



Freshfield Nursery School and Freshfield 2 Year Olds

SEND Policy

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Presented to Staff:	Spring 2021
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Freshfield Nursery School

**Special Educational Needs and Disability
(SEND) Policy**

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This policy has been formulated having due regard to the Department for Education and skills (DfES) special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 years (June 2014)

Freshfield Nursery School is committed to offering an inclusive curriculum to ensure the best possible progress for all children, whatever their needs or abilities.

We aim to

- continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available
- meet the requirements of the Education Act (1996), the Special Educational Needs (SEN), DFE Code of Practice for the identification and assessment of children with Special Educational Needs (SEN) (2015), and the Special Educational Needs and Disability Act (2001)

It is recognised that the needs of more able and exceptionally able children sometimes referred to as gifted or talented, and children with English as an additional language (EAL) are not addressed in the code of practice. However, it is believed that the identification and provision for these children is as important as it is for any other group.

Principles and Policies

1. Definition of Special Educational Needs

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

A Child has a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- c) Is under five and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- for child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.

- for a child under two, educational provision of any kind.

2. Overall Aim of the Policy – to guide the development and provision for Children with Special Educational Needs and Disability.

Policy objectives:

- To provide education and care for children with Special Educational Needs and Disability within the existing framework of the Nursery policy for teaching and learning, whenever possible and appropriate.
- To make staff aware of their responsibilities for the identification, assessment and provision for children with Special Needs and Disability.
- To provide a suitable curriculum for ALL children.
- To provide opportunities for all staff to develop their professional expertise with regard to pupils with Special Educational Needs and Disability.
- To have a system of early identification, assessment and continuous monitoring and recording of progress for children with Special Educational Needs and Disability.
- To work in partnership with parents/carers to support the child with Special Educational Needs and Disability.
- To provide regular opportunities for staff to discuss the needs of children with parents/carers, head teacher, and outside agencies as appropriate.
- To have a system of early identification, assessment and continuous monitoring and recording of progress for children with Special Educational Needs and Disability
- To work in partnership with other agencies in the process of planning programmes, supporting the child and monitoring progress.
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- To provide opportunities, when appropriate, for children to be involved in their own learning programmes.
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- To employ extra staff, where possible, to aid teaching and learning across school

3. Name of Inclusion Manager

Emily Irlam

4. Responsibility of Inclusion Manager

Responsibility of Inclusion Manager:

- Oversee the day-to-day operation of the Nursery's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising staff.
- Managing learning support assistants.
- Overseeing the records of all children with SEND
- Liaising with parents/carers of children with SEND.
- Contributing to the in-service training to staff.
- Liaising with external agencies including the LA's support and Educational Psychology services, Health and Social Care, and voluntary bodies.

5. Role of Inclusion Manager

The Role of Inclusion Manager is to:

- Provide opportunities for liaison with family group leaders, to discuss the educational difficulties of specific children and offer advice where appropriate.
- Develop SEND support through the four part cycle known as the graduated approach through which decisions and actions are regularly reviewed and revised to ensure the best possible outcomes for individual children.
- Maintain central records.
- Promote partnership with parents/carers.
- Monitor support plans
- Establish and maintain links with a wide range of external agencies to facilitate meeting the needs of individual children
- Ensure regular progress reviews for all children with SEND
- Ensuring that the progress of children no longer receiving additional support is monitored.

- Organise meetings held with parents/carers or outside agencies regarding pupils with SEND, chairing or taking minutes where appropriate.
- Ensure that new staff are made fully aware of the SEND policy and practice.
- Liaise with others as appropriate to ensure continuity of provision across the EYFS and between schools.
- Ensure information is available to parents regarding policy, School Offer and Local Offer via the Website.

6. Allocation of Resources

The Nursery School will address the needs of all children who have SEND.

Staffing

The Nursery School has a policy to:

- liaise and work with the relevant outside agencies (e.g. Educational Psychologist, Speech and Language Therapist, Start Well Team) and apply for additional resources when necessary
- provide opportunities for INSET and specialist training for all staff, as required.

7. The Identification of Children with SEND and how their needs are determined and reviewed:

It is our duty to identify pupils in our care who have special educational needs as early as possible. It is the responsibility of all the staff in the Nursery School and the parent/carer to identify children with SEND. These observations/concerns will be discussed with the Inclusion Manager.

The principles, which underpin the identification of children with SEND, are:

- Progress – This focus is on the gap between the child and his/her peers in terms of attainment, access to the curriculum, social and personal, skills, confidence or behaviour.
- Severity – How the child's SEND compares with his/her peers within Stockport and nationally
- Complexity – This takes account of the number and range of factors, which contribute, to a child's SEND.

