



## **Special Educational Needs and Disabilities Policy**

### **1 Introduction**

This document is a statement of the aims, principles and strategies for supporting children with Special Educational Needs and Disabilities (SEND). Our policy is based on the revised Code of Practice for Special Educational Needs and Disability (2014).

At Hadfield Nursery School.

- We welcome and value all children equally as we are an inclusive school
- We aim to provide **all** children with a safe, secure and stimulating environment and learning opportunities within the framework of the Early Years Foundation Stage curriculum
- We are keen to ensure that all children are given the opportunity to reach their full potential, whatever their starting point or learning needs
- We are aware that some children may have special needs and/or disabilities and we take steps in partnership with parents and other relevant agencies and services, to ensure that their needs are assessed and addressed.

### **2 Definition**

According to the SEND Code of Practice (June 2014):

‘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.’

‘A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children 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.’

‘Special educational provision ...is additional to or different from that made generally for other children.’

### **3 Aims**

At Hadfield Nursery School we aim to:

- Follow the procedure for identification, assessment and meeting the needs of children with SEND as set out in the Code of Practice (2014), Disability Equality Act (2010) and the Children and Families Act (2014)
- Provide for all children with a disability, taking into consideration parental wishes and the compatibility with the efficient education of the other Nursery children.
- Ensure equality of opportunity and access to a broad and balanced curriculum for all children.
- Identify and assess children with SEND as early as possible.
- Work in close partnership with parents, learning from and building on their knowledge and experience of their child and including them in the decision-making process in supporting their child's education at nursery and at home.
- To continue to maintain a programme of support and referral to outside agencies that will enable children to receive the help they need quickly and effectively.
- To develop sensitivity to individual needs and a climate of warmth and support in which self confidence and self-esteem can grow.
- Seek the views of the children where possible.

#### **4 The Co-ordination of Provision**

##### SENCO responsibility

The SEN Co-ordinator (SENCO), the head teacher, is responsible for:

- The SEND Policy and its development.
- Ensuring the guidelines contained in the Code of Practice are followed.
- Ensuring liaison with parents and other professionals in respect of children with SEND.
- Ensuring SEN support is planned, carried out and reviewed, with parental involvement
- Coordinating and supporting other practitioners within the Nursery with the identification, assessment and planning for children with special educational needs
- Ensuring all practitioners understand their responsibilities to children with SEND
- Supporting the training needs of staff.
- Prepare and submit applications for an Educational, Health and Care (EHC) needs assessment.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Reviewing provision to ensure the nursery is equipped to provide support across the four broad areas of SEN.

- Attending relevant courses and meetings and disseminating information to the staff
- Informing governors on matters concerning special educational needs within the school

#### Practitioner Responsibility

- Note if a child is not making expected progress using observational formative and summative assessments used in the Nursery.
- To assess the individual child's special needs at the earliest opportunity, either on entry or when teacher/key worker/support staff observes any difficulty a child is experiencing with nursery school life.
- Consult with class teacher, parents, Specialist Teaching and Learning Assistant (SENTA) and SENCO about information gathered from assessments
- To provide special help within the school situation to enable children with special educational needs to have full access to a broad and balanced curriculum.
- To assess and review progress according to the Code of Practice.
- To collaborate with planning and writing specific learning programmes to enable the child to have access to a balanced and broadly based curriculum.
- Teachers have a responsibility to plan and implement appropriate small 'next steps' for children within their classes, as part of their teaching strategies for children with SEN (supporting Early Years Educators)
- To develop specific skills relevant to individual children.
- To promote high self-esteem through supporting success.
- To consult with parents and carers to explain the child's support at school, to co-ordinate work at home and school, to plan strategies and to involve them in the review process.
- To involve and work with other relevant people and outside agencies in assessment, such as parents and carers, speech and language therapists, physiotherapists, psychologists, specialist teachers, health visitors, district and practice nurses and social services, in order to ensure as full an understanding of any difficulty and its implications as possible.
- To ensure that any child with special educational needs has equal access to facilities within the school, while out on educational visits, and equal access to staff.
- To include a child as a member of the school/key worker group/class, ensuring that they are able to contribute and work alongside and with other children.
- To be aware of their own influence and act as a positive role model in their interactions with and attitudes to children.

