

**Special Educational Needs Policy**

**Reviewed : March 2019**

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**Contents:**

**Section 1: Nursery Information and Context**

**Section 2: Aims**

**Section 3: Identifying special educational needs**

**Section 4: A Graduated Approach to SEN Support**

**Section 5: Criteria for exiting the SEN register**

**Section 6: Supporting children and families**

**Section 7: Supporting children at nursery school with medical conditions**

**Section 8: Monitoring and evaluating SEND**

**Section 9: Training needs and resources**

**Section 10: Roles and responsibilities**

**Section 11: Storing and managing information**

**Section 12: Reviewing the policy**

**Section 13: Accessibility**

**Section 14: Dealing with complaints**

**Section 15: Transition**

**Section 16: Appendices**

**This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:**

• SEND Code of Practice 0 – 25 (July 2014 and updated January 2015)

• Local Offer (Reasonable Expectations for Early Years Settings and Provisions)

• The Early Year’s Foundation stage curriculum 2012.

• Safeguarding Policy

• Assessment, Reporting and Recording Policy

**Section 1 – Nursery Information and Context**

Address:

Greenview Nursery

Green Lane

BB2 4SR

Nursery Owners: Michelle Britch and Katie Walmsley

SENCO: Michelle Britch

School Links Worker: Michelle Britch

Greenview Nursery was registered in July 2014 and is on the Early Years Register and the compulsory and voluntary parts of the childcare register. It is situated within Green Lane Community Centre in the Blackburn area of Lancashire. The Nursery serves the local area and is accessible to all children. Most of the children live locally and move onto the local primary schools including Meadowhead, Feniscowles and St Peters. The nursery is situated within a deprived, residential area therefore there is a high number of children in receipt of the two year funding and EYPP. We also accept children on the 3 and 4 year old funding.

**Section 2: Aims**

Greenview Nursery is passionate about delivering early years education that makes a difference and our vision is to invest in the highest qualified staff to deliver outstanding reflective teaching that ensures children have the best start in life. Greenview Nursery strives to provide an inclusive education for all children We makes provision for children with special education needs and disabilities. Every key person is responsible and accountable for every child they teach, including those with Special Educational Needs (SEN). We have high expectations and aspirations for all of our children at Greenview, including those with Special Educational needs and disabilities (SEND).

**Objectives (how are we going to do it?)**

• To identify and provide for children who have special educational needs and additional

needs.

• To work within the guidance provided in the SEND Code of Practice 2014.

• To operate a ‘whole child, whole nursery’ approach to the management and provision

of support for special educational needs.

• To provide a SENCO who will work with the SEN Policy.

• To provide support and advice for all staff working with special educational needs

pupils.

• To develop and maintain partnership and high levels of engagement with parents.

• To ensure access to the curriculum for all children

• To work with other agencies such as speech and language therapy

• To include children with SEND in all activities, making reasonable adjustments where needed. In rare circumstances an alternative experience may be planned if this would suit the child’s needs better. This would still include other children.

**Section 3: identifying special educational needs**

The SEND Code of Practice 2014 (updated January 2015) identifies four broad areas of

need for pupils with SEN and disabilities.

**Communication and interaction:**

• Speech, language and communication needs including social communication;

• ASD including Asperger’s Syndrome and Autism.

**Cognition and learning:**

• Children who learn at a slower pace even with appropriate differentiation this includes:

• Moderate learning difficulties;

• Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties:**

• Children who experience a wide range of social and emotional difficulties which manifest themselves in ways such as becoming withdrawn, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

• Some children may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs:**

• Vision impairment;

• Hearing impairment;

• Physical disability.

While the above categories of need broadly identify aspects of primary areas of need for children, at Greenview Nursery, we identify the needs of a child by considering the needs of the whole child and family. Evidence that a child has a need in one of these areas may come from parental concern or the key worker’s observations and assessments, evidence from the previous setting, lack of progress at nursery, medical diagnosis, assessment by the SENCO or another education or health professional e.g. Speech and Language Therapist or Educational Psychologist.

Additional needs and concerns are identified at the earliest opportunity and parents are consulted. Parents who are concerned that their child may have special educational needs should speak to the key worker or make an appointment to see the SENCO. There are a number of factors that may impact on progress and attainment that are not SEN in themselves although any of these pupils may also be identified with a SEN:

• Disability

• Attendance and punctuality;

• Health and welfare;

• English as an additional language (EAL);

• Being in receipt of Early Year’s Pupil Premium Grant;

• Being a looked-after child (LAC);

• Being a child of a serviceman/woman.

