



The Limes Nursery School and Children's Centre.

Policy for Supporting Children with Special Educational Needs

Version: 4

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Overseen by: The Governing Body

Rationale.

At the Limes Nursery School and Children's Centre we are committed to providing a high quality education and environment, in which all children, including those with special educational needs, are fully supported to achieve their full potential.

We believe that all children, including those identified as having additional needs have a common entitlement to a broad, balanced and accessible social and academic curriculum, enabling them to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We are committed to inclusion

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

Girls and boys.

Minority Ethnic and Faith Groups, Travellers, Asylum Seekers and Refugees.

Children who need support to learn English as an additional language (EAL)

Children with special educational needs.

Children who are disabled.

Those who are 'gifted and talented'

Those who are 'looked after' by the local authority

Those who are at risk of educational failure through extreme poverty or housing issues.

Those who have experience of trauma.

Those who experience social isolation for a variety of reasons.

This policy describes the way we meet the needs of children who experience barriers to their learning. These may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

Aims.

The Limes Nursery School & Children's Centre sees the inclusion of children identified as having 'Special Educational Needs' as an equal opportunities issue. We aim to model inclusion in our staffing policies, relationships with Parents/Carers and the community.

- At The Limes Nursery School & Children's Centre we aim to identify children's Special educational needs as they arise, providing teaching and learning contexts, which enable every child to realise his or her full potential.
- We aim to identify the specific needs of children with special educational needs and provide for those needs, through differentiated teaching and learning and a range of SEN strategies.
- We work in partnership with parents and other agencies in planning to meet individual children's needs.
- We monitor and review our policy, practice and provision, making adjustments accordingly.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other setting and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual provision plans, for children with special educational needs.
- We have systems in place for supporting children by implementing Individual Support Plans, School Support, Non Statutory Education and Health Care Plans as well as Statutory Plans where appropriate.
- We use a system of record keeping for the assessment, planning, provision and review of children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide training for parents, practitioners and volunteers.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Provision Plan reviews, staff and management meetings, parental views and external agency's advise, inspections and complaints.
- We provide a complaints procedure.
- We monitor and review our policy annually

Identification, Co-ordination and Provision

1. Early identification, assessment and provision is vital and is contained in the spirit of the Code of Practice. Class teams will identify children who may need extra support by using assessment and record-keeping procedures. Concerns may also be raised by Parents and Carers. We work closely with Health Visitors and other colleagues from the Health Service as well as Social Care, which enables us to reach families at an early stage.
2. Children identified as needing extra support will be referred to the Sendco. Progress will be monitored as part of the record-keeping and data collection process, by monitoring and by regular discussion between class teams and Sendco.
3. Initial concerns may have been resolved through classroom differentiation. However if further support is required procedures laid down in the Code of Practice will be instigated.
4. In the case of children with sensory, physical, other medical needs, or Communication/interaction difficulties, Code of Practice procedures will be initiated when the child starts Nursery. Local funding arrangements for funding children who need high levels of extra support may be initiated before a child takes up their place in order to ensure a smooth start.
5. The procedures referred to in 3. & 4. above are as follows:
 - School Support. – in consultation with parents, staff teams and the Sendco will devise interventions that are additional to or different from those provided as part of the usual curriculum and strategies. These interventions, along with achievable targets, will be recorded in an Individual Provision Plan (IPP). We use individual play plans to ensure relevant information is communicated to all practitioners who come into contact with the child
 - Where appropriate referrals will be made and involvement from external support services will be requested. Such as the Speech and Language Therapist, Educational Psychologist, Physiotherapist, Occupational Therapist or Community Paediatrician, who provide specialist assessments and advise on targets and strategies, for children's Individual Provision Plans.
 - Non Statutory Education Health Care Plan. (EHCP) Children at this level are funded by the Early Years SEN panel, using the Bristol Universal Descriptors and evidence gathered regarding children's progress. Extra funding is used to employ additional support either 1- 1 1-2 or small groups support.
6. The child's progress is reviewed in regular meetings (usually every six/eight weeks) between staff teams, Sendco, Parents/Carers and outside agencies where applicable. At these meetings we ensure that the child's strengths as well as needs are discussed. We sometimes make suggestions as to how Parents/Carers can help at home and whether groups or other provision, offered by our Family Support Team might be useful.
7. The progress of all children with IPPs will be monitored and specific targets reviewed and adjusted. This will be carried out by the Class Teacher and Sendco.
8. Children who may need to access a specialist provision during their reception year and afterwards, whose Parents/Carers request it, will have an annual review of their needs as early as possible during their Nursery year (usually November/December) so that a Statutory Education Health Care Plan can be requested. This gathers evidence from all Professionals involved with the child, as well as Parents/Carers, to enable the Local Authority to decide whether specialist provision is appropriate.
9. Children at School Support level and those with a Non Statutory or Statutory Education Health Care Plan, who are likely to continue to need a high level of extra support in a

mainstream reception class, will have an annual review held in term five. - this will involve Parents, outside agencies and the receiving Primary School, so that information can be shared and support put in place for a seamless transfer.

The Legal Framework.

- To ensure that the SEN and Disability Act 2001, and relevant codes of practice and guidance are implemented effectively across the centre.
- Implementation of the 2014 Introduction of the Education and Health Care Plan.
- (Equality Act 2010) To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children and young people with special educational needs.
- The Human Rights Act 1998.
- The Disability Discrimination Act 2005. To promote and reinforce equality for disabled people.
- The Disability Equality Duty (2006) requires all public bodies, including schools, to take a more proactive approach to promoting disability, equality and eliminating discrimination. The duty requires schools to take a more proactive, explicit and comprehensive approach that involves not only disabled pupils, but disabled staff, parents/carers and other users of the school.

