



Special Educational Needs and Disability (SEND) Policy

Rationale

This policy encompasses legislation and recommendations of the revised Code of Practice 2015 and sets out to help all staff understand their statutory duties and responsibilities under the reforms in the Children and Families Act 2015. The reforms place a greater emphasis on cooperation between education, health and social care and a greater focus on outcomes for the child.

A family centred system is at the core of the new recommendations. St Giles Nursery School recognises that we must take steps to ensure that parents and/or young people are fully engaged when drawing up policies that affect them and that we must take steps to ensure they are actively supported in contributing to assessments and planning.

All children are entitled to an education that enables them to achieve the best possible educational 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 (DfE guidance).

Aims

We at **St Giles Nursery School and St Giles Nursery School Pre2s** are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement we;

- aim to meet the needs of the majority of children within the Early Years **9mth-4yrs** provision, whilst recognising that some children may have special educational needs that require staff to adapt the learning environment and their teaching.
- try to ensure that children with SEND engage in the activities of the school alongside children who do not have SEND, **when and if appropriate**.
- Recognise the importance of young children's SEND provision in relation to the Unique Right of the Child;
 - Article 2** (non-discrimination)
 - The Convention applies to every child without discrimination.
 - Article 3** (best interests of the child)
 - The best interests of the child must be a top priority in all decisions and actions that affect children.
 - Article 12** (respect for the views of the child)
 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
 - Article 13** (freedom of expression)
 - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
 - Article 18** (parental responsibilities and state assistance)
 - Both parents share responsibility for bringing up their child and should always consider what is best for the child.
 - Article 23** (children with a disability)
 - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

- Consider the current legislation to ensure best practice for all of our children with additional needs:
1. **The Special Educational Needs and Disability Regulations (2014)**, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
 2. **Working Together To Safeguard Children (2021)**
 - anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them and their families collaboratively when deciding how to support their needs. Special provision should be put in place to support dialogue with children who have communication difficulties
 - practitioners should be alert to the potential need for early help for a child who is disabled and has specific additional needs or who has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - this legislation identifies the SENCO as someone who may undertake the Lead Practitioner role in an Early Help case.
 3. **Supporting Pupils at School With Medical Conditions (2017)**
This guidance states that schools must:
 - have a named person as the link for medical needs
 - support pupils with medical conditions so that they have full access to education, including school trips and physical education
 - ensure that arrangements are in place in schools to support pupils at school with medical conditions
 - consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.
 4. **Part 3 of the Children and Families Act (2014)**
which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definition of children with Special Educational Needs

"Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them".

Children have a *learning difficulty* if they:

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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
(SEND Code of Practice 2015)

The four broad areas of need

The SEND Code of Practice (DfE and DoH, 2015:97-98) outlines 'four broad areas of need'. The four broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical and Independence

St Giles Nursery School plan and support the development of these 4 areas as an integral part of the EYFS curriculum. We consider the individual rather than just the need when planning the provision that should be in place for all of our children.

The Local Offer

Local authorities have a duty to publish a Local Offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children who have SEND or disabilities. The Local offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents and service providers in its development and review.

Local authorities and early years settings must co-operate with each other in the development and review of the Local Offer.

<https://www.lincolnshire.gov.uk/send-local-offer>

Identification and Assessment of children with SEND

We have regard for the Code of Practice on the identification and assessment of children with Special Educational Needs (SEND). We recognise that early identification of needs and the timely provision of appropriate support, together with high expectations can help ensure that the vast majority of children who have SEND or disabilities can achieve well and make a successful transition into primary school.

Our school offer which is published on our website outlines the ways we identify and support children with SEND and/or disabilities. Actions may be anticipatory (a) or following a settling in period (b)

- a) A child may enter nursery with identified additional needs and already known to other agencies. In these cases it is the responsibility of the Inclusion Leader (SENDco) to gather relevant information and to liaise with other professionals, with the consent of parents. Following a settling in period the Inclusion Leader (SENDco) and teacher will meet with parents to decide next steps. Any targets that have been agreed will be written into an Individual Learning/Support plan.
- b) During the settling in period staff will make observations and if they have concerns about a child's development they will arrange to meet with parents to gather any further relevant information. Ways forward will be discussed and again if necessary an Individual Learning/Support Plan will be used.

There will always be children in nursery who will benefit from smaller group work or individual support for speech and language development. These children will not be identified as having special educational needs. However we will record the interventions on a Universal Provision Map and Accelerated Progress Tracker.

Graduated Approach

The graduated approach helps to ensure that the needs of learners with SEND have their needs assessed early and personalised support is put in place. Our Nursery School uses the graduated approach to monitor and review the learning and development of children to ensure support is appropriate to the individual child. The Nursery School have their own *Graduated Approach Pathway* developed from best practice guidance, which includes steps to follow and supportive documents for teaching staff to implement within teaching and learning provision.

The Assess-Plan-Do-Review Cycle



Facilities, Resources and Training

The nursery is a one-storey purpose built school, offering easy access for wheelchair users. Disabled toilet facilities are available. The outdoor play area is flat. Sensory equipment is used in the music room and with all children throughout the nursery. This can provide some children with a space to satisfy any vestibular or proprioception sensory need they may have or to develop attention through sensory circuits.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. A quiet sensory room is also available as a calming space that may support children sensitive to noisy, bright and busy environments.

High-quality teaching and learning provision is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. This can be recognising and responding through provision planning, driven by the Accelerated Progress Tracker with adaptations to key group time, specific intervention to aid access to key group teaching, or with enhanced adult support to support specific therapy or learning.

The Head Teacher will manage any funding allocated by Lincolnshire County Council to meet the needs of children in the school with special educational needs.

All staff will be encouraged to take advantage of in-service training courses and programmes in order to develop and extend their knowledge and expertise with regard to Special Educational Needs and Disabilities. If a child enters with a specific medical need, staff undergo the relevant training to ensure their needs can be safely met.

The Inclusion Leader (SENDCo) and Headteacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the Inclusion Leader (SENDCo) will develop his/her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

Parents are notified of any relevant training opportunities including school based workshops, local events or specialist courses.

The Role of the Inclusion Leader (Special Educational Needs and Disabilities Co-ordinator (SENDCO))

The Inclusion Leader (SENDCo) is responsible for monitoring the needs and progress of children with special educational needs. She does this by:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Supporting and advising nursery staff as and when required.
- Working with parents/carers, staff and other professionals in drawing up Individual Learning/Support Plans
- Completing VSEND, EHCP applications, professional referrals. Inclusion funding application including EHA's and being lead professional on TAC if necessary.
- Maintaining contact with parents/carers and support services.
- Co-ordinating and attending termly review meetings with staff, parents/carers and other professionals.
- Maintaining record keeping and improving documentation and support materials for use by the staff team.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The name of our Inclusion Leader (EY SENDCo) is Emma Bostock supported by Amy Stancer (PGCE NaSendCo).

The role of the Governing Body

The Governing Body, in partnership with the Head Teacher, is ultimately responsible for ensuring that the nursery does not show discrimination towards pupils, parents or staff with Special Educational needs or a Disability. *The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENCO.* The Governing Body will nominate a Governor to maintain an overview of special needs provision.

Planning and Monitoring

We follow the safeguarding and welfare requirements of The Early Years Foundation Stage (EYFS) and the learning and development requirements, unless an exemption from these has been granted.

Ordinarily available provision.

At St Giles Nursery School all children have access to high quality teaching, this includes;

- Keyperson and 'attachment based' support
- Makaton
- Visual supports (e.g., objects of reference)
- Sequential structure to Storytime which includes, attention focus, key vocabulary, visual images - props, time to talk
- Keyperson assisted lunch
- Colourful semantics
- Developmentally appropriate routines and rhythms of learning
- Signifier (audio/visual signal of routine change or teaching opportunity)
- Outdoor learning developmentally appropriate. (see teaching and learning policy)

Within their planning, staff will take account of the individual targets that have been agreed.

In some cases, children with SEND may follow a more **informal** curriculum for which we use the **DFE Assessment Tool** / AET progression framework, or pathway created in collaboration with outside agencies.

Elements of an informal curriculum may include;

- Attention bucket strategy
- Sensory circuit opportunities
- Intensive interaction
- Widget supported AAC
- Hearing loop to support hearing impairment
- Adapted visual support
- Slower pedagogy
- Physiotherapy
- Attachment informed interactions

- Identiplay
- Strategies identified by external agencies

The children's progress will be reviewed regularly with parents/carers and if it is felt necessary to ask for additional support from outside agencies, parent's consent will be sought. Parents/carers will be given copies of all the review notes and confidentiality will be maintained at all times.

Children with severe and/or complex needs in school may undergo a statutory 'needs based' assessment in order that an Education, Health and Care plan can be applied for prior to, if not in place on school entry.

Partnership with Parents/Carers

Parents/carers are kept fully informed about their child's progress and any concerns. Any programmes of work are shared with parents and they are encouraged to support their child's learning at home. Review meetings are held each term, but staff are available to talk to parents informally on a daily basis. The parent's views of the child are central to all programmes of support and in documenting the child's learning and development.

Links with other agencies or professionals

Prior to children's admission we will liaise with local Health Visitors, Speech and Language Therapy Service, Physiotherapy/Occupational Therapy Service/Portage Service and any other relevant agencies to ensure their involvement as/when appropriate.

During the year, staff will liaise closely with professionals and other settings involved with the child. They will be invited to review meetings and information will be shared, with parental consent. Confidentialities shared in meetings are maintained by staff at all times. Some of our children may have a family support plan through the Early Support Co-ordination Service.

Transition

We recognise the importance of a smooth transition into full-time education for our children with special educational needs and staff aim to develop and maintain close links with local primary and special schools. Receiving staff are encouraged to visit individual children at St Giles Nursery School before general pre-school visits. For children with an Education, Health and Care plan, the class teacher and/or support staff will be encouraged to spend as much time as possible alongside the child at Nursery before transition. If it is thought to be beneficial, staff will support individuals on their first visit to receiving schools and attend ESCO meetings/reviews during the autumn term. The Inclusion Leader will ensure a thorough transition pack is handed over, capturing pupil, parent and staff voice.

Monitoring and evaluation of the policy

This policy will be reviewed in consultation with staff and governors annually.