

# Lord Street Community Nursery School and

Special Educational Needs and Disabilities (SEND) Policy

Date of policy: July 2014

Date of review: July 2016

## Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Disability and Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the school Head teacher, SENCO and SEND governor, in consultation with staff and parents.

## The SEND team at Lord Street Community Nursery School consists of:

- Headteacher: Mrs Christine McCrone
- SENCO: Mrs Jan Bognar
- SEND Governor: Mrs Lisa Bailey
- Teaching Assistants for SEND: Julie Gilsenan, Katie Beatty, and Sue Cole

At Lord Street Community Nursery School we have an Enhanced Resource Facility (ERF) for children who have been identified with SEND. This means that we have additional staffing and resources already in place to support children with identified needs. We have a well-established, experienced staff who have expertise in working with a wide range of children with SEND. If a child was to be admitted with a condition we have not seen before, we would seek advice from specialists. The number of children admitted will depend on the severity of the impairment and the needs of the individual child.

## School Statement of Intent

At Lord Street we value the abilities and achievements of all children, and are committed to providing, for each child, the best possible learning environment. We endeavour to make every effort to achieve maximum inclusion for all our children whilst meeting their individual needs. Our

inclusive approach recognises the entitlement of all children to a balanced, broadly based curriculum. Every teacher is a teacher of every child including those with SEND.

## Inclusion

Our SEND policy reinforces the need for teaching that is fully inclusive. We believe that children with SEND have exactly the same needs as other children but with extra needs individual to them. Each child has full access to the nursery curriculum, which includes a wide range of experiences and resources within a secure and caring environment. Children within our ERF receive additional adult support appropriate to their needs. Each child is valued as an individual and care is taken to ensure that children are aware of this, self-esteem and confidence are paramount. The nursery follows the 'Thrive' approach and has two registered Thrive practitioners. We take a positive approach to children using their strengths, interests, and what they can do as a starting point. The Governing body will ensure that appropriate provision is made for all children with SEND. The school has an 'Equality and Diversity' Policy which outlines, in detail, practices applied to secure inclusion.

## Aims

- To be a fully inclusive school
- To reach high levels of achievement for all objectives
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- To work within the guidance provided in the SEND Code of Practice, July 2014
- To provide a Special Educational Needs coordinator (SENCO) who will work with the SEND Policy and oversee provision in nursery and our ERF
- To ensure the identification of all children requiring SEND provision as early as possible after starting nursery
- To meet individual needs through a wide range of provision
- To provide an integrated and fully inclusive setting with equality of opportunity for all and ensure our ERF children are well supported
- To share a common vision and understanding with all stakeholders
- To work in partnership with parents and ensure that they are kept fully informed of their child's progress and attainment
- To give transparent resourcing to SEND

- To provide curriculum access for all
- To work in partnership with other agencies and schools
- To achieve high levels of staff expertise to meet every child's needs

We recognise that many children will have special needs at some time during their school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done by teachers, parents, other professionals and children working together with common aims, strategies and approaches. In implementing this policy, we believe children will be helped to overcome their difficulties and barriers to learning.

## A graduated approach to SEND Support:

The Code of Practice 2014 advocates a **graduated response** to meeting children's needs.

### **Identifying Special Educational Needs and Disabilities**

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Children attending our ERF will already have some identified needs which means that after induction visits and liaison with parents and professionals provision can be put in place for when the child starts nursery. The SENCO works closely with the nursery teachers and teaching assistants using whole school tracking data and observations as an early identification indicator of concerns re children attending our mainstream provision.

### **We use a number of additional indicators of SEND:**

- following up initial parental concerns on entry or pre entry to nursery
- information from our preschool or previous pre-school settings, other services/professionals
- the analysis of data including best fit baseline judgments made in line with the Early Years Foundation Stage Framework - Development Matters, shortly after entry to nursery.
- tracking individual children's progress over time
- whole school 'Thrive' assessments to identify any children with personal, social, emotional or behavioural difficulties which may be a barrier to learning

The SENCO maintains a provision map of children identified through the above procedure. This map is reviewed and analysed termly. For some children a more in depth individual assessment may be undertaken by the school, for example by using the 'Speech Sound Screen', the 'Wellcomm Toolkit' to assess children with Speech and Language concerns and or a 'Thrive' individual assessment to identify personal, social, emotional or behavioural needs.

