



The Slade & Headington  
Children's Centre

## Special Educational Needs (SEN) Policy

At Slade Nursery School we recognise that all children have the right to access a broad, balanced, relevant and differentiated curriculum, allowing progression and learning at a pace and level reflective of their individual abilities. The nursery believes that all children have a right to develop their knowledge and understanding and have experiences alongside their peers, no matter what their individual needs, and are committed to the inclusion of all children.

### **Definition of Special Educational Needs (SEN)**

A child has special educational needs if he or she has 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 or
- Has a disability which prevents or hinders him or her from accessing facilities of a kind generally provided for others of the same age in mainstream schools.

### **About our school**

Slade Nursery School provides for children with a wide range of special educational needs including those with:

- **Communication and interaction needs**; this includes children who have speech language and communication difficulties including autistic spectrum conditions
- **Cognition and Learning needs**; this includes children who have learning difficulties and specific learning difficulties in areas such as literacy, numeracy or understanding information
- **Social, Emotional and Mental Health needs**; this includes children who may have behaviour difficulties relating to their emotional development, anxiety or attachment disorder
- **Sensory and/or Physical needs**; this includes children who have visual or hearing needs, multi-sensory impairment or a physical disability that affects their learning

Children will not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

As a school we acknowledge and celebrate the fact that every child is unique and a valued member of our school community.

**Our special educational needs co-ordinator (SENCo) is: Mary Wiggins.**

She is a qualified teacher who previously worked as an early years SEN advisor to mainstream nurseries and settings. She works closely with the Head Teacher to oversee the provision and monitoring of children's learning and progress and to support the families of those children with special educational needs.

Mary can be contacted via:

**Tel: 01865 750670**

**Email: [marywiggins@slade-nurs.oxon.sch.uk](mailto:marywiggins@slade-nurs.oxon.sch.uk)**

**The SENCo is responsible for:**

- Overseeing the day to day operation of the nursery school's SEN policy
- Co-ordinating provision for children with special educational needs
- Ensuring that from the earliest point parents of children with special educational needs are involved, informed and are part of the decision making process
- Liaising with other staff members advising on a graduated approach to providing SEN support
- Helping to identify children with special educational needs, assessing and planning for progress
- Maintaining the school's special needs register
- Acting as the designated teacher for Looked After children with SEN
- Liaising with other early years providers, educational psychologist, health and care professionals and voluntary bodies
- Ensuring that transitions to other nurseries or on-going schools are smooth and effective and that parents are involved at every step
- Supporting professional development of other staff in regards to SEN knowledge
- Work with the SEN Governor to ensure the nursery's SEND and Inclusion policies are adhered to

**Our governor with responsibility for SEN is: Georgina Glenny ??**

**SEN Policy**

Our SEN policy is also available on our website

<http://www.sladeandheadingtonchildrenscentre.org.uk/> or from reception.

## **How do we identify and give extra help to children and young people with SEN?**

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child has a special educational need
- How we assess children and plan for their special educational needs, and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

## **How do we work with parents?**

The Slade nursery views parents as the experts regarding their own child and by working in true partnership with parents, recognising and respecting their knowledge and understanding, we will be best placed to fully meet the needs of individual children. When a child begins nursery with specific needs already identified staff are required to gather all information available from parents and any other settings attended, to support the inclusion of the child. Ongoing dialogue and shared written information will ensure that accurate assessment of the child's abilities and needs is maintained.

We will always contact parents if we have a concern that a child may have a special educational need, or would benefit from extra support to aid their development in a specific area. The child's key person will meet with parents/carers to share and discuss observations from both home and nursery and for nursery to gain an insight into any concerns parents might also have about their child.

The SENCo or Head Teacher will be happy to meet with parents; please contact through the nursery office on 01865 750670.

We work closely with children with SEN and their parents through informal information exchange at the end of the nursery session, use of home/school diaries and meetings to agree learning outcomes and how we will all work towards these, and then to review the child's progress. between key person and parents/carers. Parents are consulted and consent sought before involving any outside agencies in the assessment of a child's progress or attainment.

We recognise the importance of having the opportunity to discuss how your child is progressing, therefore should you ever need to discuss anything, please do see your child's key person and/or the SENCo.

Information about the parent support service 'Special Education Needs and Disability Information and Advice Support Service' (SENDIASS) is available from the office or SENCo.

### **Voice of the child**

Children's views are sought and taken into consideration in discussions about their learning and development. This is achieved in a variety of ways, for example, when a child cannot contribute his or her thoughts and feelings verbally we observe their interests, their likes and dislikes. This may be written or recorded with photographs which can be used for making choices and indicating preferences.

### **Adapting the curriculum**

We follow the Early Years Foundation Stage Curriculum which supports that each child is unique and develops at their own rate. To efficiently support any child who may have additional needs we ensure the provision is accessible by all, adapt the way in which we facilitate the play taking place, and if appropriate, plan short group/individual sessions to support certain aspects of development. We work closely with outside agencies, such as speech and language and the educational psychologist to implement the advice suggested.

