

Madeley Nursery School



A place to create and celebrate a community of learning

Policy:

Special Educational Needs and Disability (SEND)

Spring 2019

Member of staff responsible: Helen Torr

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'

[Special Educational Needs and Disabilities Code of Practice January 2015](#)

The EYFS curriculum advocates that:

'Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.' **EYFS: Statutory guidance 2012**

Parental Involvement:

"Parents have statutory rights to contribute to the decision making process about their child's education including in relation to assessments of SEND, provision for SEND, and the way that support is provided for SEND. Young people over 16 also have these rights". **[SEND Code of practice 2015.](#)**

Our Aims

In order to promote inclusivity, Madeley nursery will aim to ensure that every child:

- Has access to a broad, balanced and relevant accessible curriculum.
- Has a positive approach which builds on their strengths and takes into account their wishes appropriate to their age and understanding;
- Where Special Educational Needs and/or Disability (SEN/D) are known, have their needs met.

- With special educational needs engage in all activities and are fully included;

At Madeley Nursery School we aim to:

- Offer a broad and balanced curriculum for all children based on our deeply held [principles](#)
- Observe and reflect on the individual needs of children, enabling early identification of special educational needs and therefore early intervention;
- Have a positive approach which builds on a child's strengths and takes into account their wishes appropriate to their age and understanding;
- Have systems and strategies which are effective and flexible in response to changing needs;
- Ensure that all children with special educational needs engage in all activities and are fully included;
- Work in partnership with any outside agencies involved.

Definitions of SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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 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 (Section 20 Children and Families Act 2014).

“The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.”

SEND code of Practice January 2015

The Governing Body

The Governing Body will be kept fully informed about the SEND provision and Policy updates through the Full Governor and General Purpose Committee meetings. At Madeley Nursery School the Governor with particular responsibility for SEND is [Helen Beale](#).

The Code of Practice states that is the governing body's responsibility to make sure that:

- they are fully informed in developing and monitoring the school's Special Educational Needs policy;
- all governors are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the school improvement plan ; and
- the quality of SEND provision is continually monitored.

In addition, the governor will continue to ensure the nursery is accessible to all, in line with the requirements of the Equality Act 2010.

Objectives

In line with the Early Years Foundation Stage Curriculum the nursery offers a safe and supportive learning environment where all children are encouraged and supported towards progress and development, at a level appropriate for each individual child so that they can fulfil their potential.

The SENDCO

All maintained schools must appoint a designated teacher as SENDCO (Special Educational Needs & Disability Coordinator). The SENDCO for Madeley Nursery School is Helen Torr, Deputy Head Teacher.

A SENDCO (Special Educational Needs & Disability Coordinator) working with SEND, particularly through Early Support and Individual Plans, working closely with the Head and fellow teachers should be closely involved in the strategic development of the SEN/D policy and provision. The SENDCO has day to day operation of the school's SEND policy and for coordinating provision for pupils with SEN/D.

The SENDCO has responsibility for SEND

- ensuring that the special educational needs and disability policy is adhered to in the daily operation of the nursery;
- co-ordinating provision for children on the special educational needs and disabilities register with other members of staff;
- liaising with parents, staff and other agencies;
- advising and supporting colleagues within nursery;
- making sure that appropriate Individual Education Plans (IEP's) are in place; and
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

- ensuring where possible any significant training, adaptations, risk assessments and planning is in place before the start date for children with high level complex need.
- Ensuring the Local Offer is updated and on the Nursery Website
- Ensure parents/carers are aware of [Telford and Wrekin Local Offer](#).
- To plan and write IEP'S alongside Key workers and parents/families
- To support staff in accessing relevant training and workshops.
- To access the Local Authority SENDCo Network meetings

At Madeley Nursery School the SENDCo will be assisted by Early Years Educators, Mo Bowers, Trina Brophy.

Mo Bowers will support all of our children with social and emotional aspects of learning and sensory needs with a particular focus on understanding children with Autism.

Trina Brophy will support staff with practical strategies for the graduated approach for our children on the SEND register; breaking down tasks within the IEP'S.

Identifying needs in the early years

Taken from the January 2015 Code of Practice (p84)

5.27 In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years.

5.28 Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and

personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEND. All the information should be brought together with the observations of parents and considered with them.

5.29 A delay in learning and development in the early years may or may not indicate that a child has SEND, 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 SEND. 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. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Identification and Assessment

At Madeley Nursery all children are assessed as part of their daily access to the EYFS. All children develop differently and the curriculum is differentiated to meet the needs of all children. The SENDCo will regularly attend staff meetings (staff identified within the EYFS as Keyworkers) to establish any concerns they have with a child's ability to access the differentiated curriculum and environment offered or concerns with a child's progress. Issues raised would be in particular around social and emotional development, communication, learning and sensory needs, access to activities and resources.

Further time for monitoring of the child, if appropriate, supported by the SENDCo will then be undertaken. A discussion with the child's parents/carers

will then take place to look at progress, the child's strengths and consider the need for additional intervention.

A Graduated Approach using evidence based interventions

Once a difficulty has been identified and discussed with parents the Key worker and SENDCo will seek to put support in place to develop specific skills and address the needs of the child. This will be recorded on an Individual Plan (IEP) that is shared with parents and regularly reviewed.

The IEP, will target just a few specific skills. Some children may require similar support and may have targets which are the same but they will be reviewed individually. Targets will be worked on regularly, as part of their usual session. If the child continues to find it difficult to access their environment or curriculum and progress to a specific target set in an IEP is inconsistent then an additional referral to outside agencies may be appropriate. For the majority of children this will be referral to the Early Intervention team at Telford and Wrekin

Involving Specialists

The nursery will work with parents to involve specialists so that advice may be gained in how best to continue to support needs and to gain advice on successful interventions and evidence based programs.

