

Madeley Nursery School



A place to create and celebrate a community of learning for all.

Policy:

Special Educational Needs and Disability (SEND)

2023-2024

Member of staff responsible (SENDCo): Victoria Waring

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.” (Statutory Framework for the Early Years Foundation Stage Curriculum: 2021). **Statutory Framework for the Early Years Foundation Stage Curriculum**

At Madeley Nursery School our high aspirations for each child, including all those with SEND, are rooted and nurtured in our deeply held values and aims. These values and aims are that:

- We are a place of citizenship and part of a strong community. Every child, including those with SEND, their families and educators working with them have rights and responsibilities within this community.
- We are a researching school. We work together to improve the quality of learning and teaching experiences for all. This includes making adaptations for those children with SEND, mindful always of the impacts upon all children and the school community.
- We have a steadfast belief in the competent child. Every child, including those with SEND, no matter how complex, has an incredible capacity to learn and develop through engagement with others and with the world.
- We consider that partnership between children, families and school must always be a priority. It must be genuine, respectful and active. For children with SEND and their families, this partnership should contribute support throughout each stage, challenges and successes, during their time at Madeley Nursery School. (Special Educational Needs and disability code of practice: 0-25 years: 2015). **Special Educational Needs and disability 0-25**

To summarise and echoing the SEND code of practice (2015) and the Statutory Framework for the EYFS (2021):

- Our ambitions for children with SEND are the same as for all children – that they learn, progress and achieve in their early years, that they are safe and secure and go on to lead fulfilled lives. (Special Educational Needs and disability code of practice: 0-25 years: 2015) **Special Educational Needs and disability 0-25**

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 them. A child or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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.

For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that provided generally for other children or young people of the same age, by mainstream settings (Section 20 Children and Families Act: 2014).

The definition of disability in the Equality Act (2010) 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 SEND, but there is a significant overlap between disabled children and young people, and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Our Aims

Madeley Nursery School resolutely aims to promote and ensure inclusivity and equity. Our aims can be summarised as follows.

- Each child, including those with SEND, has access to a broad, balanced and relevant, accessible curriculum, based on our deeply held values and aims.
- We observe and reflect on the individual needs of children, enabling early identification of SEND and therefore, early intervention.
- Adaptations to teaching and learning strategies will be made and reasonable adaptations in the environment, to ensure the curriculum is accessible for children with SEND.
- For children with highly complex SEND, bespoke curriculum offers will be developed and further guidance sought from the Early Years SEND support team.
- Each child is surrounded by a positive approach which builds on their strengths and considers their wishes appropriate to their age and understanding.
- Each child with SEND is fully included and, with any necessary safety measures in place or adaptations, has the opportunity to experience all activities.
- We maintain, and seek to continually improve, systems and strategies which are effective and flexible in response to changing needs.

- We work in partnership with any outside agencies involved, prioritising always, the needs and rights of the child being met.

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 link Governor with responsibility for SEND is Helen Beale (Chair of Governors).

The Code of Practice (2015) states that it 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.
- the quality of SEND provision is continually monitored.

At Madeley Nursery School, the Governing Body fully supports the nursery's continual endeavour to offer 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 (Early Years Foundation Stage Curriculum: 2021). In addition, the Governors continue to ensure the nursery is accessible to all, in line with the requirements of the Equality Act (2010).

SENDCo

All maintained schools must appoint a designated teacher as SENDCo (Special Educational Needs & Disability Coordinator). The SENDCo for Madeley Nursery School is Victoria Waring.

The SENDCo has responsibility for SEND and the role is largely a strategic one. Keyworkers are responsible for the progress and development of every pupil in their key group. The primary needs of pupils with SEND usually fall into one of the following categories of need.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

A SENDCo, working closely with the Head and fellow teachers, should be closely involved in the strategic development of the SEND policy and provision. The SENDCo has responsibility for the day-to-day operation of the school's SEND policy and for coordinating provision for pupils with SEND. They must:

- ensure that the SEND policy is adhered to in the daily operation of the nursery.
- co-ordinate provision for children on the SEND register, with other members of staff.
- liaise closely with parents, staff and other agencies.
- advise and support colleagues within nursery.
- make sure that appropriate Provision Plans (PP's) are in place and that these are reviewed and amended in a timely manner.
- ensure that relevant background information regarding individual children with SEND is collected, recorded and updated and stored safely.
- ensure, where possible, any significant training, adaptations, risk assessments and planning is in place before the start date for children with highly complex SEND.
- ensure the Local Offer is updated and is on the Nursery Website.
- ensure parents/carers are aware of [Telford and Wrekin Local Offer](#).
- plan and write PP's, alongside keyworkers and parents/carers, exploring practical strategies for the graduated approach and ensuring that targets are SMART.

- support staff in accessing relevant training and workshops.
- access the Local Authority SENDCo Network meetings and any other relevant CPD.

At Madeley Nursery School all staff take a keen interest in continuing to develop their own knowledge and understanding of SEND. Additionally, Mo Bowers (keyworker) has responsibility for the Future in Mind project and will support staff who recognise children in their key groups needing support with social and emotional aspects of learning.

Identifying Needs

In line with the Code of Practice (2015), early years practitioners working with children should monitor and review the progress and development of all children throughout the early years.

