To provide opportunities to enable all children who attend the school to maximise their life chances.
- To follow the 'Code of Practice' relating to Special Educational Needs and Disability, 2015 and the Children and Families Act 2014.  
The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.
- To ensure principles of SEND are linked to our Inclusion and Equality Policy
- To act positively to ensure that all individuals value and understand each other regardless of needs or disability.
- To be proactive in making the school accessible and inclusive by anticipating future needs of children.

These aims will be achieved by:

- Ensuring that the building and resources are appropriate for all who use the school.
- Employing staff who are appropriately trained and experienced.
- Working closely with other professionals.
- Setting realistic, measurable and achievable targets for children.
- Monitoring, assessing and recording the children's development.
- Ensuring all the staff have a basic knowledge and understanding of working with children with special educational needs.
- Providing appropriate training opportunities for all the staff.
- Making specialist provision for children where appropriate.
- Ensuring that parents and other adult carers have opportunities to share their views and participate in decision making relating to their child.
- Making sure all children have full access to the school curriculum.
- Making all who use the school aware of these aims.
- Ensuring the curriculum is differentiated for individual needs and abilities.

- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

## **2. Definition of Special Educational Needs and Disabilities.**

### **Definitions of special educational needs taken from section 20 of the Children and Families Act 2014.**

A child has special educational needs if he or she has learning difficulties that call for special education provision to be made.

#### **A child has learning difficulties if he or she:**

- Has a significantly greater difficulty than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of education facilities of a kind provided for children of the same age in other schools within the local authority.

#### **Special education provision means:**

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Central Community Nursery School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

- Communication and interaction – in expressing themselves or understanding what others are saying.
- Cognition and Learning – in acquiring basic skills in school.
- Social and emotional mental health – making friends or relating to adults or behaving properly in school.
- Sensory and/or Physical – such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

### **3. SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR**

Helen Watson is the named SENDCo and has achieved the National Award for Special Educational Needs and Disability, 2016.

The SENDCO is responsible for overseeing the SEND provision.

This includes ensuring the support and targets from the child's IEP are delivered, monitored and assessed appropriately for each individual pupil on the special educational needs register.

The named governors for Special Needs are Amanda Ormond and Yvonne Callanan. The SENDCo, and SEND governor meet termly to discuss SEND provision.

### **4. ARRANGEMENTS FOR WORKING WITH CHILDREN WITH SEND IN THE SCHOOL**

The SENDCo has overall responsibility for ensuring the statutory duties are implemented.

The SENDCo is responsible for:

- Ensuring there is positive liaison with parents and other professionals
- Advising and supporting other practitioners in the setting
- Ensuring that appropriate IEPs are in place
- Ensuring relevant background information on children with SEND is collected, recorded and updated
- Ensure that assessments of children are completed and updated
- To lead annual reviews with the Keyworker.
- Liaising and meeting with SEND governor.
- Working in close partnership with keyworkers.

The SEND team in the nursery's Enhanced Resource Facility (ERF) comprises of the SENDCo and three additional designated nursery nurses.

This team is responsible for:

- Liaising with and advising other staff on SEND issues
- Liaising with parents of children with SEND
- Liaising with other agencies
- Coordinating transition for children leaving nursery
- Coordinating the provision for children with SEND.
- Maintaining the SEND register
- Maintaining the records of all pupils with SEND in conjunction with the SENDCo
- Liaising with the SEND governor
- Liaising and working in partnership with outside agencies

The nursery nurses for SEND are responsible for:

- Working with designated children on targets set out in their IEP
- Contributing to the writing and reviewing of the IEPs

- Working closely with outside agencies
- The day to day implementation of the SEND policy

## **5. ADMISSION ARRANGEMENTS**

The school has been designated as an Enhanced Resource Nursery School for children who are Visually Impaired (VI) as well as local children who have a special educational need. The number of children admitted will depend on the severity of the impairment and the needs of the individual child. Admissions for children with VI are arranged by the Local Authority (LA).

The Nursery School includes our two year old provision which many of the children attend prior to admission into the nursery. An assessment of needs can be carried out before the child is admitted to the nursery. Support for children with SEND in twos can be offered and a designated amount of time allocated for the child, the funding for these children will come from Derby City Council locality Funding or EHCP funding.

