

Howard Street Nursery School Special Educational Needs Policy *(Reviewed and Updated September 2018)*

(1) Basic information about the school's special educational needs provision

The staff and Governing Body of Howard Street Nursery School are committed to meeting the requirements set out in the DfES Special Educational Needs code of practice.

Introduction

We believe that every child deserves the best possible start in life and a curriculum that allows children to achieve the best possible standards and develops the whole child.

We believe that the Early Years Foundation Stage is the key to promoting these aims for all our children.

Definition of Special Educational Needs

Legislation defines a child with special educational needs (SEN) as having:-

A significantly greater difficulty in learning than the majority of children his or her age.

A disability which either prevents or hinders him or her making use of the educational facilities of a kind generally provided in nurseries or schools, with the area of the local authority for children of his or her age.

The SEN and Disability Equality Act strengthens previous legislation by stating that children with SEN must be educated in mainstream schools where parents prefer this and where the provision of efficient education for other children is not significantly effected.

We aim to cater for the individual learning of all children while recognising the need for specialized provision to ensue access to all aspects of the curriculum for all children.

A. The aims and objectives of our SEN policy are:

- All staff will be involved in planning, assessment and recording ensuring that each child has access to all areas of the foundation stage curriculum
- This will support the early identification of any difficulties a child may have
- We will offer a range of differentiated activities within an appropriate learning environment, aiming to meet the individual needs of all children (including the gifted and talented child)
- We aim to develop a partnership with parents and will always consult with parents if we feel a child is experiencing difficulties
- We will liaise with other professionals to ensure we are offering effective provision for children with special educational needs
- We will encourage learners to express their views and be fully involved in their learning.

B. Our Special Educational Needs TEAM is: -

Helen Back Karen Crossman

Our named SENCO is Helen Back

The role of the SENCO with the support of the SEN TEAM is: -

The SEN team is responsible for the day to day operation of the SEN policy and co-ordinating provision for children with SEN via a graduated response.

- We aim to ensure that the objectives of the SEN policy are reflected in practice
- We will ensure that staff understand, are familiar with and follow the SEN practice as stated in our policy (eg early identification of any difficulties, observation and assessment)
- To hold regular staff meetings to address staff development planning/monitoring/assessment and evaluating the needs of individual children
- Establish an SEN concerns list ensuring that it is kept up to date

- Children on the SEN concerns list will have individual wallets (including date of identification, area of concern, action taken, involvement of outside agencies)
- The philosophy of the setting includes promoting effective relationships with all parents paying particular regard to those of children with additional needs
- We liaise very closely with other professionals / agencies i.e. I CAN Team, CMO, (Community Medical Officer) Health Visitor. Educational Psychologist, RANS team, Speech therapist, etc.
- We will provide in house SEN training when appropriate promoting and encouraging staff development in relation to SEN via relevant courses (if and when funding is available)
- The SEN policy will be reviewed annually and the Governing Body will be informed through the Headteacher's Report
- All SEN related work to be stored in a locked filing cabinet.
- As far as possible, any known SEN needs will be discussed prior to entry so as to prepare and differential planning and/or organisation.
- The school will provide information about the Parent Partnership Services to all parents of children with SEN. Parents of any child identified with SEN may contact the Parent Partnership Service for independent support and advice.

C. The admissions arrangements for children with SEN are:

Howard Street Nursery School children aged 2-4 years old.

Places on the Education register are available from the term after the child's 2nd birthday for the 2 year class and the term or the September after their 3rd birthday for the 3 - 4 year class. The children are entitled to 15 hours of nursery provision per week.

There are 52 part-time places available in the 3-4 year class and 36 part time places in the 2 year class.

These places are available to parents who are working or training and to support families in need.

- When considering admissions priority will be given to children with special educational needs
- Our admissions policy is such that all children are welcome. Staffing ratios may affect our ability to offer places
- We welcome all children and aim to respond appropriately to each child's background and individual needs
- If oversubscribed , priority will be given to children with SEN and children from deprived neighbourhoods

D. Specialist facilities and staffing:

- The school is a single level building with disabled access into the entrance hall, the building is open planned allowing easy access to all areas
- Toilet facilities are accessible for children and adults
- We have a set amount of time allocated to the setting for visits from the Educational Psychologist
- The I CAN team are able to work with us on a peripatetic basis if any children attending the setting are on the I CAN register.
- LSA's are employed to support children with additional needs
- Each member of staff is responsible for a group of children
- Within our staff team people have had experience of working with a wide range of children with a variety of Special Educational Needs and Additional Needs such as :-
 - AD/HD
 - Autism
 - Downs syndrome
 - Global Developmental delay
 - Speech and Language problems
 - Behavioural difficulties

- Visually impaired
- Hearing impaired
- Physical disabilities
- Variety of medical problems

E. Information about the setting's policies for identification, assessment and provision for all children with special educational needs:

Identification and Assessment

- We observe all children - if we then have a concern we discuss with the SEN team and whole staff as appropriate
- We would then observe further and make assessments and discuss with parents
- On entry we language screen all the children using Rochdale Screen of Comprehension and The Renfrew Action Picture Test.
- SEN IEPs will contain targets which have been determined through consultation with the teacher, SENCO, parents, child (if they are able to comprehend the situation) and any appropriate agencies.
- SEN IEPs to be reviewed termly or as appropriate.

Provision

- The majority of materials bought for the Early Years Foundation Stage are appropriate for use with children experiencing some degree of SEN
- If needed we would purchase further appropriate resources (funding permitting) or contact RANS for support with equipment loans.

F. Resources we provide for children with SEN:

- In the setting we employ teachers and teaching assistants and each member of staff has responsibility for specific areas of learning and plan for differentiated activities, enabling all children to access the environment with a variety of learning opportunities
- We have a large selection of equipment and resources, which aim to meet the needs of 2-4year olds.
- The majority of materials bought for the EYFS are appropriate for use with children experiencing some degree of SEN

- We are always willing to talk to and take advice from parents and professionals about the need for additional and specific pieces of equipment
- Funding for EHC children will be allocated on human and material resources as appropriate.

G. Identification and Assessment of children with SEN:

The majority of pupils will have their needs met through our Nursery curriculum, (wave 1 provision mapping) classroom quality first teaching and appropriate differentiation, that may include support such as additional work with an identified TA (with SENCo guidance) and through a multi-disciplinary approach. Our open plan environment allows easy access to all curriculum areas. All activities allow for differentiation to meet the needs of individual pupils.

Children will be placed on the special needs register if their needs are **additional to or different from** the differentiated curriculum in the setting.

We record children's progress through observations and samples of work as appropriate.

If we have a concern we follow a graduated response, we:-

- Observe
- Discuss with SENCO or appropriate member of staff
- Discuss with parents
- Prepare and implement an IEP

The SENCO seeks written parental permission to involve outside professionals to assist in planning an appropriate differentiated curriculum for the child.

Advice from other professional is included in the IEP and implemented.

EHC - Education and Health Care Plan.

In conjunction with parents we take advice from the LA's educational psychologist /RANS team with regard to a drawing up a "My Plan" - Education and Health Care Plan.

Formal assessment only takes place for a very few children when the help given through a graduated, differentiated response is not sufficiently effective to enable satisfactory progress. It may then be deemed necessary by all involved/concerned that formal assessment should proceed.

Children with medical needs may require support or intervention from staff in the setting. Such a child will have a Care Plan written for him/her in conjunction with advice from health professionals and parents. This ensures that a safe agreed set of principals and procedures are in place to meet the child's needs and all health and safety arrangements have been addressed. These care plans will be reviewed every term or more frequently if a child's medical needs change.

H. We plan our Early Years Foundation Stage Curriculum, to include children with SEN as follows:

- All pupils are entitled to a broad based curriculum focusing on the Early Years Foundation Stage Curriculum
- Teaching arrangements are fully inclusive
- All pupils in our setting have access to a wide range of activities as detailed in the long, medium and short term plans which include differentiated activities
- The majority of materials and activities provided within the EYFS are appropriate for use with children experiencing some degree of SEN. In order to meet diverse needs, a range of differentiated resources are provided and frequently added to thus enabling access for all to a broad and balanced curriculum.
- We plan assess monitor and record children's progress in relation to the curriculum

- The staff meet each week to discuss the curriculum and evaluate the weeks activities, from the observations and evaluations we are able to plan for the following week
- Key workers to include activities to support SEN IEPs within their weekly planning.

I. Our learning environment provides the following opportunities for all children to be included in the setting as a whole:

- All pupils are entitled to a broad based curriculum focusing on the EYFS in line with the school inclusion policy
- All activities are fully inclusive both inside and out and we would ensure support, differentiation and adaptation when needed
- All the activities we provide allow for differentiation and adaptation
- SEN children will be involved in additional small group and individual activities to support them in meeting their IEP targets
- The majority of resources and materials bought for the EYFS are appropriate for use with children experiencing some degree of SEN
- Furniture and activities are arranged/organised so as to provide easy access to ALL children (i.e. variety of heights and levels and positions)
- Staff have experience of using PECS and Signing and use these when appropriate, we also use picture timetables and with advice from the SALT Team along with language activities at group time

The school has the following which allows easy access to the unit: -

- Accessible ramp into the building
- Accessible toilets (children's and adult)
- Easy access to outdoor area (ie no step)

- DDA compliant doors throughout the setting

The Headteacher and the Governing Body will make every effort to accommodate pupils' particular needs and will work closely with the LA in order to improve facilities.

J. We monitor and evaluate our SEN policy as follows:

The SENCO team will be responsible for monitoring and evaluating the SEN policy in the Spring term.

We will monitor and evaluate annually focusing on the effectiveness of the following: -

- Early identification procedures
- Observation and assessment
- Children's progress towards targets
- Record keeping
- Delivering a broad based curriculum ensuring access to a wide range of experiences and learning opportunities/ activities with other children
- Informing parents of their child's progress
- Staff discussions to ensure that the procedures of early identification, assessment and planning are effective in relation to special educational needs and if the children are making progress
- The school will make an annual audit of SEN training needs for all staff taking into account school priorities as well as personal professional development. Particular support will be given to NQT's and other new members of staff. In the event of a child with a specific need, being admitted to the school, then the SENCO will pursue relevant training in the first instance for the staff concerned

K. Complaints about our SEN provision are dealt with as follows:

It is a policy of Howard Street Nursery School to involve parents at ALL levels, however in the unlikely event of dissatisfaction the following steps will be taken: -

- Meeting of parents and SENCO
- Meeting of parents, Headteacher, SENCO and relevant member of staff

If still unresolved: -

- Meeting of parents, Headteacher and Governing Body representative
- Meeting of parents, Headteacher, Governing Body representative and LA representative

Information about the setting's staffing policies and partnership with other professionals and agencies.

L. SEN Training:

Staff training in relation to SEN is met through attendance on appropriate courses (LA/other) and in service training within our own setting. Staff take part in training sessions organised by the SENCO and have the opportunity to discuss practice, policy and procedures through regular meetings and informal discussions.

M. Partnership with Parents:

It is our school policy to work in partnership with ALL parents.

We have daily contact with most of our parents and therefore have opportunity for establishing good relationships and informal discussions.

If we have any concerns regarding a child we will invite parents in for a discussion in a friendly, informal and sensitive manner.

N. Links with other early years settings:

We have links with local playgroups and Howard Street Children's Centre whose children transfer to Howard Street Nursery School. We also have close links with the schools we feed and liaise when the children are transferring.

O. Links with other support services and other agencies:

We have close links with: -

- Educational psychologists
- Health Visitors/specialist Health Visitor
- Speech Therapists
- CMO (Children's Medical Officer)
- RANS Team (Rochdale's Additional Needs Team)
- Area SENCO Team

- TAF

If a number of agencies are involved - then parents would be advised, and supported, to co-operate with completion of a TAF (Team Around the Family) which could be accessed by other agencies and professionals. This will reduce the repetition of essential information and should have benefits for the efficiency of service, as well as benefits for parents and child.

- Other professional working with the child.

Following discussions with parents we make referrals to the relevant professionals using the appropriate referral forms see attached: -

- C5 Request for Educational Psychology Involvement
- Rochdale Healthcare N.H.S. Trust : Speech and Language Therapy Referral
- Referrals to Rochdale Additional Needs Service

Contact with Health Visitors is via phone calls or meetings.
The Health Visitors refer children to the CMO.

Date: September 2018

Review September 2019

Monitor and evaluate - (practice and policy) Spring Term