



Special Educational Needs Policy

"Working with children and their families to achieve a better future."

Definition of Special Educational Needs (SEN)

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them" (The Equality Act, 2010)

1. Our Aims and Objectives

Our Aim:

At Appletree Nursery we are committed to meeting the individual needs of all children, including children with special educational needs, disabilities and higher achieving children, to ensure they make progress and fulfil their potential.

Objectives:

At Appletree Nursery we will:

- ensure the special educational needs of each child are identified, assessed, provided for and reviewed regularly;
- create an inclusive environment that meets the special educational needs of each child, including specialist resources and equipment as appropriate;
- ensure all children have access to an appropriately differentiated Early Years curriculum that promotes high standards of attainment, achievement and enjoyment;
- recognise, value and celebrate children's achievements, however small;
- listen and respond to the child's voice, including their interests, learning styles, motivations, responses and behaviours;
- work in partnership with parents and carers in supporting their child's education;
- ensure the inclusion policy is implemented consistently and that all staff are familiar with commitment 1.2 (Inclusion Practice) within the theme (A Unique Child);
- identify the roles and responsibilities of staff in providing for children's special educational needs and provide training as necessary;
- work in partnership with the LEA and outside agencies who provide specialist support and teaching for children with special educational needs;
- ensure induction and transition procedures are in place to ensure all relevant information is shared as appropriate.

2. Roles and Responsibilities

The name of our Special Educational Needs Co-ordinator (SENCO) is: **Anna Peachey**

The SENCO will:

- work positively with all members of Appletree nursery and children's centre to promote inclusion;
- ensure appropriate procedures are in place, working with, and including children with SEN and disabilities;

- liaise with nursery practitioners and external agencies to ensure planning and assessment is differentiated to reflect the needs of children with SEN and disabilities;
- maintain an 'SEND Register' naming the children with SEN and disabilities, area of need and their stage within the SEN code of practice; **Children who have a red WellComm screen at their age band will be included on the SEND register under the category of speech, language and communication difficulty.**
- keep nursery practitioners updated regarding the needs of the children with SEN or disabilities;
- offer advice and support to nursery practitioners, particularly key workers, to observe and identify children's strengths and areas for further development, then to develop meaningful "next steps" and provide appropriate strategies through targeted learning plans (TLP's);
- liaise closely with parents - offering advice and sharing strategies to promote a consistent approach. Complete a Common Assessment Framework (CAF) and organise Team around the Family (TAF) meetings, as appropriate;
- co-ordinate external specialist provision and contribute to assessments and reviews;
- co-ordinate induction and transition procedures to ensure all relevant information is shared as appropriate to ensure a smooth transition for children with SEN and disabilities between settings;
- work closely with the SEN Governor and nursery practitioners to ensure the Nursery's SEND policy and Inclusion policies are adhered to;
- monitor and evaluate the SEND policy and report to the governing body on it's effectiveness and use of SEN resources;
- complete, and update as appropriate, a provision map to inform practitioners, governors and parents of the SEN provision made by the Nursery;
- ensure the Nursery's SEN Local Offer is available on the Nursery website to inform parents of our SEN provision.

The Governor with responsibility for SEN provision is **Margaret Weatherill**.

Her role is to keep the governing body informed about the Nursery's SEN provision and how the Nursery is meeting the statutory requirements.

3. The admissions arrangements for children with SEN are:

Children with SEN and/or Disabilities will be admitted to Appletree Nursery in line with our Admission Policy and the statutory requirements of the SEN and Disabilities Act (2001).

The nursery school admission policy states that children with additional and special educational needs must be admitted as a priority.

The admissions process is the beginning of a partnership between the nursery practitioners and parents. At Appletree, the nursery practitioners are committed to meeting the needs of all children and promoting the culture and ethos of inclusion within the nursery community. Parents are requested to inform the nursery of any special educational needs, medical conditions, allergies or any other concerns they may have on the nursery admission form.

