



Hoyle Nursery School

A Policy For

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

"EXCELLENCE FOR CHILDREN"

At Hoyle we provide for all Special Educational Needs and Disabilities in accordance with the Special Educational Needs and Disability Regulations 2014 and the Special Educational Needs Code of Practice 2015.

At Hoyle Nursery School we believe in giving all children the best possible start in life by ensuring every child is included and supported to reach their full potential.

Hoyle Nursery School is situated in an area of high deprivation and it is recognised for its quality of provision for children with Special Educational Needs and Disabilities. The School is also a Local Authority Resourced Provision facility for children with communication difficulties.

Hoyle Nursery School welcomes any child regardless of need and will request support from the Local Authority and other Agencies where additional resources are needed.

The School has significant experience of working with children with speech and language delay, communication difficulties, autism and complex needs.

Aims

-To be an inclusive school, encouraging a whole school approach to SEND by fostering a positive attitude and raising awareness of children with SEND.

-We aim to meet the needs of all children with SEND ensuring they are not discriminated against and are given equality of opportunity.

-We will make reasonable adjustments to prevent disabled children from being put at disadvantage and promote disability equality and prevent discrimination.

-We will make arrangements for children with medical conditions. Individual Care Plans will specify the type and level of support required to meet the medical needs of such pupils.

-To focus on early identification at a Quality First Teaching Level and provide appropriate intervention ensuring children's individual needs are met and progress is promoted.

-We aim to work in partnership with Parents agreeing how to support the child, providing access to relevant services and specialist support as appropriate.

-We will ensure that all children are provided for through the Early Years Foundation Stage Framework and have access to a relevant, broad, balanced and differentiated curriculum and resources.

-To recognise the impact of emotional, social and physical factors on children's development

-To engage and work together with support services and agencies in the best interests of the children.

-To gain children's views and involve them in their learning.

Objectives

-To work within the Special Educational Needs Code of Practice and keep a record of children who require support. At Hoyle we recognise that children can require different levels of support. Where the gap is closed and children are in line with typical expectations children will be supported within Quality First Teaching.

-To work within and plan for the four broad areas of need as identified by the SEND Code of Practice 2015. These are, Communication and Interaction, Cognition and Learning, Social, emotional and Mental Health Difficulties, Sensory and/or Physical Needs.

-To involve Parents from the outset, consulting with them regularly to assess, inform and review their child's needs.

-To use a Quality First Teaching approach to meet the needs of all children.

-To effectively identify children with Special Educational Needs and Disabilities and put support/interventions in to place.

-To measure progress and attainment through close monitoring and tracking in line with the Early Years Foundation Stage and any other indicators of SEND.

-To follow the 5 Stage Graduated Approach and the Assess, Plan, Do, Review cycle ensuring interventions are matched to need and barriers to learning are identified and overcome.

-To make reasonable adjustments to prevent children from being disadvantaged.

-To make referrals or request a Support Plus or EHC Needs Assessment to secure necessary support at the earliest stage of their education.

-To support a smooth transition to Primary School or other settings.

-To publicise a School Special Educational Needs and Disabilities Information Report.

-To provide a School Accessibility Plan.

Practice

-We have a Designated SENDCO who works with children, staff, parents and outside agencies.

-Children with SEND will have their needs met in accordance with the SEND Code of Practice 2015.

-The School practices Quality First Teaching and provides other interventions as part of the graduated approach.

-The School has an Early Identification and Intervention procedure that all staff follow.

-There is a whole school approach to supporting children with additional needs through the use of visual strategies including signing, sensory strategies and other alternative communication systems at Quality First Teaching level.

