



McMillan Nursery School **SEND Policy**

Mission Statement

‘Today’s children are tomorrow’s future. We will provide the best and achieve the most by growing and learning together.’

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools (DfE, Feb 2013)
- SEND Code of Practice 0-25 (DfE, Oct 2014)
- Schools SEN Information Report Regulations (DfE, 2014)
- Early Years Guide to the 0-25 SEND Code of Practice (DfE, 2014)
- Statutory Guidance EYFS September 2013.
- The National Curriculum in England Key Stage 1 and 2 Framework Document Sept 2013
- Teachers Standards 2012
- Statutory Guidance on supporting children at school with medical conditions April 2014
- School Medication Policy
- School Safeguarding Policy
- School Accessibility Plan
- School local offer
- School Admission Policy

Roles and Responsibilities

The person responsible for managing SEND provision (SENDCo) in school is Carla Bowden

SEN Governor: Tara Warbrick

Designated Lead for Safeguarding: Cathy Stokes

Children Looked After (CLA) Lead: Cathy Stokes

Children with Medical Needs: Cathy Stokes/Carla Bowden

Special Educational Needs and Disability Officer (SENDO) from the Local Authority: Elizabeth Walker

This policy was created by the school’s Special Educational Needs Coordinator (SENDCO) in liaison with the Senior Leadership Team (SLT) and staff and parents of pupils with SEND (Special Educational Needs and Disabilities).

At McMillan Nursery School we are committed to working together to ensure all children can participate in learning. We celebrate a variety of cultures, beliefs and needs in our nursery school and strive to create an inclusive environment where everyone feels valued and included.

Our early years environment is flexible to incorporate a variety of learning styles and needs. The nursery setting and resources provided are carefully selected by skilled practitioners who have an in-depth knowledge of childhood development in the early years. We monitor the progress of all children and adults continually assess, plan, do and review to ensure learning is taking place.

Some children may require additional support so that they can access the curriculum and make progress at their own level.

The code of practice provides a definition of SEN:

'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:

have a significantly greater difficulty in learning than the majority of others of the same age; or 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.'

If a child is identified as having SEN, we will work closely with the child and their family to provide provision that is additional to or different from the differentiated curriculum which is already in place.

Aims of SEN provision

- To identify pupils with SEN as early as possible and put relevant and purposeful intervention in place;
- To provide full access to all areas of the curriculum for all children;
- To support children to make the best progress of which they are capable;
- To observe, monitor and record pupil progress where appropriate;
- To build positive working relationships with children and their families;
- To ensure all staff have the relevant training and support to meet children's needs;
- To liaise with outside agencies and specialists to ensure we are offering the most effective provision for children.

Identifying Special Educational Needs

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

(SEN Code of Practice 2014)

At McMillan Nursery School, children are closely monitored and observed by their key person. Many children experience difficulties at different times of their lives, and it is important that any difficulties are identified and supported in the best way possible.

Early identification is imperative to ensure children receive the appropriate help and support as soon as possible. Staff observations of the children ensure all children's voices are heard, valued and acted upon. The SENDCo liaises closely with other members of the leadership team and key people to analyse data and individually track children experiencing difficulties. Baseline information, WellComm screening and information from parents or outside agencies are used to identify children who may require additional intervention in order to achieve. In addition we assess our children using our progression of key skills and look at the extent to which a child is developing at expected

levels for their age. We use Target Tracker to record children's progress and also the Assessment, Tracking and Target Setting document for children with additional needs.

At McMillan Nursery School we identify the needs of our children by considering the needs of the whole child and not just the special educational need.

We consider what may impact on progress and attainment for individual children:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman

The Code of Practice (2014) suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions / adjustments and high quality, differentiated teaching.

Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEN register is kept by the SENDCo in consultation with key people and the Senior Leadership Team.

A Graduated Approach to SEND

At McMillan Nursery School **high quality teaching (Wave 1)**, differentiated for individual children, is the first step in responding to pupils who may have SEN.

This means that:

- Practitioners have high expectations for all children;
- Teaching is built on what children already know, can do and can understand;
- Different strategies and resources are in place so that children are fully involved in learning;
- Bilingual support is available to ensure the bilingual children are able to access the same curriculum as their peers.