Triggers indicating SEND:

Despite receiving appropriate experiences staff and/or parents/carers may have concerns that a child:

- Is not making expected progress when teaching has been aimed at their particular difficulty.
- Is functioning at levels significantly below those expected for children of a similar age
- Is presenting persistent emotional and/or behavioural difficulties that are not improved by the behavioural management strategies which are usually used in the Nursery.
- Have communication and/or social interaction difficulties and requires specific individual interventions in order to access learning.
- becomes frustrated and/or has increasingly low self-esteem
- Demonstrates difficulties in tasks in sequencing, organisation, phonological skills, and short term memory.
- Has a language difficulty linked with expressive/receptive language.
- Has a delay in forming concepts.

Communication and Interaction

- Under-developed play skills.
- Social isolation.
- Inappropriate social interaction.

Sensory-Hearing Impairment

- Difficulty in following instructions and participating in Nursery activities.
- Immaturities in speech language and communication which is not commensurate with their development in other areas.
- Difficulties in communicating and interacting socially

Sensory-Visual Impairment

- Has difficulty in recognising pictures, print etc.
- Needs to be close to view things.
- Lack of peripheral vision.
- Poor hand-eye co-ordination.

Physical/Medical difficulties

- Difficulty in participating in activities.
- Low confidence in physical activity.
- Undue fatigue/concentration difficulties.
- Restricted access to the curriculum.

Social, Emotional and Behavioural Difficulties:

- Inappropriate behaviour with peers and adults.
- Lack of confidence and low self-esteem.
- Tendency not to co-operate.
- Lack of self-control.

The Nursery Teachers, HLTAs and TAs have a responsibility for delivering the Early Years curriculum to every child. The responsibility for devising, implementing and evaluating support plans for pupils with SEND is with the Inclusion Manager in co-operation with parent/carer and other relevant professionals.

8. Arrangements provided by the Nursery which enable access of Children with SEND to an appropriate curriculum

The Nursery will:

- Through a cycle of observation, assessment, planning and review, make provision for increased differentiation, curricular adaptations and care/welfare or disciplinary procedures dependent on the individual child's strengths and weakness.
- A variety of approaches will be employed to maximise the achievement of all children within all areas of the EYFS Curriculum.

This will include:

- Setting suitable learning challenges.
- Responding to child's diverse needs.
- Overcoming potential barriers to learning/assessment (for individuals and groups).
- Nursery School organisation.

9. How Children with SEND engage in the general activities of the Nursery

We recognise that children have a vast range of needs, physically, emotionally, socially and intellectually. It is our aim to meet these needs through a co-ordinated approach to all aspects of the curriculum.

The Nursery recognises that children have a wide range of needs including:

- Cognition and learning
- Communication and interaction
- Sensory impairment (hearing and visual)
- Physical/medical difficulties
- Social, emotional and behavioural difficulties

10. The Stage Procedure for Children with SEN The Graduated Approach for Children with Special Educational Needs and Disability

At all stages, we will ask parents to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs. Monitoring of individual children's progress throughout the Early Years Foundation Stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. On-going difficulties may indicate the need for help above that which is normally available for children in the nursery. The graduated response follows a four part cycle of assess, plan, do, review through which decisions and actions are revisited, refined and revised, leading to a growing understanding of the child's needs. It involves using on-going, day-to-day assessments to make a judgement about the progress a child is making and alerts staff of any barriers that may be preventing a child from making progress. Once any additional needs are identified, a support plan will, in collaboration with parents/carers, be put in place to ensure the implementation of the graduated approach. A support plan is used to record evidence of specific inclusion strategies used and to set targets for a child. This is then reviewed using the four part cycle of the graduated response.

If the nursery feel the interventions put in place through the graduated response are not enabling a child to fully access the curriculum and reach their full potential the Inclusion Manager may need to seek advice and support from external agencies. This form of intervention is also via School support.

Children identified before entering the Nursery

The majority of children with severe developmental delay and complex learning difficulties will have been identified prior to entering the Nursery by Children's Health Services such as CDU, health visitors, therapists and Portage. The Educational Psychologist may refer for Statutory Assessment prior to entry to Nursery.

A child may have a learning difficulty or SEND caused by;

- a physical or co-ordination difficulty
- a problem with sight or hearing
- speech or language difficulty
- communication and/or social interaction difficulty
- emotional and/or behavioural difficulties
- a general developmental delay
- lack of opportunities or experiences to develop

Children differ considerably in their pre-school experiences and progress at different rates. A child making slower progress may not have special educational needs. Where a child appears not to be making adequate progress and special educational needs are identified the Nursery will intervene. If the intervention then does not enable the child to progress, parental permission will be sought in order to put support plans in place. Support plans are the category of support for children with SEN but not on EHC plans.

Assessment of children's progress is made through:

- consultation with parents/carers
- observation of child's activities/play
- baseline profile
- Learning Journeys
- One page profiles

Through these assessments of progress, the need for a support plan may be identified.

Statutory Assessment and an EHCP in Early Years

For a small minority of children support plans will not be sufficient for the child to progress satisfactorily. It will be necessary the Educational Psychologist and other external agencies to consider statutory assessment.

EHCP (Education Health Care Plan)

A very small number of children will have SEN of a severity or complexity that requires the Nursery to request a statutory assessment by the LA. The LA provides an information pack for parents/carers whose children are being statutorily assessed and the Parent Partnership Services provides information advice and support for parents/carers and carers of children with SEND.