## **6. SEND PROVISION**

The school has expertise in working with children a wide range of needs and disabilities.

The school has staff trained in British Sign Language (BSL).

On entry to the school each child's attainment will be assessed through the baseline. Together with information received from professionals involved with the child, this will help to inform the school of a child's level of development and individual need. This information supports the design of appropriately differentiated learning programmes. For children with identified SEND the SENDCO, teachers and key staff will use the information to:

- Provide starting points for an appropriate Foundation stage curriculum.
- Identify the need for support.
- Assess each child's needs.
- Ensure ongoing observations, assessments provide regular feedback on progress, achievements/ experiences for planning next steps in learning.
- Involve parents in a joint home –school learning approach.

## **7. Code of Practice Graduated Response**

The school adopts the levels of intervention as described in the SEND Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs.

### **SEND Monitor**

- Any pupils who are falling outside of the range of expected development will be monitored and assessments will be made as described above to determine if further intervention is required.

- The teacher and key workers will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENDCo should be informed and consulted to provide support and advice and may wish to observe the pupil
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as being monitored; this does not mean they will be automatically placed on the SEND register.

## **8. SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

### **Assess**

This involves clearly analysing the child's need using the teachers' and key workers' assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCo, Keyworker and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of an Individual Learning Plan which will be shared with staff, parents and the pupil.

### **Do**

The teacher and all staff remain responsible for working with the child on a day to day basis. The team, including the SENDCo and key worker, will work closely to plan and assess the impact of support and interventions. The SENDCo and key worker will also support with further assessment of the child's strengths and weaknesses.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents. The teacher, in conjunction with the SENDCo and key worker will revise the support outcomes and, based upon the child's progress and development, make any necessary amendments going forward, in consultation with parents and pupils.

## **10. REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN**

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review or other appropriate time as needed.

The application for an Education, Health and Care plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals
- Educational Psychologist

Information will be gathered relating to the current provision provided, action that has been taken and the preliminary outcomes of targets set. A decision will be made by a group of people coordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC plan. Parents have the right to appeal against a decision made by the Education, Health, Care panel.

Further information about EHC plans can be found via the Derby City website

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

## **Education, Health and Care Plans**

- a) Following statutory assessment, an EHC plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHC plan.

- b) Parents have the right to appeal against the content of the EHC plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC plan has been completed and agreed it determines how the child shall be supported, the outcomes to be achieved and the role of the school. It will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the local authority and the pupil.  
The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

## **11. PARTNERSHIP WITH PARENTS**

Central Community Nursery School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the 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 the parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of the Parent Partnership services.

## **12. EVALUATING THE SUCCESS OF OUR SEND POLICY**

The SEND Governor will meet termly with the SENDCo and the governors will report annually on the success of the policy against the specific objectives which are given under 'The SEND aims of the school' at the beginning of this policy. The school adopts the Revise, Revisit, Refine and Refresh approach to ensure that the school is successfully

meeting the needs of SEND pupils and parent as well as suitable training for and supporting staff.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- School tracking systems.

In addition the school will publish an annual SEND information report which can be viewed on the school's website which details the key SEND information for the year.

### **13. ORGANISATION**

All the children with SEND are fully included in the mainstream nursery. There are occasions when children are withdrawn to smaller, quieter areas of the nursery for small group or individual work. The purpose of these sessions is defined in the child's IEP and is usually to help the child progress away from the noise and distractions generated by the other children.

At Central Community Nursery School we have adopted a whole school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into our nursery. Every effort is made to ensure that they have full access to the Early Years Foundation Stage Curriculum and are integrated in to all aspects of the school.

All staff, SEND and mainstream, work with all the children within the nursery.

### **14. STAFFING**

SENDCo - B.Ed, Hons. National Award for Special Educational Needs and Disability Coordinator.	Permanent contract.
Teaching assistants- 3 part time.	Permanent contracts

Most staff have basic Makaton and have accessed some BSL training. We use augmentative systems of communication for all children.

Two Governors have responsibility for SEND. Their duties include monitoring SEND admissions, partnership with parents, use of SEND resources, access issues and general implementation of the SEND policy.

### **15. RESOURCES**



The school has specialist equipment for working with VI children, including Brailers, tactile equipment, and touch screens on the computers. A bank of resources for storytelling to children at the early stages of literacy and language development are also available in school. The school has a Sensory room with a variety of tactile and light experiences and resources.

