

Special Educational Needs and Disability Policy

Cippenham Nursery School



Approved by:	Full Governing Body	Date: 20 th November 2024
Last reviewed on:	November 2024	
Next review due by:	November 2025	
Updated on School Website:	27 th November 2024	

Signed: (Chair of Governors)

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(Headteacher)

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The grievance policy is a statutory policy and is reviewed annually.

The Nursery's philosophy

We aim to provide all children with a broad and balanced learning environment that is committed to the integration of children with Special Needs. Our philosophy is that all children 'with or without Special Needs' should have the opportunity to develop to their full potential alongside other children in an educational environment.

We aim to provide a learning environment suitable for all children, including those with Specific Learning Difficulties and Special Educational Needs.

What are special educational needs (SEN)?

Children have special educational needs if they have a *learning difficulty* which means that they need *special educational provision* to be made for them.

Children have a learning difficulty if they: -

- a) Find it much harder to learn than most of the children who are the same age: or
- b) Have a disability, which prevents or stops them from making use of educational facilities, which are generally provided for children of the same age.

We have experience of working with children with a range of different special educational needs including: -

- Speech, language and communication needs
- Hearing/visual impairment
- Autism spectrum disorder
- Social and emotional difficulties
- Physical impairments affecting mobility

Education

All our planning for learning and development takes full account of the Statutory framework for the early years foundation stage and underpins the level of development required to meet the Early Learning Goals at the end of the foundation stage. Each child's ability is taken into account when planning and carrying out any activities, making sure each child's individual needs are met whether or not they have special educational needs. The Nursery has adopted a 'Planning in The Moment' approach which uses the child's own interests to supporting their learning.

Arrangements for the admission and integration of children with special educational needs

Our nursery setting welcomes the opportunity for both parents and children to come for visits prior to starting the nursery and to discuss ways in which the nursery can meet the child's individual special educational and disability needs (SEND).

The SENDCo and Family support worker (FSW) review the admission applications, and may provide an extra home and/or pre-school/childminder visit for some families during the term prior to admission. This enables us to prepare for children identified with SEND and make transition from home to nursery as smooth as possible.

The nursery is fully wheelchair accessible and provision is made to ensure children with SEND are able to participate in all nursery activities including off-site visits. There is an adult's and children's toilet for the disabled. We have a dedicated welfare/medical area, with a changing station.

For further details on admission, please refer to the admission policy.

The Special needs coordinator (SENDCo) & staff who support children with SEND

The designated member of staff who has responsibility for all children with Special Educational Needs (Special Educational Needs and Disability Co-ordinator known as SENDCo) is Mrs Kathy Li The governor with responsibility for SEND within the Nursery is Adrian Hodges

The responsibilities of the SENDCo include: -

- Overseeing the day-to-day operation of the SEND policy
- Liaising with all staff, families and outside agencies to support children with SEND
- Working with children with SEND and their Key-workers to develop ways which further support their education
- Contribute to INSET training and ensure all staff receive appropriate training in dealing with specific types of SEND
- Ensure all records relating to children with SEND are kept up to date
- Maintain the SEND register and records relating to children's progress
- Formulate transition plans for children with SEND when they move on to primary school

All staff have experience of working with children with varying degrees of special educational needs. The nursery is staffed by qualified Teachers and Early Years Practitioners with Teaching Assistants deployed across classes as required. They may be assigned to children one-to-one or work with small groups for specific interventions.

Relevant in-service training is identified based on children's needs, or through continuous professional development following performance management reviews. For example, staff have undertaken key word signing training to help them communicate with children with speech, language and communication needs.

When additional specialist advice is required, the nursery works with a range of outside agencies to support children with different types of special educational needs, such as: -

- Educational psychology service
- Speech and language therapists
- Service for Autism
- Sensory Consortium
- Behavioural support services

Identification and assessment of special educational needs

Our nursery has a variety of different methods to help us monitor all areas of a child's development. Through this process, any concerns may be identified and an assessment of the child's needs will begin. To meet the needs of all the children in our care, it may be necessary at times to share information with parents and other staff in order to support the children's development.

