



Tenterfield Nursery School

Special Educational Needs and Disability Policy

Approved: September 2019

Review: September 2020

Signed by Head:.....

Signed by Chair of Governors:.....

This policy is in line with the SEND Code of Practice: 0-25 years (2014), the Equality Act 2010 and Part3 of the Children and Families Act 2014.

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

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.

Aims and objectives

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 termly.
- 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 a disability 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

Roles and responsibilities

Governors

- The governing body, in co-operation with the head teacher and SENCO, is responsible for determining the policy and provision for pupils with SEND.
- 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. This Governor is Karen Bailey (2015-16).

Head teacher

- The Head teacher is responsible for ensuring that there is a qualified teacher designated as Special Educational Needs Co-ordinator.
- The Head teacher, in cooperation with the governing body and SENCO, is responsible for determining the policy and provision for pupils with SEND.
- 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.

The Special Educational Needs Co-ordinator (SENCO)

- The designated SENCO for Tenterfield Nursery School is Holly Brankin.
- The SENCO 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.
- The SENCO is responsible for leading and co-ordinating the 'graduated approach' as set out below, working with and supporting individual practitioners in the setting
- The SENCO should advise and support colleagues.
- The SENCO must ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- The SENCO is responsible for liaising with professionals or agencies beyond the setting.

Key people

- Key people are responsible for including and supporting pupils with SEND in the Nursery environment in line with this policy.
- Key people 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.

Early Years Practitioners and Learning Support Assistants

- Early Years Practitioners and Learning Support Assistants are responsible for including and supporting pupils with SEND in the Nursery environment in line with this policy.

Early Identification

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
- Children's Centre team

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, all of our children are assessed on entry to the Nursery. We use the EYFS framework and 'Early Years Outcomes' guidance as a starting point to assess the extent to which child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

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.

SEN support

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

In identifying a child as needing SEN support, staff work with the setting SENCO and the child's parents, to carry out detailed observations and assessments to identify the child's needs. This may include using a more detailed assessment tool such as the 'Individual Assessment of Early Learning and Development' (IAELD). The IAELD assesses a child's skills within an educational setting in collaboration with parents or carers. Through the completion of the IAELD, we can establish the level at which a child is functioning and use this information to plan, record and review achievable targets.

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. It will also include any relevant advice and suggested targets or strategies from relevant professionals working with the child.

Where a child has several strategies or interventions as part of their SEN support it may be recorded on an Individual Provision Map.

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 intervention 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.

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.

Allocation of 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.

Exceptional Needs Funding (ENF) 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 ENF and with their permission make an application to the ENF panel for funding.

Education, Health and Care Plans (EHC Plan)

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 co-operate 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 are 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.

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.

Complaints procedure

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.