



Caverstede Nursery School
Special Educational Needs and Disability

Statutory policy
To be reviewed annually

Last Reviewed: 2019

Review Due: 2020

Ref. Special Educational Needs and Disability Code of Practice: 0 to 25 years. Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities DfE January 2015.

Definition of Special Educational Needs

Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015 p15,16.

xiii A child or young person has SEN (Special Educational Needs) 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.'

Principles

Caverstede Nursery School provides a multi-disciplinary approach which offers partnership and support to the children and their families. We believe that all children should be fully included and receive full access to the Early Years Foundation Stage by involving children, parents and professionals in a working partnership.

In accordance with the principles of the Early Years Foundation Stage, we believe no child should be disadvantaged because of their special educational needs or disability.

Aims

Children

- Early identification and intervention is important to meet the needs of children with SEND.
- All children have an equal right to develop their skills and abilities.
- All children have a right to play and learn with others.
- All children have the opportunity to reach their full potential.
- All children are given a 'voice.'

Partnership with Parents/Carers.

'Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs.' *Special Educational Needs and Disability Code of Practice: 0 to 25 years. January 2015 p86.*

We will;

- Involve parents at every stage of planning for their child, acknowledging their expertise.
- Ensure that parents understand procedures, are aware of how to access support and are given documentation well in advance of any meeting.
- Support parents, respecting the different needs they may have and their emotional feelings.

Partnership with Others

'The decision to involve specialists should be taken with the child's parents' *Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015 p.88*

- Staff at the School will work in partnership with a range of multi-disciplinary professionals to ensure the needs of the child are met.

For the School.

'All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care.' *Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015 p.81.*

- All adults working with children at the School are responsible for meeting the individual needs of the children.
- Special educational needs are recognised by all staff to be a whole school responsibility.
- To provide an accessible learning environment in which all children can make the best possible progress.
- Staff plan for all children to have access to the Early Years Foundation Stage curriculum.
- We offer a holistic approach in supporting the families.

Arrangements for Coordinating Special Educational Needs Provision

The Governing Body, Headteacher and Inclusion Manager will take overall responsibility for developing and implementing the schools SEN policy. In our school Dr Janet Clarke, Chair of the Governing Body, has taken a particular responsibility for the development and implementation of the SEN policy.

Special Educational Needs Coordination

'The role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN,
- Advising and supporting colleagues,
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- Liaising with professionals or agencies beyond the setting.'

Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015 p.89

Within Caverstede Nursery School, Debbie Hayes, Head teacher is the designated SENCO. Katherine Pope, Inclusion Manager has responsibility for the day to day running of the SEN policy.

Each class team has a named practitioner, the Classroom SENCO, with a particular responsibility for children with additional needs. Their role is to coordinate provision and offer support to team members. The Classroom SENCO's meet regularly with the SENCO and Inclusion Manager.

The teacher/practitioner usually responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Staff Provision

Over the years, staff at Caverstede build up tremendous expertise, caring for children with a wide variety of special needs. All staff have responsibility for children with special educational needs in their class.

Identification, Assessment and Provision

SEN Support in the Early Years

'It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.' *Special Educational Needs and Disability Code of Practice: 0 to 25 years* January 2015 p.86.

'Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school **must** inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.' *Special Educational Needs and Disability Code of Practice: 0 to 25 years* January 2015 p.86.

We will therefore:

- Follow a graduated approach to support children with special educational needs (Assess, Plan, Do, Review).
- Work closely with parents/carers at all stages of their involvement with the School, including prior to their child's admission and on transfer to school, inviting parents to contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them.
- Undertake an initial assessment of all children's learning and development through observation during their first half term. The need for any extra support may be highlighted at this or any future stage. Assessment is a continuous process for all children while they are at the School.
- Keep careful observations and records of children's progress, levels of involvement and well-being.
- Include parents at all stages of planning for their child.
- Differentiate activities for children according to their individual needs and where necessary set clear learning targets through SEN Support.
- Implement an Individual Behaviour Plan where necessary if a child requires extra support with their behaviour.
- Work closely with external professionals if required with the consent of parents/carers. These agencies may provide more specialist assessments, give advice on the use of new or specialist strategies or materials and in some cases, provide support for particular activities. This advice and/or any strategies provided will contribute to the child's targets which will be followed by the School.
- Follow a cycle of reviews where at each stage parents will be able to contribute their views. We will discuss any changes to the outcomes and support for their child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning the next steps.
- Ensure the graduated approach is led and co-ordinated by either the Inclusion Manager or Classroom SENCO, working with and supporting individual practitioners in the School. We are informed by Early Years Foundation Stage materials, the Early Years Outcomes guidance and Early Support resources.
- Enable children to have every opportunity to access the Early Years Foundation Stage curriculum by providing high staffing levels to offer additional support.
- Continuously develop the knowledge, skills and understanding of our staff by:
 - Shadowing more experienced staff,
 - Attending relevant training/meetings,
 - The delivery of professional development by the SENCO, Inclusion Manager and specialist agencies,

- Reading and research

Requests for Education, Health and Care (EHC) Needs Assessment.

'The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan'. *Special Educational Needs and Disability Code of Practice: 0 to 25 years* January 2015 p.142.

'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' *Special Educational Needs and Disability Code of Practice: 0 to 25 years* January 2015 p.142.

For some children, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, the child has not made expected progress. We will in consultation with the parents and any external agencies already involved, consider requesting an EHC needs assessment. If we make a request we, together with the child's parents/carers will collate relevant information to submit to the Local Authority.

The Local Authority will decide whether to proceed with the assessment. An EHC assessment will not always lead to an EHC plan.

'The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- the child's parent
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)'

Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015 p143, 144.

Transition to School

With the consent of parents/carers:

- The Head Teacher/SENCO of receiving schools will be invited to attend the final review meeting at Caverstede Nursery School of all children who have significant needs
- Head Teachers, SENCO's, Class Teachers and Teaching Assistants of receiving schools will be invited to observe children with special educational needs within Caverstede
- All information concerned with a child's special educational needs will be passed to the child's receiving school
- A buddy support system between Caverstede Nursery School and the receiving school will be implemented for all identified children

Specialist Facilities

- Sensory room – for use with all children.
- Quiet areas – used by external agencies and for one to one work with children, where a quiet space is necessary for particular interventions.
- Nursery Outdoor Learning Environment designed to support children's sensory integration.

Self evaluation of our Special Educational Needs Provision

At each Governing Body Children's Welfare and Equality Committee (held four times per year) the Headteacher and Inclusion Manager report on Special Educational Needs and Disabilities (SEND) in the Centre.

Governors are kept informed about SEND provision including the following:

- The number of children with SEND in the School.
- All children's stage in the Code of Practice.
- Number of requests for Statutory Assessment.
- Number of applications to Special Schools.
- Number of children in care with SEND.
- Number of children transferring to school.
- Spaces available.

Please make reference to:

- Statutory Framework for EYFS March 2017
- Equality Statement
- Learning Through Play Document
- Outdoor Learning Policy and Guide
- Able, Gifted and Talented Policy
- Sick Child Policy
- Positive Behaviour Policy
- Sensory Integration Booklets
- Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015

Reviewed: Children's Welfare and Equalities committee meeting 18.10.2019

This policy was ratified by the Governing Body on 27th November 2019 and will be reviewed annually.

Signed by the Headteacher:.....

Signed by the Chair of Governors, responsible for SEND:.....