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 a child has SEND. All the information should be brought together with the observations of parents and considered with them.

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 using 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. Our unique child meetings and supervision meetings ensure that the safeguarding, wellbeing, learning and progress of each child is regularly and robustly considered and reviewed.

All children develop differently, and the curriculum is adapted to meet the needs of all children. The SENDCo will regularly attend unique child meetings in each nursery nest, to discuss any concerns keyworkers have regarding a child's progress or if significant adaptations are being made for a child to access the curriculum and environment. Issues raised would relate to one of more of the four SEND categories of need.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

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 take place to discuss progress, the child's strengths and to consider the need for additional support. An Initial Record of Concern (IROC) would be completed at this meeting with parents/carers.


A Graduated Approach using evidence-based interventions

Once a difficulty has been identified and discussed with parents the keyworker 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 a provision plan (PP) that is shared with parents and regularly reviewed, each half term.

The PP will target 2-3 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 and a weekly overview record kept, tracking implementation of support, adaptations and progress. If the child continues to find it difficult to access their environment or curriculum and progress to a specific target set in an PP is inconsistent, then a referral to other agencies may be appropriate. For the majority of children this will be a request for involvement from the Early Years SEND support team.

Involving other agencies and specialists

Madeley Nursery School will work with parents/carers to involve other agencies and specialists, so that advice may be gained in how best to continue to support their child's needs and to gain recommendation on successful interventions and evidence-based programs.

All children, will continue to have the range of 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 universal 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 universal provision.

For other children, there may be further referral to the Local Authority SEND team for Early Years Inclusion Funding (EYIF) support, potentially leading onto an Education Health Care Needs Assessment (EHCNA) for an Education Health Care Plan (EHCP). This is for children with highly complex needs who require a bespoke curriculum. Ideally, children requiring an EHCNA will have been through a graduated response for some time before, and their needs will be well identified.

Working with parents

All parents are welcomed into Madeley Nursery School, and we aim to work in partnership with families to meet the needs of their children. Parents are made aware of whom the SENDCo is and the SEND provision in the school through newsletters, induction sessions, and parent consultation events. Parents are invited to meet the SENDCo at any point they have a concern with their child's learning and progress.

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, manual handling plans, health care plans are included in their provision plan (PP).

Parents are asked to contribute to their child's PP, in setting targets and reviewing progress. Sometimes they will be asked to support referrals, to Speech and Language Therapy (SALT) or as part of the EHCNA process, 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 the School SEND local offer which outlines help available at Madeley Nursery School. All parents are made aware of Telford and Wrekin Local Offer

Resources provided for Children with SEND

The staff will encourage children with SEND 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 guidance (updated 2015), the school will seek to put in place any facilities or adaptation's necessary as soon as funding is available.

Further adaptations, connected to each of the four SEND areas of need, will be made to support and ensure progress. These may include:

- use of alternative and augmentative communication, e.g. Makaton or Pecs signs and symbols, alongside the use of Now/Then boards.
- using visual and written materials in different formats, e.g. large print, recorded materials, ICT.
- using materials and resources that children can access through sight, touch, sound and smell.
- encouraging and promoting positive behaviour.
- putting a behaviour plan into place, agreed with parents, when necessary.

- supporting families in accessing support for home, if appropriate, including signposting to SENDIASS,

Monitoring and Evaluation

- The SEND policy is monitored and evaluated by the link governor for SEND, Helen Beale.
- The designated member of the governing body will visit the nursery termly to discuss the arrangements for SEND children with the SENDCo. 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 link governor, along with the Health & Safety link governor, will be supporting the Head Teacher and SENDCo with any necessary planning for ensuring that the nursery is accessible to all and meets the requirements of the Equality Act 2010.

Training

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 a trainer in manual handling.

Any issues with Policy, practice or provision should first be discussed with the SENDCo or Head Teacher. Further advice can be found in the Complaints Policy.

The SEND code of practice, in line with the developments of the Education Act 2011, has been in place since 2014. Madeley Nursery School are committed to a policy of inclusion and equity for all and therefore this policy will be amended 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. As mentioned earlier in the policy, our supervision procedures, ensure that the safeguarding of each child is regularly and robustly considered. All staff have read, understood and signed our policy and the Local Authorities policy on Keeping Children Safe in Education 2022 and the DSL's in nursery alert staff to all updates in this policy.

Cultural Awareness


For children with SEND as with all families' it is the responsibility of keyworkers to ensure they are familiar with a family's cultural practices which may have an impact on the children's experiences within nursery. This information will be shared between the keyworker 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, equitable practice within the nursery curriculum and environment. Information of cultural practices will be shared through unique child and supervision meetings.

Transition to School

We aim to support a positive transition to school for children with SEND. 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. Additionally, we may support school visits with keyworkers or the SENDCo, to aid transition for children. This will be done in conjunction with the receiving school and parents.

Confidentiality

All information and PP's on each individual child identified as having SEND will be stored safely and confidentially within nursery.

Status	Agreed
Agreed at:	Full Governors Meeting
Effective from:	Spring 2023
To be reviewed by:	General Purposes Committee Spring 2024
Responsible person in school:	Victoria Waring

Responsible person signature:

Date:

Governor signature:

Date: