



# Hylton Red House Nursery School

## SEND Policy

### Our Core Values

Integrity	Independence	Responsibility	Enjoyment	Achievement	Partnerships	Inspirational
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The fundamental British values embedded within the Early Years Foundation Stage Curriculum are upheld in all we do. Hylton Red House Nursery School seeks to protect children from, and build resilience to, radicalisation and extremist views.

### Equality and Diversity

At Hylton Red House Nursery School, we value and respect the diversity of individuals, our local community and the wider world. We seek to recognise our differences, to understand the needs of people within the groups identified as having protected characteristics and to ensure no one is treated less favourably through our policies and practices. The nursery upholds the values at the heart of the United Nations Convention on the Rights of the Child (CRC) and places them at the centre of our planning, policies, practice and ethos.

### INTRODUCTION

All children have the right to a broad and balanced curriculum. Children are provided with this through the Early Years Foundation Stage statutory framework. This reflects their personal, social and emotional, physical and communication skills as well as their cognitive learning needs. Some children will need extra input and support and Hylton Red House Nursery School is committed to providing ALL children with the opportunity to learn and reach their potential. Every child is entitled to access the whole curriculum through early identification of their specific needs by the nursery practitioners who together with parents, carers, professionals and outside agencies, plan to provide appropriate and additional opportunities to support their learning.

Children identified as needing extra support in some way are said to have Special Educational Needs (SEN). The definition of SEN in the SEN Code of Practice (2015) is as follows:

*“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 him or her”.*

Children have a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the

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same age, or

b) Has a disability that hinders him or her from making use of facilities of a kind

generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

The SEN: Code of Practice (2015) also suggests that there are four main areas of need in relation to SEN:

- Cognition and learning
- Social, emotional and mental health difficulties
- Communication and interaction
- Sensory and/or physical needs

It is important to express that some children may have needs in more than one of these categories.

### OBJECTIVES

At Hylton Red House Nursery School, our objectives, in terms of SEN, are:

- To ensure that all pupils have an equal opportunity to engage in all areas of the curriculum.
- To provide a curriculum that is accessible to the individual needs of our pupils.
- To work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- To make every effort to involve the child in decision making about their special educational provision.
- To actively support the establishment and maintenance of close links with all agencies working with the child.

### SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCo)

The Special Educational Needs and Disability Co-ordinator (SENDCo) at Hylton Red House Nursery School is Katy Gregory. This person is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs.

The role of the SENCo includes the following responsibilities:

- Establishing individual SEN records for children with SEN.
- Maintaining all records for children with SEN.
- Liaising with other staff about children with SEN.
- Timetabling extra support or resources for children with SEN.
- Advising staff on strategies for meeting pupils' SEN.

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- Managing SEN Learning Support Assistants.
- Liaising with parents of children with SEN.
- Liaising with outside agencies (Local Authority, Educational Psychologist, Speech and Language Therapists etc).

### **ADMISSION**

Hylton Red House Nursery School does not have separate admission arrangements for children with SEN to that of their peers. We will make every effort to meet the individual needs of a child with SEN.

### **SEN SUPPORT**

Hylton Red House Nursery School is committed to supporting children with SEN. Our dedicated team work together to provide the support needed for children with SEN.

### **FACILITIES FOR SEN**

Hylton Red House Nursery School continually changes resources/teaching styles to meet the needs of their pupils.

The majority of the staff at Hylton Red House Nursery School is trained to use Makaton. This is a way communicating with children who have speech, language or communication difficulties.

Hylton Red House Nursery School has disabled access at all exits and entrances. There is a disabled toilet and facilities for nappy changing.

### **SEN FUNDING**

Funding is given to Hylton Red House Nursery School for children who need SEN Support on the SEN Register. The funding amounts to the cost of 7.5 hours additional TA support per term, per pupil, which is £740 for 12 weeks and £870 for 14 weeks.

Children who have Education and Health Care Plans would also be given funding. This amount would be outlined in their plan, depending on the level of need.

### **IDENTIFYING SEN**

As part of our policy for Inclusion, all staff will discuss all children and their needs. Parents will be advised of any concerns that staff may have at the earliest opportunity and permission will be sought to involve others e.g. speech therapists, educational psychologists etc.

Children will be placed onto the SEN register with parental permission when a child has an educational need that requires specialist provision to be made for him/her.

When a child arrives at the setting with needs already known the SENCo will make sure that the child is given the appropriate level of support by the key worker. Code of Practice procedures will be rigorously followed using the: assess, plan, do, review approach.

Occasionally, in cases of profound SEN, it may be necessary for a school to apply for an Educational, Health and Care Needs Assessment. If a referral is necessary a person centred approach will be followed. Where it is expected that a multi Statutory Review Frequency: Annual

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agency meeting to review progress will result in an EHCP, the SENCo should conduct the meeting using a person centred format (ideally supported by a minute taker to record discussions).

- The child is at the forefront,
- The meeting is conducted informally
- Discussion is recorded on a flipchart for all to see
- The following headings are used to structure the discussion:
  - What do we like and admire about...?
  - What's important TO...?
  - What's important FOR...?
  - What's working well?
  - What are the issues and questions that need to be addressed?
  - Actions? (Including further assessment work).

It is helpful if reports submitted to the meeting are structured under the above person-centred headings. This prepares group members to contribute, or if unable to attend, to submit a relevant contribution.

The notes of the meeting will be included with the EHCP request.

The SENCo will then gather all of the information required for the EHCP request and submit the information to the SEN team.

Termly reviews are held with parents of all children on the SEN Register. Outside agencies are invited for those children on SEN support or an Educational, Health and Care Needs Plan (EHCP).

### **ROLE OF GOVERNING BODY**

Hylton Red House Nursery School has a SEN Governor, Sonya Willis. The SENCO and SEN Governor meet on a termly basis to discuss the needs and progress made by children with SEN and strategies/interventions that are being used to support the children.

The SENCo produces a termly SEN report for the Head Teacher and Governing Body. This report outlines the number of children with SEN, the type of SEN, the support being given to individuals or small groups, progress made by the children and any planned interventions.

### **COMPLAINTS PROCEDURE**

Due to the sensitive and emotive nature of SEN, Hylton Red House Nursery School suggests that concerns or complaints about SEN provision should be addressed to the SENDCo who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation then the complaint will pass to the first level of the general complaints procedure at Hylton Red House Nursery School. It is important to mention that all aspects of SEN, as with any complaint, will be treated with confidentiality.

### **INDIVIDUAL AND WHOLE SCHOOL TRAINING**

The SENCo and SEN Practitioner attend various conferences and courses about SEN throughout the school year. The SENCo also attends Network Meetings with other SENCOs across the Local Authority.

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In terms of whole-school training, the SENDCo leads INSET on any relevant information regarding SEN.

### **OUTSIDE AGENCY INVOLVEMENT**

Hylton Red House Nursery School liaises with various other professionals to meet the needs of our children. Our school Educational Psychologist is Angela Price. Angela has a termly planning meeting with the SENDCo to discuss the needs of the children and suggest any support or referrals necessary. Our speech and language therapist is Laura Thompson. Laura makes regular telephone calls to the SENDCo to discuss children that she has recently seen in clinic. Health visitor's information is requested from parents during admission and links are made where necessary to discuss children's development.

### **ROLE OF PARENTS/CARERS**

Hylton Red House Nursery School has an 'open door' policy which means parents can approach the school whenever they have a concern and time will be made for them. Termly meetings are scheduled for parents to meet with the SENDCo to discuss their child's progress. There are opportunities throughout the school year for parents/carers to come into school to work with or observe their child. Several coffee mornings take place throughout term time for parents to meet together.

### **TRANSITION PROCEDURES**

During the Summer Term, the nursery's SENDCo meets with the SENDCo of Northern Saints Primary School to discuss the special needs of those transferring to primary school in September. For children attending a different primary school, the SENDCo would also meet with their SENDCo. All information is passed onto the school to ensure the needs of the child continue to be met. This would also be the case for a child transferring to another school during the school year. Data protection and confidentiality issues are taken into account.

It is the aim of Hylton Red House Nursery School that by following the procedures in this policy, they will support all children in being able to reach their potential.

### **REPORTING AND CHALLENGE**

The setting's website informs parents and carers of its SEND Information Report. Information on all children's progress is shared with parents and carers through the children's Learning Story Books. The SENDCo reports to the Link Governor Sonya Willis on a termly bases and regularly provides information to the whole Governing Body through Head Teacher's Reports. The challenge meetings raise questions and responses with regard to all aspects of improving provision and outcomes for all children, including those with Special educational needs. Pupil Progress Review meetings each term enable Senior Leadership to challenge staff on the progress of all pupils.

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### External Sources and References

*This policy is written with due regard to the following legislation:*

- Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

- Special Educational Needs and Disability Regulations 2014

[http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf)

- Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/introduction>

- Special Educational Needs and Disability Code of Practice 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### Links to Other Documents

- Medication Policy
- Accessibility Plan
- SEN Information Report
- Equality and Diversity Policy
- Teaching and Learning Policy
- Equality Information and Objectives
- Admissions Policy
- Behaviour Policy

Katy Gregory  
SENDCo

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Approved by: Full Governing Body

Signed by Chair: \_\_\_\_\_

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