



# SEND POLICY

**(Special Educational Needs & Disabilities)**

Review Date: July 2018

Next Review: July 2019

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Executive Headteacher: Mrs S J Stoker  
Head of School: Mrs S J Taylor



## **INTRODUCTION**

Hirst Wood Nursery School & Children's Centre is an inclusive mainstream Nursery that welcomes and values everyone. We strive to support all children to enable them to make the best possible progress, achieve well, to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. This policy details how we fulfil our duties under the Children & Families Act & The 0-25 SEND Code of Practice from September 2014. It ensures that pupils with SEN and/or Disability have equality of opportunity and are not discriminated against. This policy will be used to ensure early identification and timely interventions, together with high aspirations to improve outcomes for young children. Teaching and supporting children with SEND is a whole school responsibility requiring a whole school response.

## **LEGISLATION**

### **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 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.

### **The Children & Families Act (2014) & Special Educational Needs & Disability Regulations (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.

### **0-25 SEND Code of Practice (2014)**

Came into force on 1<sup>st</sup> September and sets out how regulation concerning children and young people with SEND will support the reforms introduced through the Children and Families Act 2014.

### **The Early Years Foundation Stage (EYFS, 2017)**

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 which are set out in the statutory document.

### **Refer to other school policies:-**

- Local Offer
- Equality Objectives
- Managing Medicines Policy
- Teaching & Learning Policy
- Accessibility Plan

## **Aims**

To identify and remove any barriers to inclusion within the school's environment, teaching and learning strategies, attitudes, organisation and management.

To provide high quality provision to meet the needs of all children.

To ensure early identification of needs so that the ongoing, shared process between school and families and other agencies is established straightaway.

To collaborate with partners in education, health and social care to provide support.

To take into account the views of children and their families and enable them to participate in decision-making.

To recognise and record children's strengths, to celebrate children's achievements and to encourage a positive self-image.

To increase understanding and support positive attitudes towards children with SEN and/or disability.

To make provision for SEND a whole school responsibility.

## **Special Educational Needs**

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act (2014)**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Disability**

### **Definition of Disability taken from The Equality Act (2010)**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Children may have either a disability or a special educational need or both.

### **Admission arrangements**

- The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.
- Applications for children with SEND should be treated no less favourably than applications from other children.
- Children with identified SEND may require a separate transition plan.

### **Refer to School Admission policy**

### **Funding**

The school budget, received from Bradford Local Authority, includes money for supporting children with SEND assessed at Ranges 1-3 inclusively.

- The Head of School / Executive Headteacher and Governors decide on the budget for Special Educational Needs & Disabilities, on the basis of the needs of the children in the Nursery School.
- The Executive Headteacher and Head of School/SENCO discuss all the information they have about SEND in the Nursery School and decide what resources/training and support is needed to meet the children's needs.
- All resources / training and support are reviewed regularly and changes made as needed.

### **Accessibility**

The building is fully accessible and includes specialist equipment including a hygiene room for toileting and sensory room. Accessibility is audited annually as part of our Equality Duty (refer to Equality Objectives & Accessibility Plan).

### **Identifying needs**

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development.

Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEND. All the information should be brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment should be adopted.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Colleagues should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not special educational needs.

Special educational provision should be matched to the child's identified SEN. Children's special educational needs are generally thought of in the following four broad areas of need and support

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

### **SEND support**

When a special educational provision is required for a child we will inform the parents/carers and adopt a graduated approach with four stages of action.

#### **Assess Plan Do Review**

##### **Assess**

Our system of observation and record keeping including formal and informal consultation with parents/carers enables us to monitor children's needs and progress on an individual basis.

##### **Plan**

Where it is decided to provide SEN support and having informed the parents/carers, outcomes are decided upon, interventions and support are put in place and recorded on an IEP (Individual education plan). Parents/carers should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

##### **Do**

The class based staff are responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

##### **Review**

The effectiveness of the support and its impact on the child's progress should be reviewed at an agreed date.

The progress review meeting should agree any changes to the outcomes and support for the child in light of their progress and development. Parents/carers should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents/carers should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

### Record keeping and monitoring

- Children’s progress is continually monitored by their teacher through ongoing observations and records of achievement.
- All children are assessed using the EYFS developmental ages and stages.
- For some children it is also appropriate to record development through the EYDJ (Early Years Developmental Journal) profile which provides detailed small steps assessments which are an additional record of achievement and assessment for some children.
- Children may have Individual Education Plans.
- Termly progress review meetings are held to discuss the child’s progress at home and at school and to plan next steps in partnership with parents & carers.
- When there are other professionals involved the review may be widened to a Team Around the Child meeting (TAC)

### Interventions

Some examples of interventions which can be used to support children within nursery at Ranges 1-3. These may be implemented through: Small group work and or /1-1 working.

