



Tenterfield Nursery School

Special Educational Needs and Disabilities (SEND) Policy

| | |
|-----------------------|------------------|
| Based on Model Policy | N/A |
| Review body: | FGB |
| Date issued: | May 2022 |
| Review frequency: | Annually |
| Review Date: | May 2023 |
| Target audience: | All Stakeholders |

Values



Vision

- To deliver high quality education in a supportive, caring and secure environment in which everyone is valued.
- To provide a centre for the families in our community to learn, grow and play.
- To continue to offer exceptional specialist provision for children and families with additional needs.

Aims

- Including everyone, celebrating differences and similarities between people and cultures.
- Everything we learn comes through play and fun
- Building the foundations for a lifelong love of learning through a child led journey.
- Learning is exciting, relevant, meaningful and irresistible.
- Fostering a can-do attitude to help children become resilient and independent.
- Understanding the importance of listening to each other, communicating in a kind and respectful way.
- Ensuring that we capture and build upon awe and wonder moments in the world.
- Nurturing well rounded and happy individuals.
- Developing imagination, exploration, investigation and independent thinking.
- Providing the freedom to explore and learn in an outdoor, multi-sensory environment.

“Working together so that everyone can shine”

London Road, Welwyn, Hertfordshire, AL6 9JF

Contents

1. Introduction
2. Aims
3. Legislation and guidance
4. Definition of SEND
5. Roles and responsibilities
6. SEND information report
7. Identifying SEN
8. Involving parents/carers
9. SEN support and monitoring
10. Education, Health and Care plans
11. Training and expertise of staff
12. Allocation of Funding and Resources
13. Transition
14. Monitoring arrangements
15. Complaints
16. Links to other policies

1. Introduction

We aspire to be a fully inclusive setting for all children and work hard to ensure that this ethos is central to and runs through our Values, Visions and Aims at Tenterfield.

Tenterfield Nursery School is committed to:

Eliminating discrimination, advancing equality of opportunity, and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Our Special Educational Needs Co-Ordinator (SENCO) is Holly Brankin

Our SEND Governor is Kelly Fairhall

2. Aims

Tenterfield Nursery School aims to provide an inclusive and supportive environment for all children, and to give them meaningful access to the Early Years Foundation Stage (EYFS) framework. The aims of this policy and practice in our Nursery are:

- to ensure that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to use our best endeavours to make sure that a child with SEND gets the support they need
- to ensure that the Special Educational Needs of children are identified as early as possible, assessed, planned, provided for and reviewed
- to reduce barriers to learning and progress so that every child is enabled to experience success
- to ensure that children with SEND engage in activities in the Nursery alongside pupils who do not have SEND
- to make reasonable adjustments for those with SEND by taking action to increase access to the curriculum and environment
- to identify the roles and responsibilities of all staff in providing for children's SEND
- to work in partnership with parents and carers to ensure they are involved and able to contribute at every stage of planning the support needed to meet their child's needs
- to work in cooperation and partnership with other outside agencies and professionals to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

3. Legislation and guidance

This policy refers to Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Full consideration has been given to the Code of Practice SEND: 0-25 years (January 2015)

This policy should be read in conjunction with our 'SEND offer' (SEND Information Report) which can be found on our website www.tenterfield.herts.sch.uk

4. Definition of Special Educational Needs and Disability (SEND)

At Tenterfield Nursery School we use the definition for SEN and for disability from the SEND Code of Practice: 0-25 years. This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for by others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

5. Roles and responsibilities

The Governors:

- on the School Improvement Sub-group maintain a general overview of provision and monitor SEND arrangements.
- The governing body has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the Nursery.

The SEND Governor:

- works with the SENCO and Head teacher to monitor the quality and effectiveness of SEND provision within the school and update the Governing Body.
- helps raise awareness of SEND issues at full Governing Body meetings.
- works with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The Head teacher:

- The Head teacher is responsible for ensuring that there is a qualified teacher designated as Special Educational Needs Co-ordinator (SENCO).
- The Head teacher, in cooperation with the SENCO and SEND governor, is responsible for determining the strategic development of the SEND policy and provision for pupils with SEND, ensuring effective deployment of the school delegated budget and other resources to meet children's needs effectively in collaboration with the SENCO.
- The Head teacher works closely with the SENCO within the Nursery to ensure the implementation of this policy Nursery and that it is monitored and reported to governors.

