

## STRONG CLOSE NURSERY SCHOOL & CHILDREN'S CENTRE

### SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY AND GUIDELINES

Revised and updated Autumn 2017 to be reviewed Autumn 2018

#### **Introduction**

At Strong Close Nursery School & Children's Centre we believe that all children have skills, talents and abilities. We have a responsibility to develop these to the full. We believe that:

- It is important to promote children's self-esteem by providing an environment in which all children are equally valued and respected as unique individuals.
- All children with or without impairment will benefit from inclusion, which is an important component of quality education.
- All children are entitled to a relevant and worthwhile education designed to enable individuals to participate fully in society and to contribute and benefit from it.
- Children who have special educational needs should be supported wherever necessary to achieve access to the whole curriculum. This may require additional support from staff, specialist equipment and resources.

This policy details how we fulfil our duties under the Children & families Act and the Special Educational Needs & Disability (SEND) Code Of Practice from September 2014.

#### **Definition**

Special Educational Needs and Disability (SEND) A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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.

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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

#### **Legislation**

**The Children and Families Act 2014** Introduced reforms to focus on greater co-operation between education, health and social care and a greater focus on the outcomes which will make a real difference to how a child or young person live their life.

[www.legislation.gov.uk/ukpga/2014/pdfs/ukpga-20140006-en.pdf](http://www.legislation.gov.uk/ukpga/2014/pdfs/ukpga-20140006-en.pdf)

**0-25 SEND Code of practice.** Came into force on the 1<sup>st</sup> September 2014 and was reviewed January 2015 and sets out how the regulation concerning children and young people with SEND will support the

reforms introduced through the Children & Family Act 2014

[https://www.gov.uk/government/...../SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/...../SEND_Code_of_Practice_January_2015.pdf)

**The Early Years Foundation Stage 2014** (EYFS) All early Years providers are required to have arrangements in place to identify and support children with SEN or disability and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework

<https://www.gov.uk/.../early-years-foundatiom-stage-framework--2>

**Equality Act 2010** All early years providers have duties under the Equality Act 2010. In particular, they must not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. This duty is anticipatory –it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent any disadvantage. All publicly funded early years providers must promote equality of opportunity for disabled children. <https://www.gov.uk/equality-act-2010-guidance>

## **Aims**

At Strong Close Nursery School & Children's Centre we aim to:

Enable all children to maximise their potential and achievements.

Ensure that all pupils with SEN and /or disability receive a broad, balanced and relevant curriculum.

- Ensure early identification of needs so that the on-going, shared process between school, families and other agencies is established without delay and the needs of the children provided for.
- Identify and remove any barriers to inclusion within the school environment, teaching and learning strategies, attitudes, organisation and management.
- Work effectively and sympathetically in partnership with families to enable them to make an active contribution to the education of their child.
- Work with other professionals who are involved with the child.
- Recognise the importance of meeting individual children's needs
- Make provision for SEND a whole school responsibility.
- Ensure that disabled children and those with SEN are treated as favourably as others and that the school will make reasonable adjustments to avoid disadvantaging children.
- Nominate responsibility for SEND to a named SENCO, who is a member of the Senior Management Team
- Recognise and celebrate the positive achievements of all children. Welcome all children sensitively and positively.
- Promote tolerance and understanding and help other children to understand why staff may have at times, different expectations of children with Special Educational Needs and / or disability.
- Encourage other children to accept and help those children with Special Educational Needs and or disability
- Include SEND/ Inclusion on the Agenda at Senior Management Meetings and Staff meetings. Consider INSET opportunities for all staff, to raise awareness and provide practical ideas and materials.
- Ensure active participation by parents/carers by including them in discussions about children whenever possible on a regular basis and taking account of their views.

- Ensure that parents are kept informed about provision being made and are provided with additional channels of communication between school and home e.g. home/school diaries. Consult with children about their individual needs when appropriate.
- Take account of children's individual needs and varied experiences so that we do not treat all children the same.

### **The Role of SENCO in implementing the SEND Policy**

The SEND Co-ordinator (SENCO) is Rachel Goulcher She has the responsibility for the day to day operation of the SEND policy with support from the Executive Head and Head of School The SENCO will:

- Oversee the running of the provision for children with special educational needs. Maintain the Special Needs Register and all the required documentation.
- Ensure that the progress of children with SEND is regularly monitored and reviewed. Liaise with staff, parents and external agencies,
- Attend SENCO network meetings.
- Regularly review and monitor SEND provision within Strong Close Nursery School & Children's Centre.
- Support PSLA provision at Strong Close Nursery School and Children's Centre
- Liaise with staff to ensure the needs of children with special educational needs and / or disability are met throughout all areas of learning in the Early Years Foundation Stage curriculum. In line with Strong Close Nursery School & Children's Centre's professional development programme/policy, provide access to In-service training to meet the needs of the Centre.
- Produce regular reports to the designated SEND Governor and work together on the Prospectus. Take on responsibility for the identification and assessment of specific education needs and liaise with relevant agencies.
- Ensure all children with a resourced place have a Risk Assessment, Personal Emergency Egress Plan (PEEP), Care Plan and an Individual Play Plan (IPP).

### **Further Guidance on implementing the SEND Policy**

To support children who may have special educational needs that require additional support when progress has slowed or stopped we implement a graduated approach based on guidance from Bradford Metropolitan District Council's Children's Services for SEND. More information can be found in Strong Close Nursery School and Children's Centre Local Offer

<http://www.strongclosenscc.co.uk/nursery-school/resourced-places> and we use the SEN Guidance 2014 Early Years Foundation Stage (found in <https://bso.bradford.gov.uk/content/sengui>).

For further information also see other related policies:

Transition Policy

Assessment, Recording and Reporting

Policy CPD Policy

Equality Policy

Admissions Policy

Teaching & Learning Policy

Ratified by Governors      Date \_\_\_\_\_

Signed \_\_\_\_\_

Review date Autumn 2018