Transition

For children with an EHCP who are transferring to Primary School, a provisional recommendation regarding the child's future education will have been made at the Transition Review.

The above describes a graduated approach to SEND and includes a variety of strategies to address the child's SEND. At all stages, the parents/carers will be involved.

11. Role played by Parents/Carers and Children in SEND Procedures

All parents/carers of children with SEND will be:-

- Encouraged to play an active and valued role in their child's education.
- Informed of their child's entitlement within the SEND framework.
- Have access to information, advice and support during assessment and any relevant decision-making processes about SEND provision.

Their views will be taken into account.

We aim to do this by informing parents/carers:

- When a child's SEND is first perceived.
- Of any interventions or programmes of action and their role in supporting their child.
- When an outside agency is involved with their child.
- Of the Parent Partnership service signposted when SEND are first identified.
- Of all reviews concerning their child, giving them the opportunity to attend and/or invite a representative.
- Of the outcomes of any reviews.

Parents/carers also have a responsibility to communicate with professionals to support their child's education. They should:

- Communicate regularly with the Nursery and alert them to any concerns they have about their child's learning provision.
- Fulfil their obligations under home nursery arrangements, individual plans etc. which set out expectation on both sides.

Children

Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).

(SEN code of practice Jan 15 – page 20)

It is considered that the majority of children of nursery age will not have reached the stage of development where they can be involved in discussions with EPs, target setting and review arrangements.

Children will be encouraged to share in recording and in monitoring and evaluating their own performance at a level appropriate to their age and development in a similar way as possible to other children in the Nursery.

12. Responsibility of the Governing Board

The Governing Board will:

- Do their best to ensure that the necessary provision is made for any child who has special educational needs/disability.
- Ensure that staff in the Nursery are aware of the importance of identifying and providing for children who have SEND
- Consult the LA and the governing bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Report annually to parents/carers on the implementation of the Nursery policy for children with SEND.
- Ensure that a child with SEND joins in the activities of the Nursery together with children, who do not have SEND, so far as is reasonably practical and compatible with the efficient education for the children with whom they are educated and the efficient use of resources.

(Education Act 1996, section 317)

- Have regard to this Code of Practice when carrying out their duties towards all children with SEND
- (Education Act 1996, section 317)
- Have regard to this Code of Practice when carrying out their duties towards all children with SEND.
- Ensure that parents/carers are notified of a decision by the Nursery that their child has SEND.
- With the Headteacher, decide the Nursery's general policy and approach to meeting children's SEND for those with and without Education Health Care Plans.

- Set up appropriate staffing and funding arrangement and oversee the nursery provision for children with Special Needs and Disability.

13. Arrangements made for the Prevention and Resolution of Disagreements

As part of the ethos of the Nursery there will be good communication between Parents/carers, Nursery and LA. It is envisaged that at the earliest opportunity the concerns of parents/carers will be dealt with, as far as possible, on an informal discussion basis with the relevant member of staff, Inclusion Manager or the Head Teacher. Where the discussion or the normal complaints procedure have been exhausted and matters cannot be resolved, any of the parties may then wish to consider recourse to the statutory SEN disagreement resolution process and have access to Parent Partnership services.

14. Training

The Nursery School (teachers, teaching assistants, learning support assistants, HLTA's and governors) will take advantage of training opportunities with other local nurseries, primaries and secondary schools. The training needs will be considered annually.

Advantage will be taken of courses provided by:

- LA
- Schools
- Other agencies

The training may take place during:

- Full INSET days
- Staff meetings
- Evening/twilight courses

Courses may be led by:

- Inclusion Manager
- Advisers
- Health Care Professionals
- Other relevant agencies

Advantage will be taken of courses provided by

- Educational Psychologists
- Child Development Unit
- Speech Therapists
- Learning Support Services
- Education Service for Sensory Impaired
- Primary Behaviour Support Service
- Diabetic/asthma nurses for example
- Portage

- Primary Inclusion Co-ordinator

15. Links Early Years Settings

- Nursery and Reception classes in Primary schools
- Nursery schools
- Private and voluntary pre-school settings

Prior to transition the reception teacher/SENDCO from the receiving Primary School will be invited to visit and meet the child, the child's group leader and where necessary, the Inclusion Manager. Permission is sought from parents prior to any visits. Records are transferred in the autumn term, when confirmation has been received that the child has begun attending the school. *(Please note that during lockdown there are no face to face visits. Information is shared either virtually or a phone call.)*

Special schools

When a child is transferring to or from a Special School the SENDCO/Headteacher may visit special school/units prior to the inclusion of a child.

Arrangements for the Nursery to integrate a pupil from a special school/resourced provision will include:

- The Headteacher contacting the school to discuss the case.
- Parents/carers of the child visiting the school.
- A visit to the school by the current teacher – (next placement)

Links to other policies, procedures & guidance:

- Teaching & Learning
- Equality & Diversity