- has overall responsibility for the provision and progress of children with SEN and/or a disability.

The Special Educational Needs Co-ordinator (SENCO):

- in cooperation with the Head and SEND governor, is responsible for determining the strategic development of the SEND policy and provision for pupils with SEND, ensuring effective deployment of the school delegated budget and other resources to meet children's needs effectively in collaboration with the Head.
- has day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN.
- has responsibility for the provision and progress of children with SEN and/or a disability.
- is responsible for leading and co-ordinating the 'graduated approach' as set out below, working with and supporting individual practitioners in the setting, including the coordination of support provided by SEND Learning Support Assistants.
- will provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- will ensure parents are closely involved throughout and that their information from home informs action taken by the setting.
- is responsible for liaising with professionals or agencies beyond the setting. Be the point of contact for external agencies, especially the local authority and its support services.
- will liaise with other educational settings to ensure smooth transitions for children.

Key people/ Early Years Practitioners:

- are responsible for ensuring they follow this SEND policy.
- are responsible for including and supporting pupils with SEND in the Nursery environment in line with this policy.
- are responsible for the progress and development of every child in their keygroup.
- are responsible for providing appropriate differentiation and access to the EYFS curriculum for all children with SEND. They can draw on the SENCO for advice on assessment and strategies to support inclusion.
- work closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions that have been planned for children.
- work with the SENCO to review the progress and development of children identified with SEN and decide on any changes to provision.
- work with the SENCO to liaise with other educational settings to ensure smooth transitions for children with SEND.

Learning Support Assistants:

- are responsible for ensuring they follow this SEND policy.
- are responsible for including and supporting pupils with SEND in the Nursery environment in line with this policy.
- work with the SENCO to review the progress and development of children identified with SEN and decide on any changes to provision.
- work with the SENCO to provide information about the development and progress of children they support to other professionals or specialists who may visit the setting.
- work with the SENCO to liaise with other educational settings to ensure smooth transitions for children with SEND.

6. SEND information report

Our SEND Information report can be found on our website:

7. Identifying SEN

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Information about a child's learning and development is collected from a range of people prior to a child starting at Tenterfield to help build up a complete picture of the child and identify at the earliest opportunity any particular needs or difficulties that a child may have. These sources of information can include:

- Parents at home visits and stay and play sessions
- Pre-schools and playgroups on setting/transition visits
- Health visitors and other professionals e.g. Speech and Language therapists

Identifying SEN

All children will be provided with high quality teaching and support that is differentiated to meet the diverse learning needs of all children.

At Tenterfield, in order to gain a picture of each child's strengths, interests and needs, our children will have their learning and development assessed at summative, interim checkpoints during the year. Judgements will be made using four categories, on the basis of what a child is 'on track to' achieve:

- On track to be Working at Pre-Curriculum Expectations (of that year group)
- On track to be Working Towards the Curriculum Expectation (of that year group)
- On track to be Working at the Expected Standard (of that year group)
- On track to be Working at Greater Depth

Each key person will have a termly Pupil Progress meeting with the Head teacher and SENCO to monitor the progress of the children in their group.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, staff will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from staff observations and from any more detailed assessment of the child's needs. Staff will pay particular information to a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEN. All the information will be brought together with the observations of parents and considered with them.

WellComm

At Tenterfield all key people are trained to use the 'WellComm' speech and language screening tool. We use this to assess all children's speech and language development in their first term at Tenterfield. This helps us to identify at the earliest opportunity if a child needs any further support in this area.

8. SEN support and monitoring

If we have identified a child as having SEN we will work in partnership with parents to establish the support and special educational provision that their child needs. Special educational provision will be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction

- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Where we make special educational provision for a child with SEN we will inform parents and adopt a graduated approach with four stages of action:

Assess

Children who are identified through observation and assessment, as working in either the 'Pre-Curriculum' or 'Working towards the Curriculum' categories, will have more detailed assessments such as 'The Individual Assessment of Early Learning and Development' (IAELD) or the 'Early Support Developmental Journal' (ESDJ) to identify areas of strength and need in their development so we can plan how to support your child. This support will be through interventions such as 'Attention and Listening groups', 'Speech and Language groups' and 'Nurture group provision'.