We recognise that **all** practitioners are teachers of children with SEND and that they must all receive appropriate support and training. Training opportunities are provided within Derbyshire for the SENCO and all practitioners and attendance at courses will be supported and encouraged within the staff development plan.

The Specialist Teaching and Learning Assistant works with individuals and groups of children to support their learning targets, liaising with the key worker, Senco and parents.

### Non-teaching staff

All staff members who come into contact with a child with special educational needs are informed about the child's needs if it is relevant or necessary for them to have such information in order that they are able to support the child appropriately in their role.

### Governor Responsibility

- To ensure that they have an understanding of this policy, promoting its principles and supporting its implementation.
- To develop and maintain an awareness of special needs provision in the school on behalf of the governing body
- To regularly review and discuss this policy and strategy at governors' meetings.
- To ensure that appropriate records are kept of children with special educational needs.
- To ensure that appropriate provision, including any necessary financial provision, is made for any child who has special educational needs.
- To ensure that those pupils with special educational needs join in all the activities of the school.

The named governor with responsibility for special educational needs within the school is Anne Gange.

## **5 Admission Arrangements for Children with SEND**

The admission policy will apply to all applications for admission. We work closely with health visitors, the pre-school advisory teachers for children with special needs, other SEND advisory teams, the Children's Centre, other pre-school settings and parents to identify children's special needs.

## **6 Facilities for children with SEND**

Hadfield Nursery School employs a Specialist Teaching and Learning Assistant who works with individual and groups of children who have been identified as having a particular learning need.

Teaching and Learning Assistants are sometimes deployed to support individuals and groups according to the needs of the children.

There is wheelchair access to all entrances of the building and throughout the setting, indoors and out.

There is a toilet suitable for use by disabled children in the Nursery, complete with hand rails and electric hoist.  
One sink has a 'rise and fall' facility for adjustment for wheelchair use.  
There is provision for adjusting leg height on tables and the sand tray.  
The roof lights are fitted with anti-glare glazing and blinds are fitted to two rooms to provide further glare reduction.  
We have a quiet withdrawal room, which is used as a sensory room.  
Area bays and small rooms are available for withdrawal of individual or small groups of children.  
The Nursery has a large outdoor area suitable for wheelchair access, including to the sandpit, lower stream and 'woodland area'.

## **7. Identification and Assessment of Special Needs**

Children who may need special consideration in our school include those who have difficulties with:

- communication and interaction needs;
- cognition and learning;
- social, mental and emotional health;
- sensory and or physical needs

Children may have needs which cut across some or all of these areas.

We may be alerted to the special educational needs of a child by parents, health visitors, social services, advisory teachers for children with special needs, speech therapists, other settings, the routine observations of the Nursery staff or the outcome of our initial assessments.

At Hadfield Nursery School, the progress of individual children is continuously monitored. Where we have been alerted to the special needs of a child or when a child appears not to be making progress, either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning.

A graduated response is adopted in line with the Code of Practice 2014, following the Assess, Plan, Do, Review model.

A range of evidence is collected through our assessment and monitoring procedures and used to plan additional or different forms of action to supplement the inclusive teaching available to all children.

The school uses a six stage model to respond to children's special educational needs:

- **Stage 1:** the key worker identifies and consults with class teacher (if key worker is Early Years Educator). According to need, the graduated response following the school's provision maps is planned and implemented. Consultation with the SENCO

may follow, if the evidence suggests that the learner is not making expected progress.