Any concerns that are noted by staff will initially be discussed privately with the parent/carer. The parents/carers will be fully involved at every stage.

Initial concerns are raised with the parents and the SENDCo is advised that there may be a need related to the child. Concerns may be identified on a home visit prior to the child starting at nursery, when the child first starts nursery or during the child's first half term at nursery, dependent on the nature of the need.

The class teacher and/or key person or SENDCo will meet with the parents to discuss how the child's needs can be met. The FSW may be involved and we may also need to seek help and advice from outside professionals. All information will be treated confidentially and parental permission will be requested.

The SENDCo collates data and provides feedback to the governors' regarding the progress of the children with SEND in order for them to evaluate the provision made for them.

Provision for Children with SEND

Our nursery adopts a graduated approach with four stages of action: assess, plan, do and review, as identified in the SEND Code of Practice, (January 2015) to support: -

- Planning provision for the child.
- Monitoring the child's progress
- Re-planning in the light of this progress

Assess

In identifying a child as needing SEN support, the early year's practitioner, will complete an initial concern form. The SENCO in consultation with the key person and the child's parents, will carry out an analysis of the child's needs. This initial assessment is reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

The SENDCo will gain support and seek advice from specialists outside the nursery in order to identify alternative strategies to support the child and their specific needs. Information from the specialists will be used to formulate Individual Education Plans (IEPs) which will be reviewed and revised on an 8-weekly basis. Parents will be involved in working towards and agreeing IEPs, as well as taking into account the views of the child. Any related staff development needs will be identified and addressed. Parents are involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key-worker, remains responsible for working with the child on a daily basis. With support from the SENCO, they oversee the implementation of the IEP and assessment of the child's progress. The SENCO supports the practitioner, by problem solving and advising on the effective implementation of support. The SENCO has a team of TA's. Where appropriate they may provide intervention groups or one-to-one support.

Review

The effectiveness of the support and its impact on the child's progress is reviewed in line with the review date. The impact and quality of the support is evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They agree any changes to the outcomes and

support for the child in light of the child's progress and development. Parents are given clear information about the impact of the support provided and be involved in planning next steps.

The appropriateness of the IEP is regularly being reviewed to ensure the best way of securing good progress. At each stage parents are engaged with the relevant staff, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with parents. The graduated approach is led and co-ordinated by the SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, Birth to 5 matters guidance and Early Support resources.

The SENDCo with the guidance of the specialist outside agencies and the parents may submit a request for statutory assessment to the Local Education Authority (LEA). If appropriate, the LEA will request a multi-disciplinary assessment where all of the specialist agencies involved with the child are asked to provide reports detailing the exact needs of the child and how this will affect the way the child is supported in their learning in school.

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can require the nursery, to convene and hold the annual review meeting on its behalf.

Help for parents

For parents who have a child with special educational needs, additional information and support may be available from a range of advisory services which the SENDCo will be able to provide further information about. The FSW is also available to support all families. The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) can provide additional information for parents and the SENDCo has details of other relevant agencies, who can provide advice and guidance to support the parents of children with SEND.

Complaints

If any parents or members of staff have any complaints about our provision for children with special educational needs, they should report it to the SENDCo or the Headteacher. Every effort will be made to resolve the complaint following the Cippenham Nursery School complaints procedure.

Moving on to Primary School

As the time comes for the child to move on to primary school, the school will liaise with the receiving school to ensure a smooth transition occurs. The SENDCo will contact the receiving school to pass on detailed information regarding the child's type of SEND and any additional needs which have been supported in nursery with the aim of helping the child with a smooth transition to primary school. In terms of selecting a suitable school, SENDIASS can provide specialist advice but once a school has been allocated, transition arrangements can be made between nursery and school.

Linked Policies:

- Admissions Policy
- Accessibility Plan
- Equality Policy
- Complaints Procedure