Area of need	Support Strategies at Ranges 1-3
<b>Autism Spectrum Conditions</b>	Assessment of the classroom environment to reduce sensory overload. Adjustment of the environment as required. Use of visual strategies such as Visual Timetables and PECS (Picture Exchange Card System to aid communication and reduce potential frustrations) Preparations for changes in routines Reducing complex language, especially when giving instructions to children. Sensory assessment and provision of a sensory plan. Use of specific assessment tools e.g. SCERTS
<b>Speech Language and communication Needs</b>	Makaton sign Language for developing communication and language. Simplifying the level/pace/amount of adult talk. Implementation of a Speech and Language Therapy programme Additional Assessment tools :- I-Can, ELKLAN Language Builders, All Aboard Identify and support a child’s preferred learning style.
<b>Cognition &amp; Learning Needs</b>	Small step approaches. Opportunities for repetition and reinforcement of developing skills. Visual cues, multi- sensory strategies. Individualised level/pace and adult talk. Teaching generalisation of skills. Use of specific ICT programmes.

<b>Behavioural, Emotional and Social development</b>	School systems based on positive approaches. Detailed behaviour plan shared with all staff and parents/carers. Recognition of learning styles and appropriate adaptations. Access to quiet area in/out of the classroom Planning and preparing the child for any changed in routines. Risk Assessments to ensure the safety of all. Safe handling plan (if necessary) prepared in partnership with parents & carers **Also see Behaviour Policy
<b>Hearing Impairment</b>	Assessment of seating, lighting and acoustics in the classroom Support in the use of hearing aids/radio aids. Teaching sign language. Specific interventions for developing speaking and listening skills.
<b>Visual Impairment</b>	Attention to seating position in the classroom. Adapting materials and equipment.eg providing tactile equipment. Support with movement around the building and outside.
<b>Multi-Sensory Impairment</b>	Creating multisensory programmes. Support with mobility and independence skills.
<b>Physical difficulties</b>	Support with self-help skills and safe movement around the nursery. Safe handling plans/ Assessment for specialist seating. Support in outdoor play. Accessible ICT through switch devices, iPads.

### **Education, Health & Care plan (EHCP)**

For a small number of children the help given through the SEN support-graduated approach will not be sufficient to meet their more complex needs. For these children a referral for an ECHP needs assessment will be considered by all those involved, a request can be made either by the School or by parents/carers. The decision to make a referral for an EHC plan assessment will be taken at a progress review meeting and may result in a range of partners being invited to a JAM (Joint Assessment Meeting) where the needs of the child are recorded in relation to the application. The Local Authority must make its determination regarding whether to secure an EHC needs assessment within 6 weeks of the request, subject to exceptions.

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

- Parents/Carers
- Teachers
- SENCO
- Social Care
- Health professionals
- Education Psychologist / Specialist Pre-5 teacher / Specialist teams

Partners must respond within a maximum of 6 weeks of request for information. All information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. The timescale for completion of the assessment process is 20 weeks. If the Local Authority decides, following an EHC needs assessment, not to issue an EHC plan; it must inform the child's parent within a maximum of 16 weeks from the initial request. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan. The entire process of EHC needs assessment and EHC plan development, from the point when an assessment is requested (or a child or young person is brought to the Local Authority's attention) until the final EHC plan is issued, must take no more than 20 weeks (unless there are exceptional circumstances).

Where the Local Authority decides to issue an EHC plan, the child's parent (or young person) must be provided with a draft plan and given 15 days to provide their views. Once a child is granted an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the annual review process we will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

Children who have EHC plans continue on the cycle of ASSESS / PLAN / DO / REVIEW

### **Roles and responsibilities**

All staff are responsible for helping to meet an individual's special educational needs and for following the Nursery Schools procedures for identifying, assessing and making provision to meet those needs.

### **Governors are responsible for:-**

- The strategic overview of and the implementation of the SEND Policy.
- Reviewing and monitoring of the school's SEND Policy and quality of SEND provision.
- Having regard to the requirements of the SEND Code of Practice: 0-25 (2014)
- Ensuring they are up to date and knowledgeable about the school's SEND provision. Especially the SEND governor (Lucy Mairs)
- Ensuring the necessary provision is made for any child with SEND.
- Ensuring information is on the website about the implementation of the SEND policy. This is the local offer and is updated annually.
- Setting up appropriate staffing and funding arrangements.
- Making SEND provision an integral part of the schools development plan

### **The Head of School is responsible for:-**

- The day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Keeping the Governing Body fully informed and producing an annual report to Governors

- The implementation of this policy monitoring and reporting to governors.
- Ensuring that those teaching or working with a child with SEND are aware of their needs, and have arrangements in place to meet those needs.
- Ensure that teachers monitor and review the child's progress during the course of the academic year.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

**The SENCO is responsible for:-**

- Working in collaboration with the Governing Body to determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.
- Collaborating with SENCOs in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school staff.
- Overseeing the review and maintenance of EHC plans and records
- Overseeing the day-to-day operation of the school's SEND Policy and co-ordinating provision.
- Liaising with parents/carers of children with SEND in co-operation with class teachers
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

**Class Teachers are responsible for:-**

- Including children with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and supporting children with SEND
- Giving feedback to parents of children with SEND.
- Planning and reviewing support for the children with SEND, on a graduated basis, in collaboration with parents and where appropriate the SENCO
- Setting high expectations for every child.
- Planning for learning which addresses potential areas of difficulty and ensuring that there are no barriers to every child achieving.
- Updating IEP's termly and sharing with the parents/carers & SENCO
- Attending termly SEND reviews with SENCO and parents/carers.
- Identifying individual children not making progress and inform SENCO/Head teacher.

**Nursery Nurses / Early Years Practitioners / Lunchtime Supervisors should:**

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for children with SEND.
- Use the School's procedures for giving feedback to teachers or SENCO about children's responses to tasks and strategies.
- Provide the appropriate support interventions as planned for through the child's IEP.
- Work in partnership with the class teacher to provide an inclusive learning environment

### **Partnership with parents / carers:**

Partnership with parents plays a key role in enabling children with SEN to achieve their full potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them.

- Colleagues will take and make opportunities to talk with parents/carers about their child, not only when there is a problem but to discuss achievements and successes. Parents will be informed as soon as a need is identified.
- Staff will keep parents/carers fully informed of their child's progress through formal meetings and day-to-day exchanges of information.
- Decisions will be made in conjunction with parents/carers and their wishes will be respected. Staff will ensure parents understand procedures.
- Parental consent will be sought before consultation with any other professionals.
- Parents/carers will be given a copy of all IEP's, review forms and reports written about their child and provided with additional information, which may be helpful.
- Staff will offer support and encouragement and recognise the personal and emotional investment of parents/carers and be aware of their feelings.
- Parents/carers also have a responsibility to regularly communicate openly with colleagues about their child's education to ensure that we have relevant, up to date information.

### **Training**

Up to date and relevant training is vital to continue to develop good practice for SEND. Training will take the form of:-

- Courses for individual staff
- In-house training and cascading from courses
- Invited specialists
- Visits to other settings
- Keeping up to date with national and local developments on SEND issues.
- Sharing of information amongst staff, parents/carers.

### **Other support services**

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents/carers.

Effective collaboration between services should enable the child's needs to be met fully.

## **Transition**

We recognise that 'moving on' can be difficult for a child with SEND. We also recognise the anxieties for families and take steps to ensure that any transition is as smooth, flexible and as positive as possible.

When a child moves to another school:-

- We will contact the new school and arrange a transition meeting
- A personalised transition plan will be drawn up in partnership with the receiving school and parents
- Any special arrangements and support will be put in place for the child.
- We will pass on all records about a child as soon as possible to the receiving school.