- **Stage 2:** Following a period of Assess, Plan, Do, Review, if there is not sufficient progress, then the Senco is involved and an Individual Support Plan (ISP) is created, in consultation with parents. Parents and carers will be invited to review progress regularly (termly or half-termly according to need). A portfolio is created which includes a 'One Page profile', a Log Sheet and Summary of Interventions.
- **Stage 3:** the SENCO takes the lead in gathering information and coordinating the provision in school, but day-to-day provision is implemented by key worker and other staff. The key worker and Senta are responsible for day-to-day planning for the implementation of the ISP.
- **Stage 4:** the key worker/teacher and SENCO are supported by outside agency involvement
- **Stage 5:** the LEA considers the need for statutory EHC assessment and may order multi-disciplinary assessment
- **Stage 6:** the LEA may issue a formal Education, Health and Care Plan

## **8 Access to the Curriculum**

Pupils with SEND will work alongside their peers and will be involved in the full curriculum wherever this is feasible, with reasonable adjustments for some children being made. Activities may be adapted or special resources provided and in some situations the child may need individual or small group support from the teacher or another adult. We aim to integrate children with special needs as fully as possible into the life of the Nursery.

## **9 Transition Arrangements**

If needed, additional support for transitions into our setting can be planned, involving joint meetings with other settings, parents and associated services. Additional visits to the setting are useful to evaluate if adjustments need to be made to the environment and to help the child with transition.

Likewise, joint meetings are arranged as needed with the settings our children move on to, again with involved professionals. These are usually during the Team Around the Family (TAF) meetings.

The SENCO from nursery passes on all relevant documents to the receiving school SENCO and meets to discuss the needs of children transferring as needed.

Additional visits may be planned to a receiving school, supported by nursery staff as needed.

## **10 Evaluating Success**

The success of this policy can be evaluated through:

- Monitoring of the nursery provision, including teaching and learning by the Headteacher/SENCO, teachers

- Analysis of assessment data
- Data collected for children with SEND
- Monitoring of practices and procedures by SEN governor
- School self evaluation
- Involvement of parents at all stages
- Using review procedures to evaluate the effectiveness of interventions and Education and Health Care Plans

## **11 External Resources**

Meetings are arranged twice a year between the educational psychologist and the SENCO to discuss any children with identified special needs.

Children with SEND will have access to appropriate resources and teaching.

These may include

- Support of a Specialist Teaching and Learning Assistant
- Access to services such as physiotherapy, occupational therapy, speech therapy, hearing impaired and/or sight-impaired specialist services
- ICT resources
- Physical aids
- Adapted materials
- Adapted facilities
- Temporary additional early years support funding as appropriate

## **12 The Role of the Parent**

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. At Hadfield Nursery School we aim to work in close partnership with parents adopting user-friendly information. All members of staff will bear in mind the pressures a parent may be under because of the additional emotional and physical needs of the child. We aim to:

- Feedback regularly on a formal and informal basis
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Focus on children's strengths as well as areas of additional need
- Ensure parents understand procedures and are offered support in preparing for meetings
- Respect parents may have different viewpoints and seek constructive ways of reconciling these
- Respect the differing needs parents themselves may have, such as a communication barrier or disability
- Recognise the need for flexibility in the timing and structure of meetings
- Respect a parent's request for confidentiality

In order for parents to be active partners it is essential that they fulfil the following responsibilities:

- ensure children attend school regularly;
- attend parent consultation and review meetings;
- meet with other agencies/services as required;
- support work at home;
- keep the school fully informed of assessments conducted outside the school and provide copies of any reports written

### **13 Complaints Procedure**

Parents should, in the first instance, contact either their child's class teacher or the SENCO if they are unhappy with the provision arranged to meet their child's SEND. We aim to respond to these issues raised by parents quickly and in a positive manner. Parents also have the right to refer directly to the panel that determines SEND provision for individual cases.

Where parents are dissatisfied with the results of these procedures, the LEA has in place independent conciliation arrangements which aim to help all parties involved to work towards early and informed resolutions of disputes. These arrangements do not interfere with the parent's right to appeal.

### **Links with Other Settings**

Where a child attends other early years settings in addition to our Nursery School, joint meetings are arranged to plan and review Individual Support Plans, together with parents, so there is a consistent approach for the child and family.

**Related policies:** Admissions Policy, Assessment and Recording Policy, Behaviour Policy, Learning & Teaching Policy, Child Protection and Safeguarding Policy, Equality Policy, Policy for Equalities, Differences and Cohesion, Monitoring, Assessment, Target setting and Reporting Policy, Health and Safety Policy.