



OLD CHURCH
Nursery School



OLD CHURCH NURSERY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

October 2016

Opening statements

Old Church is an inclusive setting where the teaching and learning of every child matters. We aim to remove the barriers that prevent all children from making the progress that they should.

Our school community should reflect the locality that we serve; therefore we aim to meet the needs of local children with special needs within our mainstream school where appropriate.

This policy explains the practice at Old Church Nursery School in line with national and LEA guidelines.

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DEFINITION OF SPECIAL EDUCATIONAL NEEDS. (CODE OF PRACTICE 2014)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person 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, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Disabled children and young people

xviii. 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but

there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

xix. The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
 - They **must** make reasonable adjustments, including the provision of auxiliary aids

COORDINATION OF PROVISION

- The Head teacher, Sarah Helm, is responsible for the overall provision.
- The SENCO is Cynthia Jenkins.
- The SENCO is responsible for co-ordination of the necessary records, referrals, meetings with outside agencies, disseminating training courses on offer and keeping up to date with new legislation and local arrangements. She is line manager to the learning support assistants and is responsible for their recruitment, induction, performance management and training. She coordinates SEN staff meetings and any necessary training for all school staff; so that there is a shared understanding of the needs of the children with SEND. She ensures the information provided in the class SEN files is up to date.
- Class teachers are responsible for the children with SEND in their classes and ensuring the monitoring of their progress.

The room team with the SENCO write the IEPs with help from outside agencies if appropriate in consultation with parents/carers. Parents/carers are active participants.

Our special needs practice is embedded in these principles

- Children enter the school from a vast range of backgrounds with differing learning experiences. They have different and individual learning styles and needs.
- Staff provide a broad, balanced and differentiated curriculum. All children, including those with Special Educational Needs, are entitled to have access to it.
- All staff continually observe and monitor all aspects of a child's development to see if they need support.
- We work in close partnership with parents. They hold key information and have a critical role to play in their child's education.
- We work in partnership with other agencies. We value the advice and support they can give to help us meet the needs of children with Special Educational Needs.
- We believe that early identification of children with special needs is crucial.

- Interventions should be focused and reviewed at regular intervals.
- We want children to become independent learners and we think carefully how to best use support workers.
- We believe that good communication to the whole school team is essential for continuity of experience for children.
- We use the framework provided by the Revised Code of Practice to support children with SEND.
- Our local offer is published on our website.

EARLY IDENTIFICATION

CHILDREN KNOWN TO HAVE SEND BEFORE ADMISSION

We may be given information about a child who has SEND by parents or outside agencies prior to admission. If a child known to have SEND such that special arrangements will need to be made for them, is due to be admitted we will link with their parents or setting to ensure a smooth transition. The SENCO or key worker will visit the child in the setting or at home and talk to key workers and parents. The key worker from playgroup will be invited to the nursery to help with planning. A pre-admission meeting will be held with parents and all professionals involved so that arrangements can be in place when the child starts nursery. If necessary pre-admission visits for the child will be arranged. The SENCO will strive to gather all relevant information from other agencies when there is a known difficulty before admission.

IDENTIFYING SEND AFTER ADMISSION

Other children with SEND may not be identified until they start at nursery. It is crucial that there are systems in place so that all staff can be involved in the identification of children who may be in need of extra support.

It may be evident that a child needs support quite quickly, particularly with physical or communication difficulties. Other difficulties may not become evident until later and so the staff monitor children all the time.

We make allowances for the fact that some children find the separation process during settling in quite difficult, and that some children have English as an additional language. We give children half a term to settle in.

A child may need additional support if he/she displays any of the following-

- Poor attention skills
- Withdrawn behaviour
- Aggressive, inappropriate or unusual behaviour
- Lack of progress with learning
- Difficulties with toileting
- Failure to communicate, talk, or restricted or delayed verbal communication
- Failure to respond appropriately
- Clumsiness or problems with motor control
- Lack of independence (with self help skills or making choices)
- Over active behaviour
- Lack of awareness of others

SYSTEMS FOR SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Many children will need some extra support during their time in school. For many this will be for a short time, but others may require more long-term provision. At each stage of provision the child's needs and the effectiveness of the provision will be reviewed, and then the next steps planned for. These could include the removal of support, support maintained at the same level, or the provision moving to the next level.

