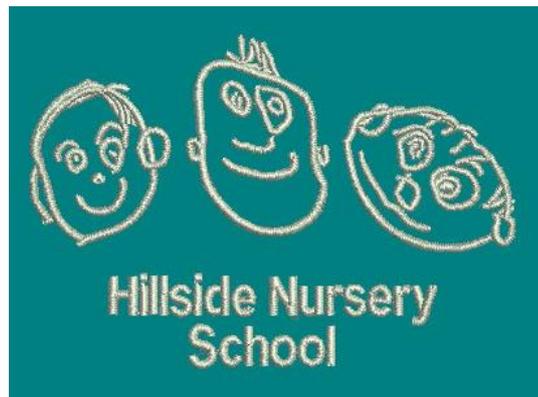


Hillside Nursery School



Special Educational Needs Policy

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Section 1: Main contact details and policy key dates

Name of Headteacher: Karen Wiggan

Name of SENCO(S): Andrea McGarry (Nursery School Teacher) **Name of the SEND Governor:** Mrs Kathleen Lindsay

Contact Details:

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 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, January 2015)
-  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. Statutory Framework for the EYFS
-  School Behaviour Policy
-  School Safeguarding Policy
-  School Access Plan.
-  School Local offer.
-  School Admission Policy

Section 2: Aims and Objectives

We aim to:

- provide every child with access to a broad and balanced education, and to raise aspirations of and expectations for all children with special education and additional needs, providing a focus on outcomes;
- ensure that all pupils with special education and additional needs have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing;
- ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently;
- ensure that all pupils with special education and additional needs are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives:

- To identify and provide for children who have special educational and additional needs, offering an appropriate learning environment in which we provide a range of differentiated activities to meet all individual needs;
- To provide support and advice for all staff working with children with special educational and additional needs, ensuring provision mapping to support children and practice in the school;
- To involve parents/carers within the graduated approach to meeting needs with four stages of action – assess, plan, do and review;
-  To liaise with other professionals to ensure we are offering effective provision for children with special education and additional needs;
-  to provide differentiated and personalised learning opportunities building on each child's strengths and interests.

(Please refer to Local Offer)

The key responsibilities of the SENCO may include:

- ✚ overseeing the day-to-day operation of the school's SEN policy;
- ✚ co-ordinating provision for children with SEN;
- ✚ Ensuring all practitioners understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN;
- ✚ Keeping staff fully informed of the special education needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- ✚ Advising and supporting colleagues.
- ✚ Using provision and support effectively to ensure that the curriculum is differentiated where necessary.
- ✚ Setting appropriate individual targets (TLPs) that motivate pupils to do their best, and celebrating achievements at all levels.
- ✚ Ensuring parents are closely involved throughout and that their insight informs action taken by the school.
- ✚ Liaising with professionals or agencies beyond the school.
- ✚ Linking with Inclusion Disability Support Service (IDSS) Learner Support Team.
- ✚ CAF Champion taking role of Lead Professional co-ordinating TAF meetings.
- ✚ Providing information to the SEN Governor so that she is aware of the processes that are in place to support children with special education and additional needs.
- ✚ Attending Cluster Meetings to remain up to date with policy and procedure.
- ✚ to meet pupils' needs effectively;
- ✚ liaising with parents of pupils with SEN;
- ✚ liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- ✚ being a key point of contact with external agencies, especially the local authority and its support services;
- ✚ liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- ✚ working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ✚ ensuring that the school keeps the records of all pupils with SEN up to date.

2.2 This Policy has been developed through consultation and shared with stakeholders, including parents, carers and families and reflects the SEND Code of Practice 0-25 guidance. It follows a graduated approach set out in our Provision Mapping Policy as described in our Local Offer.

2.3 The Department for Education has published a Guide for Parents on the

SEND Code of Practice which can be accessed at:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Section 3: Aims and Objectives of our approach to SEND

3.2 Our Objectives are:

-  To identify the special educational needs and additional needs of our pupils at the earliest opportunity and meet their needs, through and appropriate learning environment in which we provide a range of differentiated activities.
-  To review progress regularly
-  To provide support and advice for all staff working with children with special educational and additional needs, ensuring provision mapping to support children and practice in the school.
-  To work in partnership with families and others involved in the care of the children within the graduated approach to meeting needs with four stages of action – assess, plan, do and review.
-  To liaise with other professionals to ensure we are offering effective provision for children with special education and additional needs.
-  to promote children’s self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
-  to ensure that all staff are competent teachers of every child, including those with SEN through well targeted and continuing professional development

Good practice with SEN children is good practice for all children.

The SEN coordinator will be responsible for the coordination of all matters relating to special needs and will be the person responsible for liaising with other agencies as well as overseeing the provision within the nursery.

Section 4: Definitions of SEN and of Disability

4.1 SEN Definition

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- ✚ has a significantly greater difficulty in learning than the majority of others of the same age;
- ✚ has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

4.2 Identifying Children who have SEN

Early identification of needs is important in order to ensure that children do not fall behind or lose their self-esteem. Many children experience difficulties at different times in their lives and it is important that any difficulties are identified and supported in the best possible way. There are four broad categories of need. The purpose of identifying which category applies to a child is to work out what action the school needs to take, not to label the child or fit them into a category. The school always considers the needs of the whole child, particularly the Characteristics of Effective Learning as detailed in the EYFS.

4.2(a) Communication and Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

4.2(b) Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- ✚ moderate learning difficulties (MLD),
- ✚ severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication;
- ✚ multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- ✚ Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4.2(c) Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEN. Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

4.2(d) Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

4.3 Difficulties which may not be related to SEN

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'. Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability. The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

-  Attendance and Punctuality
-  Health and Welfare
-  Being in receipt of Early Years Pupil Premium Grant
-  Being a Looked After Child
-  Being a child of Serviceman/woman

4.4 Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Section 5: Graduated approach to identifying if a child requires SEN Support

5.1 Whole School General Identification and Assessment

All of our children's needs are identified and met as early as possible through:

- ✚ observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- ✚ listening to and following up parental concerns
- ✚ listening to and taking into account the child's views, wishes and feelings
- ✚ the analysis of data including baseline assessments linked to the EYFS to track individual children's progress over time
- ✚ reviewing and improving staff understanding of a wide range of needs and effective strategies to meet those needs
- ✚ liaison with schools and other settings on end of year transfer
- ✚ exchanging information from other services across education, health, care and the voluntary sector
- ✚ involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- ✚ data on progress is stored and analysed. Pupils needs are discussed and decisions are taken as to which intervention is needed.

5.2 General provision for all children using core school funding

- ✚ All children will have access to well-differentiated, quality first teaching, enhanced, where appropriate, through low level, short term interventions.
- ✚ Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- ✚ Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEN.

The whole school provision map enables us to:

- ✚ plan strategically to meet children's identified needs and track their provision;
- ✚ audit how well provision matches need;
- ✚ recognise gaps in provision;
- ✚ cost provision effectively;
- ✚ demonstrate to all staff how support is deployed;
- ✚ inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
- ✚ focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

5.3 Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- ✚ staff differentiate learning activities as part of quality first teaching
- ✚ preparation for new learning experiences and vocabulary development
- ✚ targeted additional adult group and, where appropriate, individual support
- ✚ differentiation of curriculum resources
- ✚ nurture groups
- ✚ speech and language groups e.g. Wellcomm
- ✚ 1:1 support
- ✚ Small group work

5.4 Monitoring and Evaluation of progress

- ✚ ongoing assessment of progress against targets and expected outcomes
- ✚ Learning Journal sampling and moderation and scrutiny
- ✚ scrutiny of planning and level of differentiation and use of learning resources
- ✚ informal feedback from all staff
- ✚ child and parental questionnaires and conversations
- ✚ pupil progress tracking using assessment data
- ✚ regular meetings about children's progress between staff and the head teacher
- ✚ head teacher's report to parents and governors

5.5 Additional SEN Support provision, monitoring and review

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEN support to replace School Action and School Action Plus from September 2014.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEN support is as follows:

- ✚ the key worker, sometimes with the SENCO, will discuss with parents if we feel that their child requires SEN Support. This will be recorded on an "Initial note" form;
- ✚ additional SEN support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer
- ✚ we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on an Targeted Learning Plan (TLP))

- ✚ our TLPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended;
- ✚ targets will address the underlying reasons why a child is having difficulty with learning;
- ✚ our TLPs will be accessible to all those involved in their implementation – children should have an understanding and ‘ownership of their TLP’;
- ✚ our TLPs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- ✚ our TLPs will have a maximum of three SMART targets;

Targets for a TLP will be arrived at through:

- ✚ discussion, wherever possible, with parents/carers, staff and the child
- ✚ discussion with other practitioners as appropriate
- ✚ classroom observations by the school’s Special Educational Needs Coordinator (SENCO) and other senior leaders;
- ✚ our TLPs will be time-limited – at termly review, there will be an agreed “where to next?”;
- ✚ TLPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

SENCO and key worker.

Where the child’s key worker, SENCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support

Section 6: Request for SEN support or statutory education, health and care assessment

For some children with SEN, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. When specialist equipment or a high level of staffing support is required to support a child with SEN, our school will fund this as part of additional SEN support. A request for additional support can also be made to the LA SEN provision team and this would be provided in order to access Additional Inclusion Support via the Local Authority. Children with no SEN but with a disability under the Equality Act definition may need

equipment provided as a reasonable adjustment. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school.

Where the requirement for specialist services (Additional Inclusion Support) is identified the SENCO will use the CAF/TAF process to complete the required referring paper work. This will include the 'All About Me Profile' A request for AIS can be made to the IDSS Learner Support Early Years Panel at any time following the child's 3rd birthday. The SENCO, key worker and parents would be involved in this process. The date of Panel meetings is available via the school portal or local authority local offer website. Children's progress, their special needs, and the ability of the school to meet those needs will be reviewed through the TAF process each half term.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multiagency meeting (TAF) will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEN Team before a request is submitted.

Section 7: Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- ✚ working effectively with all other agencies supporting children and their parents;
- ✚ giving parents and carers opportunities to play an active and valued role in their child's education;
- ✚ making parents and carers feel welcome;
- ✚ encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- ✚ instilling confidence that the school will listen and act appropriately;
- ✚ focusing on the child's strengths as well as areas of additional need, allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- ✚ agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets;
- ✚ keeping parents and carers informed and giving support during assessment and any related decision-making process;
- ✚ making parents and carers aware of sources of information, advice and support; providing all information in an accessible way for parents with English as an Additional Language;
- ✚ Parents are consulted at a variety of times during the year.

Section 8: Involvement of Children

The SEND children attending our school are aged 3-4 years so consulting with them to seek their views about how we are meeting their needs has to be age appropriate, especially when many often have communication difficulties.

We use the following strategies:

- ✚ Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home
- ✚ Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- ✚ Extend any resources that they show a preference for
- ✚ Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school

Section 9: Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require care and support to enable full access to education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision. Pupils with medical conditions are supported in all areas of the curriculum to give equal access to all.

The school will follow its 'Administration and Management of Medication Policy'. The school also follows its Equalities policy. Individual care plans are put in place to ensure children are able to access all aspects of the EYFS Aspects of Learning.

Section 10: Effective Transition

- ✚ For all children, we will ensure early and timely planning for transfer into our school, and onto the next phase of education and invite relevant SENCO's to TAFs and SEND reviews.
- ✚ During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

- ✚ When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- ✚ We will discuss transition needs of all children with Statements of SEN or an Education Health and Care Plans at their statutory Annual Reviews.
- ✚ For children with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews for the children at their feeder school if invited.
- ✚ Liaison with our main feeder schools take place and SENCOs are invited to TAF's, SEND reviews etc and the child's future teacher meets with the SENCO.

Section 11: Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school).

Section 12: Storage of records

Children's records are sent to the next school as soon as possible after a child has transferred. Whilst the pupils are attending Hillside Nursery School the records are kept in a locked filing cabinet. The confidentiality policy is updated annually.

Section 13: Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the key worker and SENCO, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)