Where necessary, more specialist assessment may be called for from specialist teachers, educational psychologists, speech and language therapists or from health or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support, staff and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. This information will be written on a SEND Individual Support Plan (ISP). It will also include any relevant advice and suggested targets or strategies from relevant professionals working with the child.

Any related staff development needs will be identified and addressed by the SENCO and relevant training for staff arranged if required.

Do

The child's key person remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions that have been agreed as part of SEN support. The SENCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support. Some children may be supported by a SEND Learning Support Assistant who will use agreed strategies and carry out identified activities from a child's Individual Support Plan.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. We will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

9. Training and expertise of staff

Our SENCO is highly experienced qualified teacher. She attends SENCO training, Update briefings and SENCO forums locally, ensuring that she keeps up to date with current research and legislation. She is the representative for Early Years on the DSPL workstreams and steering group.

Our Team of practitioners use a 'Total Communication Approach' in the Nursery as part of our quality first teaching. We have two members of staff who are specifically trained to support children with the complex SEND needs.

We have three members of staff (including our SENCO) who are trained with expert knowledge of Attachment and Trauma, and Nurture Provision.

The current teaching team have been trained in:

- Makaton signing
- Elklan
- Attention Autism
- Sensory processing difficulties and strategies to support children with sensory needs.
- SCERTs approach
- Manual handling/lifting

10. Involving parents/carers

We will have an early discussion with parents when identifying whether their child needs special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record, shared with relevant staff and given to their parents.

Parents will be notified if it is decided that a pupil will receive SEND support.

11. Allocation of Funding and Resources

The Nursery school receives notional funding to respond to and provide for the needs of children with SEND. The Head teacher and SENCO are responsible for the management, allocation and agreed resourcing of these funds in order to support the progress of children with SEND.

If a child is not making expected progress or is working below the expected level for their typical age, the Nursery will consider making an application, with parental permission, and apply for Early Years Inclusion Funding, Local High Needs Funding or an Education Health and Care Plan, depending on the level of need of the child.

If a child is in receipt of Disability Living Allowance (DLA), the Nursery may be able to apply for Disability Access Funding (DAF) through the school funding return process.

Local High Needs Funding (LHNF) may be granted to the very small number of children and young people in mainstream schools, PVI settings, academies and free schools with the most exceptional and complex needs in the county. The SENCO will discuss with parents if they feel a child meets the criteria for LHNF and with their permission make an application to the LHNF panel for funding.

12. Education, Health and Care plans

Where, despite the Nursery having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment. This will be done with the knowledge and, where possible, agreement of the child's parent.

During the course of an EHC needs assessment, the local authority has a duty to gather advice from relevant professionals about the young person's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve desired outcomes. The Nursery will cooperate with the local authority in this, by providing the requested advice and information. We also have a duty to admit a child to our Nursery if we named in their EHC plan and to provide the educational support specified in the plan.

Admission arrangements

All children regardless of their SEND are welcome to apply for a place at our Nursery, in line with our admissions policy.

As stated in our admissions policy, priority is given to those children with an EHC plan as we have a duty to admit a child if we are named as the educational setting in their EHC plan.

13. Transition

The SEN support we provide at Tenterfield Nursery will include planning and preparing for transition into another setting or school. This will include a review of the SEN support being provided or the EHC plan. To support the transition, information will be shared with the receiving setting or school, with parental permission.

14. Monitoring arrangements

This policy and information report will reviewed by the Head teacher and SENCO annually. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.

15. Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's keyperson in the first instance. Anyone who feels unable to talk to their child's keyperson, or is not satisfied with the keyperson's comments, should ask to speak to the SENCO or Head teacher.

In the event of a formal complaint parents should follow the procedure in the Nursery Schools complaints policy.

16. Links to other policies and documents

This policy links to the following documents [delete those that aren't relevant and add others specific to your school]:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy