



Hylton Red House Nursery School Special Educational Needs and Disability Policy

Our Core Values

Integrity	Independence	Responsibility	Enjoyment	Achievement	Partnerships	Inspirational
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Equality and Diversity

At Hylton Red House Nursery School, the diversity of individuals and communities is valued and respected. Through our work we aim to place the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. The School will recognise the differences which exist and will seek to understand the needs of people within the groups which are afforded protection or assistance through this policy. We will make reasonable adjustments to ensure protected groups are not at risk of disadvantage. We promote equality of opportunity for ALL pupils.

Rationale

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible

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.

This policy sets out our approach to identifying and responding to SEND.

Definitions:

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



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“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”.

A child has a learning difficulty if he or she is likely to fall into a category below when they reach compulsory school age:

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

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** of the same age by maintained nursery schools 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.

Medical Conditions

Section 100 of The Children and Families Act 2014 places a duty on the Governing Board of this nursery to make arrangements for supporting children at their premise with medical conditions. The Department of Education have produced statutory guidance ‘Supporting Pupils with Medical Conditions’ and we will have regard to this guidance when meeting this requirement.

We take steps to ensure that children with medical conditions get the support required to meet those needs. Please see our ‘*Supporting Pupils with Medical Conditions Policy*’.

Disability

Children and young people with a disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Legislation

The **Statutory Framework for Early Years Foundation Stage (2017)** states that:

“Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places **must** have regard to the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools **must** identify a member of staff to act as Special Educational Needs Co-ordinator (SENDCO).”

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The **SEN Code of Practice (2015)** Chapter 5 states that:

“Maintained nursery schools **must**:

- use their best endeavours to make sure that a child with SEN gets the support they need
- ensure that children with SEN engage in the activities of school alongside children who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENDCO)
- inform parents when they are making special educational provision for a child

They **must** also prepare a report on:

- the implementation of their SEN policy
- their arrangements for the admission of disabled children
- the steps being taken to prevent disabled children from being treated less favourably than others
- the facilities provided to enable access to the school for disabled children, and
- their accessibility plan showing how they plan to improve access over time”

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.

Roles and Responsibilities

The role of the Governing Board

Hylton Red House Nursery School has a SEN Governor, Julie Heron. The SENDCO 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 SENDCO produces a termly SEN report for the Head Teacher and Governing Board. 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.

The role of the Special Educational Needs and Disabilities (SENDCo)

The Special Educational Needs Co-ordinator (SENDCo) at Hylton Red House Nursery School is Katy Gregory. Katy is a qualified teacher with the NASC qualification in SEND. She is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs.

The role of the SENDCO 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.

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- Timetabling extra support or resources for children with SEN.
- Advising staff on strategies for meeting pupils' SEN.
- 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).

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. Half 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. Events such as coffee mornings take place throughout term time for parents to meet together.

Admissions

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.

Assessment Procedures

On entry, we gather as much information as possible about a child from their parents and from other agencies, including Health Visitors. We make home visits in order to see a child at their most comfortable, and to chat with parents in a less formal environment.

The nursery uses 'Development Matters' as a framework for our assessment. This document includes the outcomes from the EYFS and provides a guide for staff and parents in terms of 'developmentally appropriate milestones'.

For children whose progress is made in much smaller steps, we use an alternative system which incorporates PIVATS and Development Matters.

Children are assessed on a half termly basis, and Key Workers closely monitor children's achievements through their planning, delivery and assessments.

Progress check at two years old

Assessment also includes the integrated approach to the two-year check completed by Health Visitors.

When a child is aged between two and three, we review progress and provide parents with a short written summary of their child's development, focusing in particular on the 'Prime' areas of learning: communication and language, physical development and personal, social and emotional development.

Our report highlights areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)
- Targets to support progress

These reports are shared with Health Visitors, and when children with SEN are identified, we plan how best to support the family through a multi-agency approach.



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Identification of SEN

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, we consider all the information about the child's learning and development - particularly 'Prime' areas of learning.

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.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. Difficulties related solely to learning English as an additional language are not SEN.

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

Please see Appendix 1 for our referral pathway.

SEND 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. It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Children identified as having Special Educational Needs and Disabilities (SEND) will be categorised as 'SEN support', a graduated approach to supporting children with SEND. 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.

Education and Health Care Plans (EHC PLANS)

When, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we would seek to make provision for an Educational, Health and Care Needs Assessment. This is typically in cases of profound SEN. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage.

If a referral is necessary a person centred approach will be followed. Where it is expected that a multi-agency meeting to review process will result in an EHCP, the SENDCo 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...?