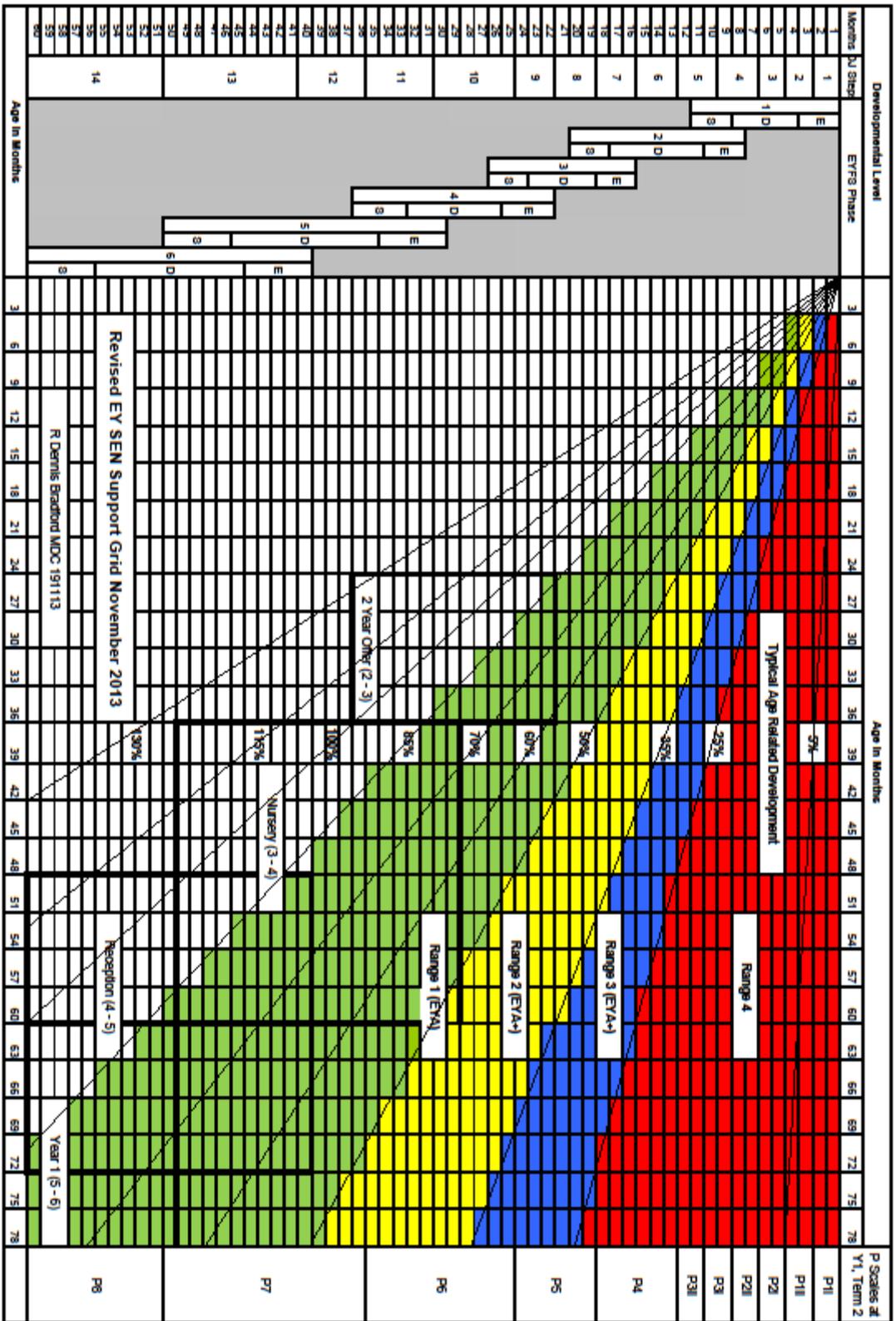
## **Evaluating success**

The success of the SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO
- Analysis of child tracking data and test results for individual children and for cohorts
- Monitoring of procedures and practice by the SEND governor
- School self-evaluation
- The School Improvement Plan
- Visits from LA personnel, external consultants and Ofsted inspections
- Feedback from parents/carers and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success

## **Appendix**

IEP	(Individual Education Plan)
SEN Progress Review Meeting	
TAC Review Meeting	(Team Around the Child)
Early Years SEN Support Grid for guidance.	



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Individual Education Plan

Name: \_\_\_\_\_ IEP No: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_  
Class: \_\_\_\_\_ Set up by \_\_\_\_\_

SEN Support –(Range 1-3)   
 EHC plan

Summary of Child's Needs:

Monitoring Arrangements:

- Observations
- Formative assessments
- Developmental Journal
- Review meetings and daily contact with parents
- Termly review meetings

Review date

Priority Area	Provision	Who What When	Outcome

<b>Priority Area</b>			
<b>Priority Area</b>			

**SEN Progress Review**

<b>NAME</b>	<b>D.O.B</b>
<b>STAGE SEN Support EHC plan</b>	<b>DATE OF REVIEW</b>

**PEOPLE INVOLVED IN REVIEW (INCLUDING DESIGNATION)**

**PROGRESS/UPDATED INFORMATION**

**PARENTAL INVOLVEMENT/VIEWS**

**EFFECTIVENESS OF INTERVENTIONS**

**CHILD VIEWS**

**FUTURE ACTION**

**DATE OF NEXT REVIEW**

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## Team Around the Child (TAC) Meeting & Family Service Plan

### For:-

The following people discussed and wrote it and we all agree to work to the next steps and to provide the support outlined in this plan:

Name	Designation
<b>Apologies</b>	

The family consents to this plan being shared with the above named professionals.

This plan should not be shared with anyone other than the people listed without asking the family first

**Today's date is:-**

**Next review meeting: -**

**Where we are now**

**(What has been happening recently or since the time of the last plan?)**

**At home:**

**At nursery:**

**Portage:**

**Health Visitor:**

**Speech Therapist:**

**EP:**

**(Others)**

**We also discussed the following:**

<b>Agreed priorities or next steps</b>	<b>Actions</b>	<b>Who will do what?</b>