- The first level of support will be through our differentiated provision involving class teams, bilingual support and possibly the whole school staff.
- The next level involves more focused intervention and regular input by school support staff.
- The next stage involves the Educational Psychologist and outside agencies in making provision to meet the child's needs.
- Should the child have persistent difficulties such that their needs cannot be met at SEN Support then the child will be referred to the L.E.A. for assessment for an Education, Health and Care Plan.

At each stage of support the school, the parents and outside agencies have specific, important, and complementary roles. The school and outside agencies will support parents by being clear

about how we can work in partnership. All documentation should be accessible to parents

It is helpful to define children's difficulties as one of the following.

- **EMOTIONAL, BEHAVIOURAL AND SOCIAL.**
- **COMMUNICATION AND INTERACTION.**
- **COGNITIVE AND LEARNING.**
- **SENSORY AND PHYSICAL.**

SUPPORTING CHILDREN AS PART OF OUR DIFFERENTIATED PROVISION

THERE MAY BE CHILDREN WHOSE NEEDS MAY BE BETTER MET BY MOVING DIRECTLY TO SEN SUPPORT WITHOUT GOING THROUGH THE PHASE DESCRIBED BELOW OR THEY MAY ALREADY HAVE AN EHC PLAN.

Class teams regularly discuss children during daily/weekly team meetings and will identify children they are concerned about. The team will already have spoken with the parent/carer about their concern. Within the team they will put strategies into place to support that child. These concerns may be shared with the rest of the staff at Monday staff meetings. As a result one or more of the following will happen.

- Staff outside the child's team involved.
- Further strategies formulated.

The effectiveness of the strategies will be discussed at the following week's meeting. Children may be removed or added to the list.

If a child continues to give concerns staff at half-termly S.E.N. meetings will decide the next stages.

"If a child makes little or no progress in one or more area of their development even when teaching approaches including aids and the environment are adapted by the whole class team including bilingual support to meet the needs of that child", we will then move onto the framework defined by the "Revised Code of Practice".

PARTNERSHIP WITH PARENTS

We consider this to be a crucial part of our provision. We understand that parents are their child's first educators and are experts about their child's interests and needs. Through the key worker system we have informal daily contact with parents. As soon as we have any concerns about any aspect of a child's development, we will discuss this with parents. They are invited to meet with staff when their child is moved onto the more formal stage of SEN SUPPORT to share their views and to decide how the child can best be supported at school and at home. If the Educational Psychologist or any other agency needs to be involved, parents need to give their permission for referrals to be made. Should at any stage the family of a child with SEND wish to have support, the SENCO will arrange this through the Parent's Advisory Centre, or inform them of local support groups. Parents will be invited to review meetings and kept informed and involved at all stages. We will work together with the parents to help plan the next stages for their child. The SENCO will facilitate visits to other settings and schools so that parents can make fully informed choices.

COMPLAINTS PROCEDURE

We recognise, because of the emotional nature of SEND, any complaints from the parents need to be treated with care and sensitivity. If the matter cannot be resolved through discussion with the class teacher or SENCO, then the parents should be referred to the Head teacher. If this is not satisfactory the parents can be referred to the appropriate person in the SEN Section at Mulberry Place. They may then want to go through the more formal complaints procedure.

LINKS WITH OTHER SCHOOLS AND SETTINGS

Transition from other settings and to primary school is an important part of our provision. See “Children known to have SEN before admission”

When a child with SEND will be transferring to primary school, the SENCO from the next setting will be invited to come to the last review and planning meeting in order to organise the transition programme. The child’s next teacher will be invited to come and visit them at Old Church Nursery. The SENCO ensures that copies of all records are sent to the school before the end of the child’s last term.

We are developing “passports” for children with SEN as part of their transfer to their next schools. Practical information about the child themselves and how we have managed meeting their needs at Old Church, are put together in a very visual form so that it can be easily accessed. The information needs to be kept up to date and in a form that can be shared with the child and their parents. The SENCO, keyworker, SEN T.A. and any professionals involved will agree the headings for the different sections of the passport at the beginning of the child’s last term.

MONITORING AND REVIEW

- This policy will be reviewed as part of our rolling programme of policy review, or as and when LEA or national directives necessitate it
- Class teachers will monitor the progress of the children with SEN in their classes.
- The SENCO will monitor the effectiveness of the support given to the children on the SEN register by termly review and planning with class teachers.
- The SENCO will monitor groups of children on the SEN Register, to begin to discern any patterns and thus see if there are links with our practice, which might need to be reviewed, or if there are wider implications.

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