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- 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 EHC PLAN request.

The SENDCo will then gather all of the information required for the EHC PLAN request and submit the information to the SEN team.

Half 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 (EHC PLAN).

The voice of the child and parents

The child is at the centre of our work, and we ensure we capture the voice of the child and the parents. We complete **One Page Profiles** along with parents, to accurately capture a child's likes, dislikes, wants and needs.

Personal Learning Plans are completed as soon as a child is identified as having SEN. These plans include information gathered from the child and parents / carers.

SEN Review meeting minutes include the voice of the child and parent / carer.

We report regularly to parents, we review children's progress and share a summary with parents through our half termly SEN Review meetings, termly parent sessions and end of year parent reports.

Supporting through a Graduated Approach

There are 4 stages of action, when a child is identified as having SEN:

Assess

Assessment information is gathered regularly, and is used to monitor impact of provision and interventions. Assessments enable us to ensure support is matched to need.

Plan

Staff, parents and external agencies work together to plan outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

Do

The child's key person remains responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENDCO supports the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The impact and quality of the support is evaluated by the key person and the SENDCO working with the child's parents and taking into account the child's views. Reviewing the effectiveness of interventions in enabling children to make progress is part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support. Children with an ECHP will have a formal annual review.

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Facilities for SEND

Hylton Red House Nursery School continually changes resources/teaching styles to meet the needs of their pupils as part of our universal offer / graduated approach. We take advice from external professionals and modify / enhance our provision as appropriate.

The majority of the staff at Hylton Red House Nursery School are 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 are disabled toilets and facilities for nappy changing.

Environment:

The physical, social and emotional environment in which staff and children spend a high proportion of every week day has been shown to affect their physical, emotional and mental health and wellbeing as well as impacting on attainment (Jamal et al, 2013).

The environment is not only *physically* safe and secure for our children, but is *emotionally* a safe and secure space.

SEN Funding

Funding has been revised within the local authority. Children identified as SEND must now be referred to SEN panel, with accompanying evidence to support their case. Funding will be awarded in line with the Inclusion Fund Guidance. The panel meet 6 times per year, and funding will not be backdated. This funding can be used to provide specialist equipment and enhanced staffing.

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.

Outside Agency Involvement

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we would appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists is be taken with the child's parents.

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 department work with us to share information. The SENDCo makes regular telephone calls to discuss children seen in clinic. Health visitor's information is requested from parents during admission and links are made where necessary to discuss children's development.

Transition Procedures

SEN support includes planning and preparing for transition, before a child moves into another setting or school. This will also include a review of the SEN support being provided or the EHC PLAN.

During the Summer Term, the nursery's SENDCo meets with the SENDCo of local primary schools to discuss the special needs of those transferring to primary school in September. 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.

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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 Journal Books. The SENDCo reports to the Link Governor Julie Heron on a termly basis and regularly provides information to the whole Governing Board 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.

SEN and Safeguarding

Hylton Red House Nursery School recognises that children with behavioural difficulties and disabilities are the most vulnerable to abuse, [including online](#). School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems are aware of the need to be particularly sensitive to signs of abuse. School staff give consideration to children who are subject to an Education Health Care Plan or have special educational needs and/or a medical condition, as these can mask safeguarding issues and must not be dismissed.

If it is thought housing, family or other domestic circumstances may be contributing to presenting behaviours, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, will be adopted.

Keeping Children Safe in Education 2018:

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We recognise that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff recognise these additional barriers when providing support for children with SEN and disabilities.

We make reasonable adjustments, in accordance with the Equality Act 2010 and our Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we can reduce the occurrence of challenging behaviour and the need to use reasonable force.



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Complaints from parents of children with SEND (Special Educational needs or Disabilities)
Parents / Carers are advised to follow the school complaints procedure (see Compliments, Comments and Complaints Policy) - with Stage 1 being informal conversation with your child's key person. Additionally, you may ask to speak with the SENDCO. This is the best person to talk to if your concerns are relating to the support the school provides. If you are still unhappy, you should talk to the Headteacher (Stage 2).

Staff Training

The SENDCO and Headteacher attend various conferences and courses about SEN throughout the school year. The SENDCO also attends Network Meetings with other SENDCOs across the Local Authority.

In terms of in-house, whole-school training, the SENDCO leads INSET on any relevant information regarding SEN. Staff also access relevant training by external providers according to need. This would include, for example, Makaton training, behaviour management training, or Autism awareness training.