Roles and Responsibilities.

Role of the SENCO

- We designate a member of staff to be the Special Educational Needs and Disability Co-ordinator (SENDCO) and give their name to parents.
- Our SENDCO is Katie Cheyne.
- To lead, manage and develop SEN provision across all aspects of the centre.
- To ensure that high quality learning and teaching effectively meets the individual needs of SEN children.
- Use their own professional skills and judgement to support the expertise of staff in the identification of individual children's needs, including those with behavioural challenges.
- To ensure that where appropriate additional funding for pupils with Special Educational Needs is applied for in a timely way, to enable suitable levels of adult supervision or specialist equipment for children with more challenging needs.
- To monitor, report and make recommendations on the usage of additional SEN pupil funding, ensuring that named SEN pupils with additional funding are receiving their entitlement.
- To maintain all paper and electronic records pertaining to pupils with Special Educational Needs and to ensure that relevant staff receive professional reports and other correspondence relating to their pupils.
- To ensure that 'Wrap Around' provision is supported with SEN advice, monitoring and specific strategies.
- To provide a termly report to the Senior Leadership team on the outcomes of monitoring and evaluation.

The Role of the Governors.

- Our SEND Governor is Antonia Hook.
- The SEN Governor will meet regularly with the Sendco to ensure up to date knowledge about the school's SEN provision, including how funding, equipment and personnel resources are planned and deployed.
- The SEND Governor has responsibility to report back to the Governing body.

- SEND governor to meet with the Sendco to discuss and analyse the data, progress and provision of children with Special Educational Needs.

The Role of the Head Teacher.

- To ensure that the Governing Body receives an annual report on the progress of children with Special Educational Needs.
- To meet regularly with the Sendco. To discuss and review the SEN register, the implementation of children's IPP's, funding requested and allocated by the SEN panel.
- In partnership with the Governing Body, monitor the effectiveness of the role of the Sendco.
- Oversee the development of the policy on Children with Special Educational Needs.

Role of Support Assistants.

- Implementing and documenting activities, designed to achieve personal targets for SEN pupils.
- Working closely with Key Workers, Class Teachers and Sendco, to implement additional, differentiated activities and IPP's.
- where needed to adapt resources and activities to meet the needs of SEN pupils.
- Attending SEN pupil planning and review meetings as appropriate.

Arrangements for training.

- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement plan.
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training, where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the leadership team will ensure 'tailor-made' training where this is appropriate.

The Use made of Teachers and Facilities from Outside the School and Children's Centre, including Support Services.

- Where speech and language development are a concern families are directed to SALT Drop in Sessions which are held at the centre and other Children's Centres in the local area. SALT will informally assess the children present and will refer for further assessment when the judge it to be necessary.
- Specialist teaching is used where we do not have the necessary in-house expertise – for example, in relation to children with Autistic Spectrum Condition, or severe emotional and behavioural difficulties.
- Teachers from the Sensory Impairment Team work in school to support children who have vision or hearing impairment. The specialist teachers' work directly with children and advise class teams on appropriate strategies to support children – this advice feeds into IPPs and whole-class planning. Class Teachers plan alongside these Specialist Teachers who also attend and contribute to IPP reviews.
- Referrals can be made to the Early Years Inclusion Team, where additional specialist support is required.

The SENCO liaises regularly with a number of outside agencies, for example:

Social Care

Health Visitors

Community Paediatricians

Speech Therapists

Physiotherapists

Occupational Therapists

Inclusion Team

Educational Psychology Service

Hearing Support Service

Vision Support Service

ASD Outreach Team

Portage

Education of Children Looked After Service

Child & Adolescent Mental Health Service

- Parents/carers are consulted before any outside agency is involved. Parents/Carers may make a request for a referral, e.g. to the speech and language therapy service.
- Where we ourselves are not able to make a referral, e.g. to the CAMHS team, we request one from Health Visitors or Speech & Language Therapists as appropriate.

Arrangements for Partnership with Parents/Carers

- Staff and Parents/Carers will work together to support pupils identified as having additional needs.
- Home visits, carried out before children are admitted to the nursery, provide an early opportunity for Parents/Carers to discuss any concerns they may have.
- Families attending groups provided by the centre will be supported by members of the Family Support Team, who will later liaise with class teams and the SENCO if the child takes up a place at the setting, in order to achieve a smooth induction.
- Outreach visits may be made by members of the Family Support Team if this is considered beneficial and parents/Carers are in agreement.
- Parents/Carers will be involved at all stages of the education planning process.
- Learning journals and the application Tapestry, will be used to provide evidence of learning.
- At review meetings with Parents/Carers we always make sure that the child's strengths as well as needs are discussed. Where we make suggestions as to how Parents/Carers can help at home these are specific and achievable, in order that Parents/Carers leave the meeting clear about the action to be taken, and the way in which outcomes will be monitored and reviewed.
- All IPPs and reviews will be copied and sent to Parents/Carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with Parents/Carers on request.
- The Home/School book share scheme is available for Parents/Carers to support their child's learning at home.
- Parents/Carers consultations provide formal opportunities to discuss concerns and progress. Parents/Carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on.

Dealing with complaints

- If a Parent/Carer wishes to complain about the provision or the SEN Policy, they should in the first instance, raise it with the Sendco, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the Parent/Carer can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply with 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy. This is available, on request, from the school office.

This policy was adopted by the Governing body on

Signed by the Chair of Governors

Signed by The Headteacher