The quality of all teaching at McMillan Nursery School is regularly reviewed through our monitoring and evaluation procedures. Children's progress is regularly assessed and reviewed and any gaps in their understanding/learning will be identified and addressed through targets and interventions.

The decision to make Special Educational Provision involves the SENDCo/class teacher and the key person. Information about the child's learning will be gathered from assessment data, detailed observations of the child from their key person, information from external agencies and information from parents/carers. Parents/carers are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support may include additional provision at Wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted interventions (Wave 2)

- These may be run within the continuous provision or in separate small groups
- They are overseen by the teacher and may be delivered by a teacher or a member of support staff
- These are usually group sessions with specific targets to help children to make progress
- Interventions will be assessed and monitored by the school leadership team
- Parents are informed when their child is in intervention groups and targets and progress are shared

- Wave 2 intervention groups include WellComm/Ginger Bear groups

SEND Support Provision (Wave 3)

- Most children will follow 1:1 work; for example, when children are being supported by outside agencies such as the Specialist Teacher and Educational Psychologist.
- Children with Social and Emotional and Mental health needs are supported by their key person in 1:1 sessions.
- Children with complex communication and interaction difficulties are supported in our nurture space on a reduced adult to child ratio.

For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:

- Health visiting team
- Portage
- Speech and language therapy service
- Specialist teacher service
- LA Educational psychologist

Staff are trained regularly with regard to SEN and specific training is offered according to need. We have a teaching assistant trained to cater for speech and language difficulties, who supports children using the WellComm assessment tool.

The teacher and key people are responsible and accountable for the progress and development of all children in their key group, including children who may need additional support.

Managing Pupils Needs on the SEN register

Key people, alongside the nursery teacher and any outside agencies involved with a child, are responsible for evidencing progress. Children's attainment and progress is reviewed at least termly, and targeted learning plans reviewed half-termly, and next steps put in place from there.

Key people and the nursery teacher/SENDCo may use a range of ways to record children's next steps. These include,

- Children's own learning journeys
- Observations of children
- Targeted learning plans
- Provision maps

Children and families are involved in planning for progress through regular discussions about 'next steps'. The child's voice is central to every review of progress.

A child will be removed from the SEN register when they are accessing differentiation within the setting; that is, they do not need anything above and beyond what is offered to the nursery setting as a whole.

Supporting Children and Families

Families can be directed towards the school's SEN report and Lancashire's Local Offer

<https://www.mcmillan.lancsngfl.ac.uk/send>

<https://www.mcmillan.lancsngfl.ac.uk/send/local-offer>

Admission arrangements for the school are described in the school's admissions policy. McMillan Nursery School welcomes pupils irrespective of their ability and anticipates that the needs of the majority of children will be met within existing nursery school provision. Pupils with an Education, Health and Care (EHC) Plan will not be discriminated against in line with the legislation outlined in

the SEN and Disability Act 2001. Prior to admission, the parents and the child will be offered the opportunity to visit the nursery so that all can be sure that the nursery is the right place for the child. If appropriate, and with parental permission, information may also be sought from the health visitor, from the Child Development Centre and from Social Services. A ramp to the entrance enables wheelchair and pram access. The outdoor environment has a ramp and pathways that can be accessed by children with mobility difficulties. Nursery group rooms are spacious and carefully planned and there are no parts of the environment to which children have limited or no access.

Transitions are fully supported by all staff. For children coming to McMillan Nursery School from other settings, it may be possible to arrange a transition meeting with the previous setting to discuss the child's individual needs. All children are invited to stay and play sessions prior to starting nursery school to ensure a smooth transition. The nursery school has links with feeder schools and special schools and parents are encouraged to visit schools enabling them to make the right choice for their child. Before moving to a new school, a transition meeting will be held, to which the new teacher, parents, relevant outside agencies and nursery staff will be invited.

We use the Common Assessment Form (CAF) process and Team Around the Family (TAF) to facilitate links with other agencies.