External Sources and References

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

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice (SEND CoP 2015)
- The Equality Act 2010
- Statutory framework for the early years foundation stage 2017
- The Special Educational Needs and Disability Regulations 2014
- [Keeping Children Safe in Education 2018](#)
- [Working together to Safeguard Children 2018](#)

Links to Other Documents

- Accessibility Plan (Full and Summary documents)
- SEND Information Report
- Achieving Positive Behaviour Policy
- Wellbeing Policy
- Supporting Pupils with Medical Conditions Policy
- Equality and Diversity Policy
- Teaching and Learning Policy
- Visits, Visitors and Events Policy
- Peer on Peer Abuse Policy
- Compliments, Comments and Complaints Policy
- Confidential Reporting and Whistle Blowing Policy (Allegation Management)
- Information Sharing Policy
- Intimate Care Policy
- Admissions Policy and procedures



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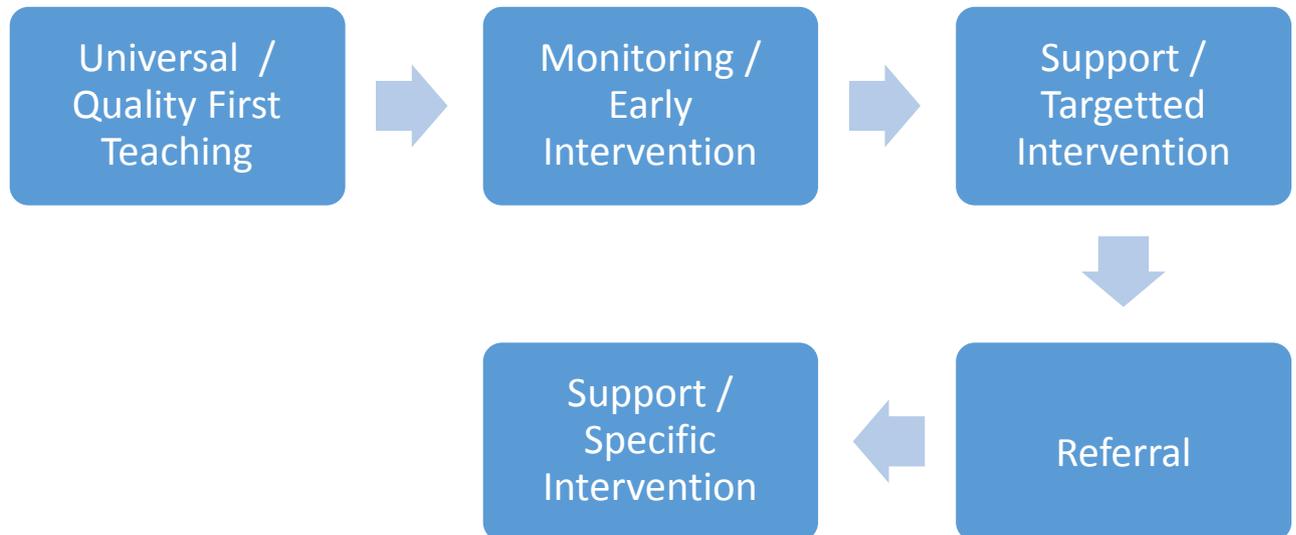
Signed by Chair: _____

Date for Review: December 2019



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Appendix 1: Referral Pathway



Access to Support and Intervention within nursery

1. **Universal / Quality First Teaching** – is the experience every child receives when attending nursery. This includes the planning for the environment, the curriculum and the role of staff in the day-to-day routines. Every child receives an individual, personalised experience, based upon the knowledge the key person builds up through observation, assessment, planning and links with the family (person centred approach).
2. **Monitoring / Early Intervention** - There are times when our universal curriculum provision is not enough to support an individual effectively. When a need is identified and has been discussed with parents, children may receive some form of intervention or enhanced provision. Early interventions may be in the form of an adaptation to routine / environment / language etc.
3. **Support / Targetted Intervention** - There are times when our early interventions are not enough to support an individual effectively. When an early intervention is reviewed, it may be appropriate to step-up to a more specific level of intervention. Staff are trained in a range of evidence based interventions and these are used in nursery to great impact. These interventions may be a structured set of activities or curriculum provision which lasts a fixed amount of time before being reviewed (Assess, Plan, Do, Review). This may also be the point at which some external advice and support are accessed – with parent permission.
4. **Referral** – Professional agencies will become involved when a need has been identified and the rate of progress / development is not developmentally appropriate. At this point, your child will be added to our Special Educational Needs Register.
5. **Support / Specific Intervention** – This phase runs alongside referral. Staff will plan personalised interventions using the advice provided by external professionals. Your child may also experience targeted intervention from other professionals outside the nursery.

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