Children's SEND are generally thought of in the four broad areas of need and support (page 85 SEND Code of Practice 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These four areas give an overview of the range of needs that we plan for. However individual children often have needs that cut across all these areas and their needs may change over time. When considering the needs of a child at Lord Street Community Nursery School we consider the needs of the whole child based on their strengths and starting from what they can do.

The Code of Practice suggests that "where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision." Pg. 85 Section 5.31.

The following are considered not to be SEND but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and welfare
- EAL
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to a child's behaviour should be described as an underlying response to a need which we as a provider will be able to recognise and identify clearly as we will know the child well.

## **Monitoring**

- Any children who are falling outside of the range of expected development will be monitored and assessments will be made to determine if further intervention is required.
- All staff are responsible and accountable for the progress and development of all children in the nursery and in particular for the children in their key worker family group. They will take steps to further differentiate the learning to better support the child and this may require an adjustment in the style of teaching adopted with that child.
- The SENCO should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as having 'Universal Support' on our 'Provision Map'; this does not mean they will be automatically placed on the SEND register.

## **SEND Support**

Where it is determined that a child does have SEND, parents will be formally advised of this and the decision to add them to the SEND register is made. Children will be placed in the category of 'Targeted Support' on the 'Provision map' when specific interventions are put in place to support the child within our setting or 'Specialist Support' for children who have a higher level of need and the expertise of other professionals is drawn upon. The aim of formally identifying a child with SEND is to help the school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables identification of those interventions which are most effective in supporting the child to achieve good levels of progress and outcomes.

### **Assess**

This involves clearly analysing the child's needs using the teachers', family workers' and/or SEND Teaching Assistants assessments, observations and experience of working with the child, details of previous progress and attainment, comparisons with peer and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of parents.

### **Plan**

Planning will involve consultation between the teachers, family group workers, SENCO, parents and where necessary our family support worker or other professionals. They will agree the adjustments, interventions and support that is required; the impact on progress, development and/or behaviour that is expected, and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of an 'individual target and review document' which will be shared with all those involved.

### **Do**

The teachers and all staff remain responsible for working with the child on a day to day basis. Children in the ERF have individual 'mapping' sheets which set out additional strategies for working on individual targets including withdrawals, outside play, group work and sensory room ideas. The family group leaders and/or SEND team will work closely to assess the impact of support and interventions making adjustments where necessary or seeking advice. The SENCO will support with advice, additional resources and with assessment of the child's progress and strengths where needed.

### **Review**

Regular reviews of a child's progress are made. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child (where appropriate) and their parents. The SENCO in conjunction with the family group workers will revise the targets and, based upon the child's progress and development, make any

necessary amendments going forward, in consultation with parents and children. These will be recorded on the 'Individual target and review document'.

In line with the 'Person Centered Approach', 'One Page Profiles' are developed with parents to share information about the child. They give information about what is important to the child, what makes them happy and how best they can be supported and motivated. They are regularly updated so they reflect how the child is now. They help to maintain consistency in the way a child is supported in our setting and give a quick overview of the child when meeting with other professionals, for dinner staff or supply staff. 'One Page Profiles' are kept in the children's learning stories and can feed into a child's Education, Health and Care Plan (EHCP) if it becomes necessary.

Children may exit the SEND register if they have made good progress and no longer require SEND support or have been discharged by Speech and Language Therapy Services.

## Referral for an 'Education, Health and Care Plan' (EHCP)

If a child has lifelong or significant difficulties they may undergo an 'Education, Health and Care' Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals
- Educational Psychologist

Information will be gathered relating to the current provision provided, action that has been taken and the preliminary outcomes of targets set. A decision will be made by a group of people coordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision made by the Education, Health and Care Plan panel.

### **Further information about EHC plans can be found via the Derby City website**

<http://www.derby.gov.uk/education-and-learning/special-educational-needsassessment/>

## Education, Health and Care Plans

Following statutory assessment, an EHC plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the local authority and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

## Supporting Children and Families

The school aims to work in partnership with parents and carers. We have a statutory duty to provide an annual SEND information report which will be published on the school website:

[www.lordstreet.derby.sch.uk](http://www.lordstreet.derby.sch.uk)

- We work in partnership with parents/carers by:
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome in nursery and pre school and providing parent/carer groups in our Garden Room
- employing our own experienced Family Support Worker
- providing information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services
- providing additional support to children and parents/carers at times of transition

## Involvement of Children

We recognise that all children should be involved in making decisions right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity, as not all children are able to communicate how they feel verbally. The Early Learning Goals recognise the importance of children's ability to develop competency and confidence progressively and to have opportunities to develop a range of social as well as educational skills. When writing 'One Page Profiles' staff write from the child's perspective taking into account the views and observations of the staff and parent/carers that know the child best.

## Links with external professional support and organisations

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND children. Derby City Council's local offer webpage is a good source of support and information about services locally that can be very helpful to families. It will signpost families to their useful agencies and services:

<http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/>

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- Physical impairment services
- Health visitor
- Mobility officer
- Paediatrician
- Early intervention team
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In addition, links are in place with the following organisations:

- The local authority
- Social services
- SENCO's in other Derby schools

## Admission Arrangements

No child will be refused admission to Lord Street Community Nursery and Pre School on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

The school has been designated as an Enhanced Resource Nursery School for children who have a special educational need or disability. The number of children admitted will depend on the severity of the impairment and the needs of the individual child.

## Links with Other Schools and Providers

Close links exist with our main feeder schools. Staff from the receiving schools visit the children in nursery and visits to the schools are organised for children during their final term in nursery, some

of which are supported by a member of the nursery staff. Additional visits are planned for children with SEND supported by nursery staff to familiarise the child with the new surroundings.

A record of achievement is given to parents/carers on leaving and a copy of the record is sent to the receiving school. We also transfer any other records on the child's progress, together with all the relevant SEND documentation. Children's learning stories go to feeder schools for the first few weeks of the child's admittance before being returned to parents/carers.

## Supporting Children at School with Medical Conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical activities. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, the SEND Code of Practice (2014) is followed. For further information see our school policy 'Supporting Children at School with Medical Conditions'.

## Monitoring and Evaluation of SEND

- The school reviews and analyses its data with particular regard to the progress made by vulnerable groups.
- Target setting meetings are held regularly with parents/carers of children with SEND. Their comments and feedback are recorded on a SEND 'Target Planning and Review Meeting' sheet and help monitor our provision and support.
- Children's progress will provide evidence for the success of the SEND policy and this will be analysed carefully through consideration of each child's success in meeting targets when reviewed and the School tracking systems.
- The SEND Governor visits the school to monitor SEND provision.
- Performance management of teachers and SEND teaching assistants contribute to the evaluation of their work regarding SEND children.
- The Head teacher and Senior Management Team carry out regular learning walks throughout the nursery.

## Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths of all children, all staff are encouraged to undertake training and to share their knowledge with colleagues through mentoring and during staff meetings. Continuing Professional Development will depend on the needs of the children in each cohort along with those of the staff and will be planned as the need arises.
- The SENCO regularly attends the SEND Early Years Network meetings in order to keep up to date with local and national initiatives.
- Some training is provided by the Local Authority, some by the Early Years Hub and other training is accessed further afield.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.
- The nursery has a very well equipped sensory room, which is regularly used and updated with resources.
- The nursery houses a toy and book library which has many toys that are appropriate for children with SEND, including tactile games/books, listening games, large insets and sensory equipment. The toy library coordinator liaises with nursery staff and is willing to order any toys recommended by staff.
- There is funding in the school budget deployed to implement the SEND policy and for resources to support children with SEND. The budget for staff development and training includes any professional development needs for supporting children with SEND.

## Roles and Responsibilities

### **Governing Body**

In conjunction with the Head teacher/SENCO they will:

- Determine the school's general policy with regard to its approach to provision for children with Special Educational Needs and Disabilities, establish the staffing and funding arrangements and maintain a general oversight of the school's work.

- Appoint an SEND Governor to take particular interest in and closely monitor the school's work on behalf of the children with Special Educational Needs and Disabilities.

### **Head teacher**

- The Head teacher has overall responsibility for ensuring the statutory duties are implemented.
- To ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements via accessibility planning.

### **The SENCO**

- To hold responsibility for the day to day management of all aspects of the schools work including provision for all children with SEND. Advising and supporting colleagues.
- To keep the governing body informed about the provision for children with SEND including the allocation of resources needed to meet individual needs.
- Ensure that staff responsibilities are known and understood by all.
- Ensure that all programmes for the identification and support of SEND are followed.
- Ensure that the changing needs of children are monitored and recorded on the Provision Map.
- Oversee the completion of paperwork for 'Request for Education, Health and Care (EHC) Assessment'.
- Ensure that the arrangements are made for the Annual Review of children with Education, Health and Care Plans.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- Ensure that support staff are deployed to most effectively support special needs within the school.
- Ensure that all staff are aware and suitably trained with regard to the issues relating to the safeguarding of vulnerable children, including those with SEND.
- To work closely with the senior management team to determine the strategic development of the SEND Policy and provision.
- Ensuring relevant information about individual children with SEND is collected, recorded, updated.
- Liaising with professionals beyond the setting.

- To ensure regular meetings with colleagues and or parents/carers to discuss progress or issues arising.
- To liaise with external agencies, including Local Authority support services, Educational Psychologist and Health and Social Services.
- To liaise with families with a child with a known SEND prior to them starting nursery and with feeder schools to ensure a smooth transition.

### **SEND Team within ERF**

- To plan for and deliver activities to meet the needs of children with SEND on a daily basis.
- To manage programmes to support in the identification of SEND.
- To complete a daily diary for each child including target mapping forms to record any work and progress towards individual targets.
- To help develop 'one page profiles' when necessary.
- To advise on the use of resources to meet children's needs effectively.
- To liaise with the parents/carers of children with SEND on a daily basis.
- To attend relevant training and disseminate information to colleagues.
- To advise/support SENCO in collating information and completing forms when requesting an EHCP Assessment.
- To liaise with/support colleagues regarding the needs of children with SEND on a daily basis

### **Teaching and Non-teaching staff**

- To be fully aware of the schools procedures for identifying, assessing and making provision for children with SEND
- To be aware of their responsibilities to children with SEND as defined in the School Teachers Pay and Conditions Document (STPCD) 2014
- Take into account the extent of difficulty experienced by the child when planning and delivering activities in line with the Early Years Foundation Stage Framework
- Take specific action to provide access to learning for children with SEND, working closely with the SENCO and SEND team.

## Name of Designated Lead Professional for Safeguarding

Head teacher: Mrs Christine McCrone

## Storing and Managing Information

All documents are stored in line with the schools policy on Data Protection and Acceptable use of IT.

## Reviewing the Policy

The School considers the SEND Policy to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice on an annual basis.

## Accessibility

Lord Street Community Nursery and promotes an open door policy, enabling parents/carers opportunities to liaise with staff at drop off or collection times on a daily basis, as well as the more formal meetings when required.

The whole school is on one level and accessible to wheelchair users. Other features include:

- A disabled parking spot for easy access to the nursery building
- A part sound proofed 'quiet room' for 1-1 or small group work
- An adult disabled toilet
- Two children's changing rooms, one with electronic changing bed and one where children can climb up to a changing bed off the floor
- At each end of the nursery there are children's toilets, one at each side has a wider door and rails for disabled access
- Soft play equipment
- Sensory planters in the garden
- A well equipped sensory room
- Touch Screen computer and access to iPads with staff support

- Links with other agencies who can support us with resources e.g. walking frames, 'sound systems', Braille

The school has an accessibility plan.

## Dealing with Complaints

Parents are asked, in the first instance, to discuss the issue with the Head Teacher and if the complaint is not satisfactorily resolved, then to put the case in writing to the Chair of Governors. This will then be considered by the Chair who may convene a sub group meeting or it may be discussed at the next Governors' meeting.

The SEND code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required. However, if a problem cannot be resolved, a complaint can be made to:

OFSTED, Building C, Cumberland Place, Park row, Nottingham, NG1 6HJ

Telephone 0845 601772

## Links to other policies/documentation

- Statutory Framework for EYFS DfE 2012
- Development Matters in the Early Years foundation Stage 2012
- Behaviour Policy
- Admissions Policy
- Equality and Diversity Policy
- Complaints Policy
- Accessibility Plan