

Policy for the Provision for Special Educational Needs and Disabilities

Updated December 2021

At Grace Owen Nursery School, we are committed to the inclusion of all children and their families. Provision for children with special educational needs and disabilities (SEND) is a matter for the school as a whole.

Definition of Special Educational Needs

(Special Educational Needs and Disability Code of Practice: 0 to 25 years - January 2015)

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them
- Children must not be regarded as having a learning difficulty solely because the language in which they will be taught, Sector 312 Education Act 1996.

Our aims

Children may have special educational needs either throughout or at some time during their school career. We aim to: -

- Enable each child to develop according to their own needs regardless of ability, race, gender or religion.
- Provide a curriculum which allows for the individual development of each child, breaking the learning process into small steps when necessary.
- Involve parents in all decisions relating to their child and recognise the vital role they play in supporting their child's learning.
- Seek the views of the child and take them into account when possible.
- Liaise with and draw upon the expertise of other professional agencies.

Roles and responsibilities

The Executive Headteacher is responsible for the day to day management of all aspects of the school's work including provision for children with SEND.

The Governing Body is kept fully informed by the Executive Headteacher, the

Special Needs Co-ordinator (SENCO) and the SEND Governor. The SENCO is supported in nursery by the Leadership team. They have responsibility for the day to day operation of the school. It is the role of the SENCO/leadership team to: -

- Ensure liaison with parents and other professionals in respect of children with special educational needs
- Advise and support other practitioners within the setting
- Ensure that appropriate Targets and Plans are in place
- Ensure that relevant background information about individual children with special educational needs is collected, recorded and updated
- To work with staff to identify and review services for the Local Offer

(Special Educational Needs and Disability Code of Practice: 0 to 25 years - January 2015)

The Governing Body, in co-operation with the Executive Headteacher determines the school's general policy and approach to provision for children with SEND. The Governing Body also maintains a general oversight of the school's work.

Practitioners will be involved in the development and implementation of the SEND policy and be fully aware of procedures for identifying, assessing and making provision for children with special educational needs. An additional member of staff works in the Classroom so the team can support children who require extra support to meet their needs when required. The governing body will work with practitioners to determine the setting's general policy and approach to children with SEND. (Standards and Framework Act 1998). The Governing Body has a named SEND Governor. The Governing Body, on at least an annual basis, consider and report on, the effectiveness of the school's work on behalf of children with special educational needs.

Parents

At Grace Owen, parents/carers are seen as partners in their child's education. For children with SEND we particularly acknowledge the expertise and knowledge that parents have about their own children. The school works closely with parents at all stages valuing their important contribution. We feel that communication with parents is vital. If parents of children with SEND do not have English as a first language or have difficulty communicating, we will make every effort to ensure that an interpreter or signer is available.

Information is provided to parents in the school's New Family inductions, LEA leaflets and individual letters to parents.

The LEA also provides a parent partnership service which provides advice and information for parents of children with SEND.

Admissions

We agree with the LEA's admissions criteria which does not discriminate against pupils with SEND and has due regard for the guidance in the SEND Code of Practice 2015. We make individual settling in arrangement for each child and family, tailored to their needs.

As a nursery school Grace Owen does not have a special unit or a delegated SEND Budget but around 25% of children with specific special educational needs are supported in the nursery by experienced staff, one of whom is partially funded through the Local Authority Early Years SEND high needs funding pot or EHCP funding.

The School welcomes applications for admission from parents of pupils with a wide range of SEND including those with mobility difficulties. We make every effort to accommodate a child's particular needs.

All staff have regular training around SEND, for example MAKATON signing and autism awareness and strategies.

Identification, Assessment and Provision for Children with Special Educational Needs

All the children at our nursery school are entitled to a broad and balanced curriculum in line with the Early Years Foundation Stage and our nursery aims. Most children will have their needs met through normal classroom arrangements and differentiated activities. We undertake formal Progress Checks and Assessments of all children in accordance with this SEND Code of Practice. If there is concern about a child's progress the child will be monitored more closely and the concern will be discussed with families.

Ensuring all children's SEND are met

We aim to meet children's SEND by: -

- Ensuring that the learning environment, experiences and resources deployed in the setting are designed to meet the needs of all children.
- Early identification of a child's special educational needs in collaboration with parents/carers, other settings, nursery staff and professional agencies.
- Ensuring that all children experience a learning environment that is sensitive to their needs, allowing them to learn at their own rate with progression along a continuum setting clear and achievable targets where appropriate.

- Employing a whole school approach to the identification, assessment and provision for children with special educational needs and implementing a **Graduated Response** (Code of Practice) where appropriate. This includes the assessment stage where progress will be monitored more closely and discussed with families, the planning stage where a one-page profile and a support plan is written to ensure new strategies to support the child's specific needs are carried out. Progress against the support plan will be reviewed at least termly. If necessary the child may then, with consultation with and permission of their family, be referred to external professionals for further support. It may then be appropriate to apply for an Education, Health and Care Plan (EHCP).
- Children with an existing EHCP will have at least yearly review meetings with all professionals in addition to a cycle of termly reviews of their support plan with families.
- Listening to the wishes of the child concerned in light of their age and understanding will always be a priority.
- Ensuring that opportunities are provided for discussion with parents/carers to discuss their child's progress, share information and decide future action.
- Planning, evaluating and implementing Individual Support Plans with regular reviews within prescribed time limits to assess their effectiveness and listen to the views of all involved.
- Deploying staff when appropriate to meet the needs of individual children.
- The Executive Headteacher/SENCo keeping the Governing Body informed of the needs and requirements of children with special educational needs within the setting.

Transitions

Records of a child's progress and relevant support plan targets will be passed on to the appropriate setting when a child leaves Grace Owen with the parents' consent. When possible there will be liaison with the child's new teacher prior to admission with an invitation to attend a Transition Review and meet the child at nursery. When the Transition meeting is planned, all related professionals will be invited to share their knowledge of the child's needs with the appropriate professionals.

Some children under five may have been in receipt of a considerable amount of support within the nursery provision without the necessity of an EHCP. Their needs may be such that they require an EHCP prior to entering primary school and careful attention will be given to starting this process and passing on records to the school where they start their Reception year.

Links with Support Services and other agencies (securing equipment and facilities)

We are committed to working with others, sharing expertise, responsibility and information. Other professionals may include:

Educational Psychologist
Speech and Language Therapist
Rygate Assessment Centre
Practitioners from other schools
Early Years Inclusion Team
Health Visitors
Audiology and Orthoptist
Occupational Therapy
And any other professionals as necessary

Complaints about SEN provision

The views of all parents and stakeholders are taken seriously. There is a formal complaints procedure; further details of this can be found in the Nursery's Compliments and Complaints Policy.

For further information, please contact our Special Educational Needs Co-ordinator, Suzanne Howarth

Date implemented: December 2015 Review date: December 2021

This policy has regard to the legal requirements set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years - January 2015