Home visits are also offered to enable parents to discuss their child's needs with their child's key worker. The children's centre outreach team or other professionals may notify the SENCO about children with additional needs, with parent's consent. This will enable the SENCO to put into place actions to support each child, such as, a differentiated curriculum or specialist resources.

4. Specialist facilities and staffing:

Please refer to the 'Local Offer' for Appletree nursery school on our website.

The SENCO holds the National Award for special needs co-ordination (NASC). SENCO and Headteacher will keep fully up to date about SEN and disability issues through reading, attendance at specialist training and cluster meetings. and discussions with outside specialists.

All nursery practitioners will be kept up to date informally by the SENCO and formally at weekly staff meetings, by access to courses to the expertise of Inclusion and Disability Support Services (IDSS).

At Appletree Nursery a qualified teacher is in the classroom at all times. Adult to child ratios are at least 1:10. We provide a wide range of resources to promote and assist the learning and development of all children.

All our nursery practitioners are highly qualified and skilled in early years and have had training in paediatric first aid.

Governors will ensure that they are kept up to date of their statutory responsibilities by attending training and receiving regular updates from the SENCO.

5. Curriculum

At Appletree Nursery our curriculum is based upon the Early Years Foundation Stage (EYFS) areas of development for all children, including children with SEN and/or disabilities. Activities are differentiated to be relevant to abilities, interests, developmental levels and needs of individual children.

6. Identification, Assessment and Reviews of children with SEN and /or Disability:

At Appletree we follow the SEN Code of Practice (2014) on the identification and assessment of Special Educational Needs. We offer a graduated response to intervention, recognising that there is a continuum of SEN. Children with an identified additional need will have access to a differentiated curriculum and a level of support necessary to allow the child to access all activities as fully as possible. Parents will be kept fully informed at all stages

A Targeted Learning Plan (TLP) and, where appropriate, medical care plan (MCP) will be written and reviewed half-termly or as necessary. An environmental risk assessment will be conducted as appropriate. A TLP will contain clear, achievable targets for learning and development that identify the individual needs of the child. All children will be assessed on entry to the nursery using the Lancashire tracker and

WellComm speech and language assessment tool. Children who are identified with an additional need will be closely monitored by the SENCO and keyworker.

Graduated Response to SEND

At Appletree Nursery we have adopted a graduated approach to ensure that all children make good progress. We do this through a cycle of assessment, planning, doing and reviewing our provision as outlined in the SEND code of practice 2014. Through our Provision Map we demonstrate our universal provision, available to all children, and further support and interventions we offer to meet additional needs of children, including those with Special Educational Needs and/or a disability.

The areas of need may include:

- cognition and learning (early learning and play);
- communication and interaction;
- sensory and physical;
- social, mental and emotional health

(SEND Code of Practice 2014, Children and Families Bill 2014).

Details of Appletree Nursery's Local Offer, Provision Map and SEN Pathway can be viewed on the Appletree Nursery School's website.

www.appletreechildrenscentre.co.uk

Our Provision Map

Wave 1 (Universal Services)

This is the universal provision offered to all children at Appletree Nursery. All children will have access to a broad and balanced curriculum and their progress will be monitored and assessed through the development levels of the Early Years Foundation Stage (EYFS) and WellComm speech and language assessments. Significant achievements and progress will be documented in a special book called a Learning Journey. Assessment of each child's achievements and progress is ongoing and is shared with parents / carers.

At Appletree Nursery all children are valued. We recognise each child as an individual with unique learning needs. Children's previous experiences, learning styles, motivations and interests are used to plan meaningful, stimulating and challenging learning opportunities.

Our learning environment provides opportunities for all children to be included in the setting as a whole:

We have a wide range of differentiated play equipment, which are regularly changed, set out in curriculum areas, a well-resourced outdoor area and shared community garden. We provide continuous provision inside and outdoors with enhancements to reflect children's interests and seasonal themes.