All children, will continue to have the range of differentiated activities, monitoring and assessment that is offered to every child; their provision to address specific needs will be in addition to universal provision.

Some children may have the support of an outside agency and not need to be identified as having SEND. Where the child's needs can be met within usual differentiated provision and curriculum progress is good, then there is no need for the child to be identified as having SEND. This might include for

example children who access physiotherapy, and with orthotics are able to access all equipment, or children who have a speech production delay but where their access to the social and learning opportunities in the setting are well managed with usual provision.

For a very few children there may be further referral to the Local Authority. This is for children with high level needs which will be ongoing. For the majority of children they will have been through the above graduated response for some time before this and their needs will be well identified.

The current SEND code of practice, 2015 indicates that:

'For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)'

Working with Parents

All parents are welcomed into Madeley Nursery and we aim to work in partnership with families to meet the needs of their children. Parents are made aware of whom the SENCo is and SEN provision in the School through newsletters, induction sessions, and parent consultation events.

Parents are invited to meet the SENCo at any point they have a concern with their child's progress or access to the curriculum.

For some parents of children with complex needs, including complex medical needs, this will require a meeting before the child begins in nursery. This will be to ensure that training, equipment, resources and possibly risk assessments, handling plans, Individual Health Care Plans are included in the Individual Plan (IP).

Parents are asked to contribute to their child's IP, in setting targets and reviewing progress. Sometimes they will be asked to support referrals, to

Speech and Language Therapy or the IDS for example. No referrals will be made or discussions had with outside professionals without written parental agreement, except where there is a risk to the safety or well-being of the child.

All parents have access to the SEND Policy and also the School SEND offer which outlines help available at Madeley Nursery. All parents are made aware of [Telford and Wrekin's Local Offer and SEND page online](#)

Resources Provided for Children with Special Educational Needs

The staff will encourage children with Special Educational Needs to make the best possible progress by:

- Working in small group and pairs on activities with a focus agreed by the keyworker and SENDCo
- Providing additional support from adults when needed.
- Adapting activities or environments where appropriate.

In line with the requirements of the disability sections of the Equality Act 2010, the Schools will seek to put in place any facilities or adaption's necessary as soon as funding is available.

- Supporting those who need help with communication, language and literacy skills by using:

- Alternative and augmentative communication e.g. signs and symbols.
- Using visual and written materials in different formats e.g. large print, taped materials, ICT.
- Using materials and resources that children can access through sight, touch, sound and smell.

- Supporting those who have particular difficulties with behaviour by:
- Encouraging and promoting positive behaviour.
- Putting a behaviour plan into place, agreed with parents
- Supporting families in accessing support outside Centre resources if appropriate

Monitoring and Evaluation

- The SEND policy is monitored and evaluated by the designated member of the governing body.
- The designated member of the governing body is Helen Beale. The designated member of the governing body will visit the nursery termly to discuss the arrangements for SEND children with the SENCo. The learning environment and the curriculum are also monitored for evidence of inclusion and meeting the needs of children on the SEND register through the termly visits. This is then reported back at the next full governors meeting.
- The SEND governor along with the Health & Safety governor will be supporting the Head teacher with any necessary planning for ensuring that the nursery is accessible to all and meets the requirements of the Equality Act 2010.

Training needs will be identified in three ways:

- through the School's self-evaluation framework
- through individual CPD requests
- through meeting the needs of individual children.

This may include meeting health and care needs, requiring the training by Health staff in, for example, managing a gastrostomy feed, suctioning or by an IDS MH trainer in manual handling.

- Any issues with Policy, practice or provision should first be discussed with the SENCo or Head Teacher. Further advice can be found in the Complaints Policy.
- The new SEND code of practice, in line with the developments of the Education Act 2011, has been in place since 2014. The settings are committed to a policy of inclusion for all and therefore this policy will remain until after the Local Offer is fully in place, maintaining good practice, and will be rewritten to reflect any new legal requirements as appropriate.

Safeguarding

Staff are very aware of the vulnerability of children with SEND and will be highly vigilant with safeguarding practice.

All staff have read, understood and signed our policy and the Local Authorities policy on [Keeping Children Safe in Education](#).

Safeguarding is an agenda item in all staff meetings.

Cultural Awareness

For children with SEND as with all families' it is the responsibility of key staff to ensure they are familiar with their key family's cultural practices which may have an impact on the children's experiences within nursery. This information will be shared between the key person and families during the initial home visit or transition meeting in nursery. Staff will then need to share relevant information with all nursery staff to ensure Inclusive practice within the nursery curriculum and environment. Information of cultural practices will be shared through staff meetings.

Transition to School

- We aim to support a positive transition to school for children with special educational needs. This may involve direct liaison with the

receiving school and the provision of appropriate reports. Parents will be kept informed of all information passed on.

- In exceptional circumstances we may support school visits with key staff to aid transition for children. This will be done in conjunction with the receiving school and parents.

Confidentiality

- All information and IEP's on each individual child identified as having special educational needs will be kept strictly confidential within the nursery.

Status	Agreed
Agreed at:	Governors General Purposes
Effective from:	Feb 2018
To be reviewed by:	General Purposes Committee Spring 2019
Responsible person in school:	Helen Torr

Responsible person signature:

Date:

Governor signature:

Date: