



## **Aclet Close Nursery School**

### **Supporting Children with Special Educational Needs policy and guidelines**

#### **RATIONALE**

Single Equality Scheme:

'Every child deserves to be safe and loved and have a healthy childhood, free from harm; and every child should have the opportunity to make the most of their talents and fulfil their potential.'

**This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:**

- ❖ **Equality Objectives;**
- ❖ **Accessibility Plan;**
- ❖ **Supporting Children with Medical Needs Policy**

Aclet Close Nursery is an inclusive school, catering for a wide range of SEND, including pupils with:

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

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed, in order to achieve their full potential and succeed in all they do. We believe it is a whole school responsibility to ensure that all children's needs are identified and relevant interventions put into place. Through staff working together as a team, and in partnership with pupils, their parents and outside agencies, we strive to ensure that the following aims are met. We place a great deal of value on the role of the Parent/Carer. We understand that it can be difficult in some cases for parents to accept that their child has additional needs. We reassure Parents/Carers and clarify their child's needs. Throughout the SEN process we understand the importance of parents, and that they hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All Parents/Carers of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their child's education. We will always keep

Parents/Carers well informed about their child's special needs and they will be invited to all meetings regarding their child.

## 1. DEFINITIONS

### **Definition of Special Educational Needs and Disability (SEND):**

For the purposes of this policy, we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014 (updated in 2015).

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. (*Code of Practice D.F.E. 2014*)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) 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.

Special educational provision which meets the needs of children and young people with SEN includes:

- ❖ Quality First teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

### **Aims**

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, observations, provision maps and support plans;
- To provide good quality and regular training for staff in areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers and outside agencies to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for the children with Special Educational Needs.
- To work effectively with a range of other external agencies;

- To make good links with other nurseries, mainstream primary schools and special schools;
- To ensure high quality transition arrangements between Nursery and their next stage in Education;
- To direct parent/carers to the local offer to give guidance and information.

## **2. ROLES AND RESPONSIBILITIES**

Provision for pupils with special educational needs is the responsibility of the whole school.

### **Governing Body**

The Governing Body will have the following responsibilities. They will:

- appoint a Governor with specific responsibility for SEN and have regular meetings with the SENCO.
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the Head Teacher and SENCO.
- publish information on the school's website about the implementation of the Governing Body's or the proprietor's policy for pupils with SEN.
- ensure that there is a qualified Teacher designated as SENCO with a NASENCO qualification or working towards it.
- cooperate generally with the Local Authority, including developing the local offer and when the school is being named in an EHC plan.
- ensure that arrangements are in place in schools to support pupils in school with medical conditions.
- publish information about the arrangements for the admission of children with specific complex needs, the steps taken to prevent these children being treated less favourably than others, the facilities provided to assist access of these children, and their accessibility plans.
- ensure that all Governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

### **The Head Teachers**

The Head Teachers will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice.
- ensure that the SENCO has adequate time to carry out duties and is able to influence strategic decisions about SEN.
- ensure the wider school community understands the implications of SEN provision for whole school improvement (from Governors to Teachers and Teaching Assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently with support plans or short notes and any newly identified pupils with SEN.
- report to the Governing Body how resources are deployed to meet provision.

## **The Special Educational Needs Co-ordinator (SENCO)**

The role of the SENCO includes:

- oversee day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaise with designated teacher where a Looked after Child has SEN;
- overseeing SEN support plans and ensuring teachers and support staff work closely with parents/ carers and outside agencies to follow a graduated approach to SEN Support;
- advise on use of delegated budget/ other resources;
- liaise with parents/carers of children with SEN;
- maintain links with other education settings and outside agencies;
- attend SEND Network Meetings and any other relevant training, to ensure up to date information is maintained re. SEN Toolkit Updates; EHCP changes and DfE recommendations.
- liaise with potential next providers of education;
- work with head and governors on the Equality Act; and
- ensure that SEN records are up to date.
- contribute to the in-service training of staff

## **Class Teachers/Key Persons**

Class Teachers/Key Persons have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.
- focus on outcomes for the child: Be clear about the desired outcome from any SEN support.
- be responsible for meeting special educational needs: Utilise the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help the child achieve these targets.
- work in partnership with pupils and Parents/Carers and outside agencies in planning and reviewing progress, seek their views and provide regular updates on progress to all stakeholders.