Structured learning sessions are held twice during the three-hour sessions. These sessions provide opportunities to ensure consistent progress in areas of the curriculum that are not always advanced by the continuous provision.

Wave 2 (catch up)

When a child is assessed as working at developmental levels lower than those typical for their chronological age or are not making progress then the SENCO will consider moving to Wave 2. Children at Wave 2 will be included on the SEND register until they have been assessed at developmental levels typical for their age and are making progress towards individual targets.

At Wave 2 the SENCO will introduce additional support to help the child to make progress and 'catch up'. This will be offered through:

- targeted / focussed one-to-one and /or group activities;
- planned interventions;
- targeted resources;
- individual / specialist equipment (with care plan if necessary)
- environmental adjustments e.g. quiet areas.

Each child's progress will be monitored through an individual Targeted Learning Plan or group plan which will highlight the additional support and resources used.

Staff planning meetings are held to evaluate strategies and plans for individual children and to agree any changes.

Wave 3 (SEN)

Children who have an unmet additional need will be at Wave 3.

At Wave 3 a child's needs will be monitored through a Targeted Learning Plan (TLP) displaying:

- differentiated provision;
- small targeted steps;
- strategies;
- resources.

Additional support will be highlighted on an individual Provision Map.

Knowledge and advice from relevant professionals and outside agencies may be sought with parent's consent. The SENCO and nursery practitioners will use specialist knowledge and advice about a child's individual needs to enable them to make progress and reach their full potential.

A referral to the Early Years Panel may be made for extra support or funding.

A Common Assessment Framework (CAF) may be completed.

Team around the Family (TAF) meetings may be arranged. This is an opportunity for the family and professionals to discuss how a child's additional needs can be met.

An Education, Health and Care Plan (EHCP) may be initiated for children with more complex needs. This will involve submitting a request for Education, health and care assessment which will be decided by the Early Years panel. (Children and Families Bill 2014).

7. Complaints

The complaints procedure for SEN will follow the nursery's complaints procedure. Complaint forms are available at the school office.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with their child's keyworker. If a concern continues then the SENCO will discuss this with parents / carers. At this stage the Headteacher and SEN Governor may be informed.

8. SEND Training:

The SENCO will attend training courses, relevant for her professional development, on children with special educational needs and disabilities.

All nursery practitioners will attend relevant courses, which will be organised by the Headteacher or SENCO and evaluated through the school's professional development and performance management policies.

9. Partnership with Parents and Carers:

If we feel that a child is having difficulties this will be discussed with parents by the child's keyworker. If necessary a meeting with the SENCO will be arranged to discuss and share any concerns and agree on the next steps.

If contact needs to be made with any outside professionals then the SENCO will always obtain permission from parents before going ahead. Parents will then be involved, through organised meetings, in any discussions and decision-making regarding appropriate steps to meet the individual needs of their child.

Parents will always be invited to reviews of their child's progress.

10. Links:

Links will be maintained, with parental consent, with other professionals and agencies, including:

- Health Visitors;
- Medical Professionals e.g. Paediatricians; Occupational Therapists (OT); Physiotherapists; Speech and Language Therapists (SALT);
- The Child Development Centre;
- Portage;
- Educational Psychologists (EP);
- Inclusion Teachers;
- Children's Integrated Services;

Family support may be sought from Appletree children centre and keyworkers will maintain links with outreach workers to ensure a consistent approach in meeting the family and child's needs.

Links with other educational settings are made with dual registration and during transition. This will ensure changes are managed as smoothly as possible for all concerned. Information regarding the child's progress is shared with the new setting. The child's Learning Journey is kept by the child and family.

11. Monitoring and evaluation of our SEN policy

Our SEND Policy will be monitored and evaluated via termly reports to the governing body. The school governors are responsible for an annual review of the policy.

Review date: Oct 2019