



Chapel Street Nursery school
Special Educational Needs and Disabilities Policy

Approved by GB	Date: 28 February 2019
Signed by Chair	Signature: M. S Street
Due for Review	Date: February 2020 (annual)

The Governing Body and staff at Chapel Street Nursery school believe that all children have the right to have full and equal access to an appropriate Early Years Curriculum. We are an inclusive setting and welcome all children whatever their needs. We work closely with children, parents, carers and other agencies to ensure the best possible education for all children.

This Policy was written by the Specialist Teacher with contributions from the staff team.

Article I. Definition of Special Educational Needs and Disabilities

The Equality Act 2010 defines a person with a disability as "someone who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. The definition of disability encompasses a broader range of impairment than might be commonly assumed". Reference from the Green Paper 2011.

Children have Special Educational Needs and Disabilities if they have a *learning difficulty*, which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- (b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- (c) Are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them.

We aim to:

- Identify any difficulties a child may have and to work with the child and their parents or carers to address those difficulties.
- Offer a secure and positive environment that will promote the development of the whole child.
- To provide a differentiated curriculum to meet the needs of all children.

- Ensure that every child is given full and equal access to a broad and balanced curriculum appropriate to individual need.
- To develop individual learning programmes to meet the specific requirements of children with Special Educational Needs and Disabilities.

We will:

- Maintain effective practices for identifying and assessing children's progress by monitoring and updating each child's Early Years Assessment Summary and Developmental Profile.
- Use this information to plan for children with Special Educational Needs and Disabilities, in the light of school policies and with regard to the Revised Code of Practice and the Disability Discrimination Act (1995), Code of Practice for Schools (2002), Policy for Handling and Physical Intervention and the Manual Handling policy. The Equality Act 2010 and the Public Sector Equality Duty 2011. Also 'The Children and Families Act' (2014) and the Code of Practice (2014).
- Develop and maintain effective relationships with parents to build a good working partnership.
- To liaise with external agencies and build up good working relationships with other professional bodies.
- To plan effective transitions both when the child starts and leaves nursery, working in conjunction with other provisions, parents and advice services.

Our special needs Co-ordinator (SENDCo) and Specialist Teacher is Sarah Gilbert.

Her role is to:

- Liaise with Key Workers and Room Leaders about children who are not making the expected progress on the Assessment summary.
- To provide staff with SEN Development Profile to clarify children's areas of concern.
- Then arrange to meet with parents and Key Worker.
- Then observe the child at different sessions during the day. Also to collate information from class observations, the child's Learning Stories and any other information available. Then meet with parents and the Key Worker to plan the next steps.
- Ensure the next steps are implemented.
- Work with the Key Worker to write an Individual Education Plan or a Behaviour Plan.
- Then meet with parents and Key Worker to discuss the Individual Education Plan/Behaviour Plan and arrange a date to meet again to review progress.
- Meet with parents to discuss whether a resourced place is required and apply for resourced place.
- Write a Behaviour Plan, rather than an Individual Education Plan for children presenting with challenging behaviour.
- Arrange reviews for Individual Education Plans, Behaviour Plans with Key Workers and also arrange meetings with parents and professionals.
- Prepare reports for formal assessments, the Education, Health and Care Plans.
- Continue to maintain good links with external support agencies.

Chapel Street Nursery school is one of six designated, resourced nursery schools in Luton. We are resourced to meet the needs of children with severe and complex Special Educational Needs and Disabilities.

As a designated nursery school we are resourced to meet the needs of up to 8 full time equivalent children. Staff are experienced in the use of alternative forms of communication, such as PECS and Makaton.

Admission Arrangements: We are an inclusive setting and welcome all children, whatever their individual need.

We identify Special Educational Needs and Disabilities through:

- Initial assessment on all children on entry. Then additional assessments in December, March and June.
- Regular observations of all children and on-going Learning Stories to ensure effective monitoring of each individual child's progress.
- If a child is having difficulties in any area of learning we will talk with parents initially and carry out more detailed observations.

We adhere to the SEND Code of Practice 2014. We have chosen to continue to use the graduated approach of action and intervention as recommended by the SEND Code of Practice (2002). This is a 3-stage process:

- **Early Years Action** when we plan strategies, interventions and concentrated support tailored to the child's needs and we will write an Individual Education Plan, which sets clear targets. Parents are encouraged to take an active part in developing a profile of their child's achievements and needs.
- **Early Years Action Plus**, if children continue to have difficulties we will involve external agencies as appropriate. We will ensure we implement the advice given by other professionals through interventions planned on Individual Education and Behaviour Plans.
- **Education, Health and Care Plans**, if a child continues to require a high level of support the SENDCo will then submit a request to the Local Education Authority to carry out an assessment.
- Children with a resourced nursery place sometimes have an Education, Health and Care Plan before moving to their next school. These are reviewed every 6 months until a child reaches statutory school age (5 years) and yearly from then on. The children who currently have a Statement will have a new Education, Health and Care Plan written over the next three years. From September 2014 an Education, Health and Care Plan will be requested from the Local Authority for children who require a very high level of support.
- Individual Education Plans and Behaviour Plans are reviewed every term as a minimum. Progress is recorded daily and this provides the evidence needed to review and write new targets.
- We encourage parents to be active participants in their child's education. Review meetings are arranged to give parents the opportunity to discuss their child's progress, their Individual Education Plans and Behaviour Plan targets and any other concerns they may have.
- We maintain links with outside agencies, such as Child Health Services, Social Care, Educational Psychology Service, Speech Therapists and Special Needs Support services as required.
- Planning, linked to observations of the children, enables us to highlight specific areas of need and to plan additional interventions over and above the differentiation strategies planned as part of the curriculum of the nursery.
- Transport will be requested for resourced children if they meet the required criteria.

Our building is single storey with ramps, which enable wheelchair access. There are disabled toilet facilities for children and adults. One changing area has a hoist and one changing area is equipped with a hydraulic bed and nappy changing facilities.

There is a well-equipped sensory room, which is available for the use of all children.

Whilst we don't know what special requirements will be needed for individuals we ensure we make appropriate adjustments, so that no child is disadvantaged in comparison to pupils who are not disabled.

The organisation of the school is such that all children have access to a differentiated curriculum according to their individual needs. Pupils with Special Educational Needs and Disabilities engage in all activities alongside their peers. Children with severe and complex needs will be given additional support, through adult interventions, the use of specialist equipment and the support of highly experienced staff to ensure they are able to access the curriculum appropriately.

We monitor this policy by:

- Reviewing it with the Specialist Teacher and Special Educational Needs and Disabilities Governor each year.
- Monitoring the progress of children with Special Educational Needs and Disabilities.
- Asking parents and staff how well they think we are meeting the needs of children with Special Educational Needs and Disabilities in the nursery.

Complaints about our Special Educational Needs and Disabilities provision: If parents have a complaint about the way we are working with their child who has Special Educational Needs and Disabilities, they should speak to the class teacher initially and if they are still not happy they should speak to the Specialist Teacher. She will look into the problem and report back to them within a week. If parents are still dissatisfied she will refer the matter to the Headteacher to take further action as appropriate.

If parents are still not satisfied then the Governing Body will set up a separate committee to deal with the complaint independently.

The Chair of Governors will acknowledge receipt in writing within ten working days of receiving the complaint.

Staff training is planned in conjunction with the School Plan.

- All staff will receive appropriate Special Educational Needs and Disabilities training.
- Training for specific, individual requirements will be undertaken as the need arises. It is the responsibility of the Headteacher and Specialist Teacher to provide appropriate training.
- Governors are offered the opportunity to attend relevant courses as and when they are available.
- The Headteacher will ensure that the Specialist Teacher continues to develop her professional knowledge through further training and that she shares good practice with staff.

Working with parents and carers: We are happy to attend appointments with parents and their children, if they would like our support. We are happy to discuss any concerns parents may have at any time.

We will support parents so that they are empowered to play an active and valued part in their child's education.

Parents are given information about meetings organised by the Autism Team, both CALM and FLAG. Also about Autism Beds, Families United and Parent Partnership. If possible the Specialist Teacher will take small groups of parents to the meetings.

Transition: For children with Special Educational Needs and Disabilities, transition is planned as early as possible. For the transition meeting, parents or carers, the current and receiving schools are

invited. Training for the next school is planned at this meeting so that there is a smooth transition from one establishment to another. We aim for at least two visits from the receiving school to observe the child and discuss their needs. We aim for at least three visits to the receiving school and these will be supported initially by staff from the nursery.

The Specialist Teacher will forward all relevant documentation in advance of the transfer.

If we have a child receiving shared provision, i.e. being educated at special school and at nursery, staff will ensure continuity of progression.

Implementation Plan:

This policy is effective immediately, once accepted by the Governing Body, as it reflects the good practice already in place. Issues that need to be addressed this academic year are:

1. To continue to develop the understanding and knowledge of staff about children's capacity for learning by supporting children's self-confidence, self-awareness and ability to develop successful relationships.
2. To continue to develop effective relationships with parents.
3. To continue to develop staff knowledge and confidence through on-going training.

Please refer to the following policies:

Equal Opportunities Policy.

Accessibility Plan.

Behaviour and Discipline Policy.

Responsibilities: The day-to-day implementation of this policy is the responsibility of all our staff. The Headteacher and the Specialist Teacher are responsible for monitoring the planned curriculum and ensuring the needs of the individual are met and that funding is available for resourcing as required.

It is the responsibility of the Specialist Teacher to maintain effective liaison with outside agencies, to identify training needs and ensure these needs are met appropriately.

The overall responsibility for ensuring the implementation of this policy rests with the Governing Body, although this is delegated, on a day to day basis, to the Headteacher.

The current SEND Governor is: Romina Adabra.

Criteria for evaluating the success of the school's SEND Policy

- Children with specific needs are identified.
- Children's progress is regularly monitored.
- Children have a good self-image and are not made to feel different because they have a special educational need.
- Staff to develop an awareness of the Equality Act 2010, code of Practice for Schools, schools Accessibility Plan and The Children and Families Act (2014) and the Code of Practice (2014).
- Staff to know which children have Special Educational Needs and Disabilities and the type of difficulties they have.
- All staff are involved in discussing and writing Individual Education Plans and Behaviour Plans.
- These plans are used as on-going documents that inform planning.
- Staff to receive appropriate training for specific special needs, as required.
- Staff are consistent in meeting the needs of the children.
- The Specialist Teacher keeps staff fully up-to-date on developments in children's progress and reports from other Professionals.
- Parents are aware that their child has Special Educational Needs and Disabilities and whether they are at Early Action, Early Action Plus and whether an Education, Health and Care Plan is to be requested.
- Parents are fully informed about and involved in the request for an Education, Health and Care Plan.
- Parents take part in regular planning and review meetings.
- Parents feel confident to participate in their child's education and contribute their views.
- Parents feel that the school is doing their best for their child as an individual.
- Governors are given every opportunity to become familiar with the Special Educational Needs and Disabilities Policy.
- Governors are kept informed termly about the level of Special Educational Needs and Disabilities in the school.
- The SEND Governor will undertake a focus visit yearly.
- The Headteacher will provide a summary statement in her Head teacher's Report to the Governors.