Supporting Children with Medical Conditions

At McMillan Nursery School we recognise that children with medical conditions should be effectively supported to have full access to education, including school trips/visits and outdoor play. Some children with medical conditions will be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Parents of children with any medical conditions are consulted and a Health Care Plan (HCP) is drawn up with the help of health care professionals. Appropriate prescribed medication is supplied by the parent accompanied with signed forms detailing quantity and time medication is required.

Some will also have SEN and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision.

The person(s) responsible for coordinating provision for children with medical needs are **pCathy Stokes/Carla Bowden**

Risk Assessments

The SENDCo or head teacher will ensure that children with medical conditions or physical difficulties have a risk assessment put in place wherever necessary. All staff will be made aware of risk assessments that have been put in place, either for within the nursery setting or for local trips and outings. Risk assessments will be checked and updated on a regular basis by the SENDCo or head teacher. Any risk assessments created for children, will be produced in partnership with parents and any other relevant external agencies, such as community nurses.

Monitoring and Evaluating SEND Provision in School

The SENDCo regularly completes audits of SEND provision in school in order to gain child, parent and staff views. The SENDCo feeds back to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

This policy will be reviewed by the Head teacher, SENCO and SEN governor on an annual basis.

Training and Resources

Training needs and resource implications are identified through pupil progress meetings and a Provision Map for intervention is put in place. The SENDCo alongside the Senior Leadership Team are responsible for updating the provision map and overseeing provision in school. Professional

discussions with the nursery teacher and support staff, and the appraisal process identifies individual training needs.

The SENDCo regularly attends training to keep up to date with local and national updates in SEND.

Funding

When it becomes necessary for the nursery school to seek specialist guidance from outside agencies, such as the Specialist Teacher and Educational Psychologist support, the local authority provides funding for this support to be put in place. Additional funding for children who are in receipt of disability living allowance (DLA) can be acquired by the nursery school, which is known as the disability access fund (DAF). The funding is available for all three and four year old children who receive Disability Living Allowance (DLA) and are accessing an early education funded childcare place. Where the SEN support needed for a child is beyond the provision ordinarily available or expected within an early years setting, additional funding support may be available through the Inclusion Fund.

Storing and Managing Information, data protection and GDPR

The SENDCo may request personal information from families when making requests for external agency involvement or when referring a child to an external service. The processing of Personal Information will be executed fairly and lawfully in accordance with the General Data Protection Regulation ("GDPR"), the Data Protection Act 2018 ("The DPA") and other related legislation which protects Personal Information. As a School, it is necessary for us to process Personal Information about our staff, pupils, parent(s) / guardian(s) and other individuals who we may come into contact with. In doing so, we recognise that the correct and lawful treatment of Personal Information is critical to maintaining the confidence of those connected with our School. Where it is necessary for us to obtain your consent to process Personal Information, we will ensure that we do so in accordance with data protection laws. We will:-

- take steps to ensure that we make it clear to Data Subjects what they are being asked to consent to.
- ensure that the Data Subject, either by a statement or positive action, gives their consent. We will never assume that consent has been given simply because a Data Subject has not responded to a request for consent.
- ensure that a Data Subject is informed that they can withdraw their consent at any time and the means of doing so.
- keep appropriate records evidencing the consents we hold.
- not keep Personal Information for longer than is necessary for the purpose or purposes for which they were collected. We will take all reasonable steps to destroy and erase from our systems, all data which is no longer required.

Documents are stored securely in school. Hard copies of documents are kept in locked cabinets within locked offices. Electronic copies of documents are password protected. Electronic transfer of records is done securely. With consent from parents, electronic files are shared with children's feeder schools. This is achieved securely using Secure mail as is any information sent to outside agencies.

Complaints Procedure

If any parent has any concerns regarding the education of their child with SEND, they should contact school immediately and make an appointment to see the SENDCo or the Headteacher in line with the school's Standard Complaints Procedure. All complaints will be dealt with sensitively and with

the child's needs and care at the heart of our work. If the matter is still not dealt with satisfactorily, it will then be brought to the attention of the Area Special Educational Needs Officer.

Policy Review date Sept 2023