## **SEN Support Staff**

The Key Workers and SENCO work with Specialist Support staff to plan effective provision for pupils with SEN. Effective liaison between the Specialist Support staff and the Key Worker staff is essential to ensure planned activities are linked to outcomes set out in the support plans.

- Key Workers are part of the whole school approach to SEN working in partnership with the class Teacher, Specialist Support Assistants and the SENCO to deliver pupil progress and to narrow gaps in the children's learning.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with Parents/Carers and outside agencies in the context of high quality teaching overall.

- Specialist Support can be part of a package of support for the individual child but should never be a substitute for the Key Worker's involvement with that child.

### **3. Identification of SEN**

Through their discussions, observations, assessments and data analysis, the SENCO, Key Workers and any other support staff will identify any children who present with SEN needs. Children with SEN may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCOs or staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN they will be placed on the SEN register as SEN Support.

#### **SEN Support**

When the Key Person, Specialist Support Assistant or the SENCO identifies a child with Special Educational Needs, the key person will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing skills in the prime areas of learning;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary, the SENCO, in partnership with Parents/Carers, outside agencies and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support e.g. Child and Adolescent Mental Health Service, Speech and Language Therapy, Occupational Therapy.

#### **Referral for Education, Health and Care Assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents/carers should consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Levels of attainment in all areas of learning, with a specific focus on the Prime areas;

- Educational and other assessments, for example, from an Advisory Specialist Support Teacher or an Educational Psychologist;
- Views of the parents/carers and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps, support plans or evidence of how support has been used.

Parents/Carers or school are the only partner who can request an Education, Health and Care Assessment.

### **Education, Health and Care Plan (EHCP)**

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupil's special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil's Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with an EHCP will have short-term targets set for them that have been established after consultation with parents/carers, and the child. An EHCP will be reviewed annually and will last until the child is 25 years old.

## **4. RECORDING SEN**

Records are kept on all children with SEN, detailing steps taken to support them. Record files are kept by the SENCO.

### **SEN Register**

This is a file kept by the SENCO in a locked cabinet. It indicates which children have SEN and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEN;
- Involvement of outside agencies;
- Review schedule.

## **Medical Register**

The Head Teacher maintains a copy of the Medical Register as the named responsible person. Copies are kept in the school office, easily accessible by first aiders and there are copies available in other areas throughout school. The Medical Register may be amended throughout the year by the Head Teacher following consultation with staff and/or parents/carers. The SENCO will become involved should a child's medical situation present a barrier to their learning.

**Pupil Files** are kept up to date by the SENCO.

**Key persons** will keep copies of support plans for reference and amending in their short term planning files in consultation with any Special Needs Support workers.

**Transfer of Information** is the responsibility of the SENCO.

## **5. EHCP REVIEWS**

It is a statutory requirement for children with an EHCP to have an EHCP Review yearly. At Aclet Close Nursery School we hold EHCP reviews for children yearly, but we also have termly meetings. Parents/Carers and other agencies, where appropriate, are invited to these. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

## **6. STAFF TRAINING**

The school performance system identifies any staff training needs, taking into account school priorities as well as personal and professional development. Particular support will be given to new members of staff.

## **7. POLICY EVALUATION**

The implementation of this policy will be monitored by the Head Teacher, SENCO and the lead Governor for SEN. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- Progress of SEN children compared to non-SEN
- Standards reached by pupils with SEN;
- The percentage of parents/carers attending review meetings, including EHCP Reviews;
- The number of complaints received regarding SEN provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which key workers and SEN support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEN to make progress towards their outcomes;
- The ethos of the classroom and the extent to which pupils with SEN are well-cared for and supported.

Date reviewed: 27<sup>th</sup> December 2023

Date for review: January 2025