



OLD CHURCH
Nursery School



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

November 2020

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 and disabilities within our mainstream school where appropriate.

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

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

“A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.”

A child has a learning difficulty if she or he:

- a) has a significantly greater difficulty in learning than the majority of children the same age
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for other children of the same age in schools within the area of the local educational authority
- c) is under five and falls within the definition at (a) or (b) above or would 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 at home is different from the language in which he or she will be taught”

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 SEND 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 SEND files is up to date. (Other agencies, guidelines for teachers)
- 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 S. E. N.

EARLY IDENTIFICATION

CHILDREN KNOWN TO HAVE SEND BEFORE ADMISSION

We may be given information about a child who has S.E.N. 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 CHILDREN WITH SEND AFTER ADMISSION

Other children with S.E.N.D 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

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 SEND Support then the child will be referred to the L.E.A. for assessment for an EHC 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 SEND 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 weeks 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 SEND SUPPORT to share their views and to decide how the child can best be supported at school and at home. Parents should have copies of IEPs. 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 SENDCO 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 SENDCO, 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 SEND 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 SEND before admission”

When a child with SEND will be transferring to primary school, the SENDCO from the next setting will be invited to come to the last review and planning meeting in order to organize the transition programme. The child’s next teacher will be invited to come and visit them at Old Church Nursery & Pre-School. The SENCO ensures that two 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 SEND 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, SEND 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 SEND in their classes.
- The SENCO will monitor the effectiveness of the support given to the children on the SEND register by termly review and planning with class teachers.
- The SENCO will monitor groups of children on the SEND 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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