- All children are supported within mainstream provision with planned differentiation and personalised learning.
- Where a child requires an Individual Development and Learning Plan these will be reviewed half termly and updated throughout the year in consultation with Parents.
- Where there are significant emerging concerns we will identify support for the child's learning and development and request the involvement of other professionals as appropriate.
- We will request additional resourcing for Children as appropriate.
- Strategies and approaches advised by professionals are incorporated within the children's Personalised Learning and Individual Plans.
- Children at Support Plus who have been considered on the SEND Early Years Panel may receive additional support.
- Children with Education, Health and Care Plans have additional funding according to the number of hours allocated by the Local Authority.
- Children agreed at Panel who meet the Resourced Provision criteria access a full time place. Children within Specialised Provision will receive a part time place.
- The school uses a range of information to track the child's progress and plan for the next steps in their learning. Progress tracking will identify the child's strengths and any areas where progress is less than expected.
- The progress of children with SEND will be monitored and analysed to identify any gaps in attainment against their peers and promote their progress to narrow the gap with all other children.
- Children are involved in sharing and demonstrating their learning in a variety of ways including Learning Journeys, comments, alternative communication and interests and motivations.

Staff Development

- Professional development is provided for all staff in relation to individual and specific needs and forms part of the overall Performance Management arrangements
- All staff undertake additional and INSET training in relation to SEND.
- The SENDCo holds the National Qualification for Special Educational Needs and Disabilities Coordination.
- The SENDCO supports the development and practice of staff in relation to SEND.
- The SENDCO works with staff at Quality First Teaching Level and to deliver Individual Development and Learning Plans.
- Staff are supported by a range of agencies to set targets and deliver individual strategies.
- All staff are kept up to date with current national and local policy and practice.
- Staff share practice and support each other.
- Staff have the opportunity to work with all children across the age phases including those within the Resourced Provision.

Parent Partnership

- Individual needs and requirements will be discussed as part of the admissions process.
- The school actively promotes parental involvement and home-school links.
- The school has an open door policy and parents are welcome to contact the school at any time.
- Parents have access to their Key Worker each day when information sharing is encouraged face to face.

- For children who are transported to the school by the Local Authority a home-school diary is completed each day.
- The school has good links with partner agencies and ensures that parents have a support network, through Peer Support and Parent Forum meeting, facilitated by the School.
- Parents will be asked to consent to the sharing of information with other professionals either verbally or written.
- Parents will be expected to share relevant information regarding their child's development and involvement with other services.
- Parents will be expected to attend their child's Progress Meetings and any Review Meetings appropriate to their needs such as Individual Development and Learning Plan Meetings and Reviews. Outside Agencies may also be invited.
- When a child moves on to Primary School or another setting School will initiate and lead on the transition process with the involvement of parents.

Role of the SENDCO – (Special Educational Needs and Disability Coordinator)

- The SENDCO role is held by Rachel O'Neil – Acting Head Teacher. The Link Governor for SEND is Kathryn Walker.
- The Class Teachers are responsible for the provision, daily planning and delivery of the teaching and learning for children with SEND.
- All Teaching Assistants are able to work with all children irrespective of their individual needs.
- All Staff work with the SENDCO to ensure children with SEND have their needs met. Professional guidance is given to staff regarding children who are not making expected progress and those with SEND, carrying out assessment of needs and liaising with other agencies where appropriate.
- In collaboration with the Head Teacher and Governors the SENDCO supports strategic development of the SEND Policy and SEND Information Report and practice.
- Records and documents are completed and updated in line with School policy and Code of Practice.
- Plan strategies, track and evaluate children's progress.
- Implement specific language strategies and communication systems.
- Provide and arrange training for professional development.
- Ensure smooth transition by supporting children, staff and parents through the process and through the transfer of records and assessments and liaise with the SENDCO at the relevant school/setting.
- Communicate with parents ensuring parent partnership and support for parents.
- Liaise with support agencies including the LA SEND Team.
- Ensure that resources are provided to meet individual needs, updated and maintained.
- Monitor the quality of teaching and learning and standards regarding SEND.
- Ensure the needs of children are met through the appropriate deployment of supporting adults.

Governing Body

- The Governing Body reviews the provision, practice, teaching and learning of children with SEND. The school has a named Governor for children with SEND and information and reports are shared and monitored by the School Governing Body.

To be reviewed Autumn Term 2019

(References-EYFS Framework 2017/Children and Families Act 2014/Equality Act 2010/Special Educational Needs and Disability Regulations 2014/SEND Code of Practice 2015)