#### **16. ACCESS. See Accessibility Policy.**

The whole school is on one level and accessible to wheelchair users. Many features have been added or adapted to enable safe access to people with disabilities. These include:

- 1 adult toilet with disabled access
- Climbing equipment on safety surface and other potential hazards outside are highlighted with yellow paint
- Enhanced lighting in corridor areas
- A walk-in shower in the nursery utility room
- Quiet rooms/areas for 1-1 or small group work
- A ball pool/soft play area
- A Sensory garden
- Sensory room
- Security system has a flashing light
- An electronic/hydraulic changing bed

#### **17. FINANCIAL RESOURCES**

The school is equipped to meet the needs of children with a range of Special Educational need, including those who are blind or visually impaired or hearing impaired, children with autism, those with speech and language delay and disorders and children with significant learning disabilities. Funding is allocated yearly from the LA through our devolved budget for the three and four year old children.

For the two year old children we apply for Derby City Locality funding and also for EHCP funding.

#### **18. IDENTIFICATION**

- Parents – Parents may approach the school for a place, because they have concerns about their child. Parents sometimes mention a concern about their child's development at the admissions meeting, or at the 'record review' meeting.
- Professional working with the family – Professionals working with children and families will approach the school to ask for a place for a particular child or discuss our views on a child within the school.
- Staff – the staff keep detailed assessments, observations and records on all the children and these are discussed at regular intervals with parents.

Parents are given written information both from local and national sources, which outline SEND issues for parents.

## **25. PARENTAL INVOLVEMENT**

As with all aspects of school life, the parents are encouraged to be involved in their child's education. For parents of children with SEND this contact and involvement may be more intense. Regular meetings are organised for staff and parents to meet and discuss a child's development and progress. Parents' comments are valued at these meetings and recorded on the child's record forms. Parents are involved at each stage of the SEND process. Parents are included in the setting and reviewing of targets for their child and have the opportunity to comment on, add or change any of the targets. Staff also discuss the most appropriate ways in which parents can support their child with achieving these targets at home.

Working in partnership with parents underpins everything we do. Parents are welcome in the school at all times, to take a full and active part in their child's education. This applies to all children in school, including parents who have children with SEND.

If a child or parent has EAL or a hearing impairment the support of an interpreter or signer will be offered.

## **26. LINKS WITH OTHER SCHOOLS AND PROVIDERS**

Before a child is admitted to the nursery, time will be spent to get to know the parents and child and if appropriate, a visit made to the child in their current childcare setting. Such meetings are arranged between the parents, the referring professional and the SENDCo, and will vary depending on the needs of the child and the parents.

Many of the children admitted to the school have been attending the two year old provision and so home visits are not usually necessary unless requested by the parent.

Close links exist with Markeaton Primary School, who also has an ERF for VI children; it is also the school to which most of the children transfer. 'Link Up' sessions are organised for all children during their final term in nursery. Additional visits are planned for children with SEND, if this is appropriate. VI children usually have one visit before 'Link Up' with a member of the nursery staff and the mobility officer to familiarise the child with the new surroundings. They also have at least one visit after the 'Link Up' sessions. Other local schools include Ashgate Primary and Bemrose.

Schools offering specialised provision include Brackensdale Infants, Springfield primary and St. Giles Special School.


Children who transfer to other local schools are able to follow a full transition programme co-ordinated by the SENDCo. These involve visits by staff from the receiving school, extra visits to the school supported by keyworkers.

A record of achievement is given to the child on leaving the school and a copy of the record is sent to the receiving school. The school also transfers any other records on the child's progress, together with all the relevant SEND documentation.

The SENDCo is responsible for liaising with other professionals and for disseminating any information to other members of staff, usually at daily meetings.

Links to other policies / documentation

- Statutory Framework for EYFS DFE 2012
- Development Matters in the Early Years Foundation Stage 2012
- SEND Code of Practice, 2015.
- Equality Act 2010.
- Children and Families Act, 2014.
- Central Nursery School Values Leaflet
- Behaviour Policy

Signed  Chair of Governors Date 2/1/17

Signed  SENDCo Date 12.1.17

Signed  Head Teacher Date 12/1/17.