The way we adapt this for children with SEN and disabled children is set out in the school Equality Policy and Equality Plan, which can be found on our website, or a copy can be requested from reception.

### **Graduated response to SEND**

SEN support is based on a cycle of action that can be revisited with increasing detail, increasing frequency and increased involvement of parents.

The cycle of action has four stages: **assessing; planning; doing and reviewing** the provision, as outlined in the SEND Code of Practice, 2014.

The Slade Nursery School regularly reviews the progress of all children and where progress is slow the first response is high quality targeted teaching which may be in small groups or through short, individual interactions between staff and children. Slow progress does not necessarily mean a child has special educational needs. In deciding whether to make special educational provision all the information available, including that from the child and parents, is gathered and viewed alongside national expectations of progress.

Where there is a need for more specialist expertise to identify the child's needs and to determine the most effective approach, services such as educational psychology,

specialist teachers or health may be approached. Parents will be informed and invited to contribute at every step.

### **Staff development**

The Slade Nursery School is committed to further developing knowledge and expertise in the area of Special Needs education. All staff have attended training provided by Oxfordshire County Council to support understanding of a variety of special educational needs including autism and speech and language development. Staff underwent extensive training on attachment and behaviour to better understand the reason behind different behaviours, such as difficulty with communicating, interacting and relationships.

Strategies, range of needs and consistency of approach amongst staff are discussed during staff meetings to ensure the best support is being given to the children in our care.

### **Links with other agencies**

Slade Nursery School is able to call upon the expertise of a range of support services. This takes place following discussion between parents, the key person and Head Teacher or SENCo. To request assessment and advice a Single Point of Request for Involvement (**SPORFI**) form is completed and requires parental consent. We have access to a range of specialist support services including:

- Educational Psychology
- Primary Child and Adolescent Mental Health Services (PCAMHS)
- Oxfordshire School Inclusion Team
- Therapy services, e.g. physiotherapy, Speech and Language Therapy
- Early Years Advisory Teachers

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

We also work with other services and organisations that are already involved with a family, with the family's permission.

### **How do we know if SEN provision is effective?**

The progress of all children/young people is tracked throughout the school using the Target Tracker data system. Observations of progress are made daily and these observations inform assessment. Each child's key person inputs into regularly and Target Tracker is monitored three times a year by the Head Teacher and Day Nursery Manager. Each child also has a scrapbook called a learning journey. This is

a record of an activity carried out by the child detailing how they are learning, strategies they are using and how to further their development.

In addition for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support given has made a difference and what we need to do next. We run small group interventions 3 times a week for identified children, focussing on communication and social development. The children are assessed before and after the intervention takes place. Every term the SENCo meets with the SEN Governor. Information about how the governing body evaluate the success of the provision for children with special educational needs is contained in the Governors annual SEN report. A copy is available from the office.

### **How are children with SEN helped to access activities outside of the classroom?**

All children are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010.

We talk to parents when planning trips so that everyone is clear about what will happen. For children who are in receipt of 1:1 adult support whilst at nursery we may ask that a parent/carer accompanies us on the trip.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf)

### **What do we do to support the wellbeing of children/young people with SEN?**

We recognise that all behaviour is a form of communication.

Detailed information regarding this can be found in our Relationships Policy available from our website or can be requested from reception.

Building secure attachment and relationships is important to nurture learning and confidence. The key person system is vital for young children; they need to know there is one special person with whom they can form a secure and trusting relationship in order that they might develop self-confidence, a sense of well-being and the ability to take risks in their learning. The key person will get to know your child's likes, dislikes, fears and interests by spending time with them, being interested in them and discovering their learning style.

The key person will also hope to work in partnership with parents, learning about the children in their care, listening and being a source of information and support for parents.

### **Transfer arrangements**

When starting at Slade Nursery School we ask that there be a minimum of four visits with your child when starting at the nursery. It is useful to us if parents are able to let us know of other agencies supporting their child in order to build a better picture of what we need to do as a nursery to add to support already in place.

When a child with special educational needs is moving on to their next setting Slade Nursery will:

- Support parents in visiting schools and understanding the choices that are available to them.
- Arrange a meeting with the receiving school to involve parents, other professionals supporting the child/family and nursery Key Person and SENCo to discuss how a smooth transition might be achieved.
- Arrange extra school visits prior to entry. Supported by nursery staff if appropriate.
- Offer receiving school staff the opportunity to visit the child in nursery.
- Provide assessment and achievement records for the receiving school.

***If you would like to feedback, including compliments and complaints about SEN provision, please contact the Head of Centre, Carol Lister on 01865 750670.***

***If you'd like impartial advice from Oxfordshire's SEND Information and Advice Support Service (SENDIASS):***

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

***If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:***

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

***Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:***

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.

Policy adapted May 2016

Due to be reviewed May 2017