Behavioural difficulties are not considered to be a Special Educational Needs in themselves, but a response to an unmet need, which should be further investigated and addressed through appropriate provision for the child and their family. Children’s behaviour may be a cause for concern and key workers and/or SENCO will discuss this with parents to try to identify any underlying problems or needs.

**SECTION 4: A Graduated Approach to SEN Support**

The staff at Greenview Nursery teach every child, including those with SEN. Each child is assigned a key worker, who may be a teacher or an Early Years’ Practitioner. The key worker develops a relationship with the child and the family and is the first contact for parents if there are concerns as the child settles into nursery. Concerns are discussed with the teachers, Early years practitioners, the SENCO and parents and strategies agreed to help the child. It is important that all adults working with the child adopt a consistent approach and that this is continued at home.

Children’s additional needs are often identified during the transition and settling in processes these include:

• Children and parents are invited to settling in sessions at the nursery, a few days or weeks before admission. These give opportunities for all key persons and staff to meet and talk to children and families.

• When children first enter the nursery we maintain the partnership with parents during the settling in programme. Children may attend on a graduated part time basis until all agree they are ready to stay for the whole of their allocated full day session. The fees can work accordingly to meet these needs

• At the beginning of each session Early Years’ Practitioners and parents have the opportunity to speak whilst children come into the nursery.

• During the first 6-8 week settling in period, key persons observe and make notes about each child’s personal social and emotional development, including their confidence, physical skills and speech and language. Key workers use this information to plan for the next learning steps.

• Children are assessed using a document based on the Early Years Foundation Stage curriculum. The same document is used for recording further progress and is passed on to reception teachers as part of transition. If there are any concerns these will be raised and discussed sensitively and appropriately with the parents. Parents are of course welcome to ask for an appointment for a meeting with a key worker or SENCO at any time.

• No child will be on the Multi Agency/SEN register until the settling in period is completed, unless a child has entered the nursery and has been already identified as needing support, or unless the child displays a need that is overwhelmingly significant.

• During the Autumn term the SENCO begins to compile the multi agency register. At this stage in the year it will record existing special educational needs, concerns, medical needs and other inclusion needs.

**Existing special needs (Admission arrangements with relation to SEND)**

Where a child has recognised special needs and is coming to our school from another setting we ensure that transition is done sensitively. An Early Years’ Practitioner will visit the child in the setting, meet parents and child again on home visits, if this is possible. Plans are made for the best induction / transition package for the child in partnership with the parents, setting and any external agencies involved. This is flexible according to the needs of the child.

The key worker, teacher and SENCO continue to monitor the child and develop the existing strategies for support in our setting. Quality first teaching is essential for all children. Children’s’ learning styles and interests are used to help to plan for the most stimulating environment for them.

**Managing pupil’s needs on the SEN register**

If concerns persist, the SENCO meets with parents to discuss the child’s needs and to agree the best support from home and nursery. A “CAF” is used as a tool to support the family to ensure that all agencies communicate the child’s needs, to all who work with him or her and to ensure a consistent approach is adopted. The setting will use the information provided by the local offer (Reasonable expectations for Early Years Settings and Provision) to support their decisions.

**Interventions and Nurture groups are used to ensure progress.**

These include:

• Time to talk to develop vocabulary, speech and language.

• Motor skills (a fine and gross motor physical development intervention)

• I CAN & WELLCOM (a speech and language program)

• Individual speech and language programs

The SENCO may discuss with the family the possibility of involving outside agencies to advise or work with the family, practitioners and teachers.

Agencies include:

• LA authority advisory teacher

• Speech and language therapist

• Educational psychologist

• Paediatrician

• Health visitor

• Physiotherapist

• Hearing or visually impaired unit

• Integrated family support

• Occupational health therapists

If a child’s progress is still slow after a period of involvement with an outside agency, a decision may be made by SENCO, outside agency and family to request a statutory single assessment. The SENCO is responsible for making this request. This may result in an education, health and care plan being formulated.

**Children’s progress**

Children’s achievements are recorded through observations as samples of their work and photos are collected. These are used to inform the assessment document and to plan for the next steps. Data from this is used to measure children’s progress. Parents of children with SEN meet with key workers termly.

**Monitoring of teaching and learning**

Teaching and learning are monitored by the management team including the owners.

**Section 5: Criteria for exiting the Multi Agency register**

The decision to place a child’s name on the Multi Agency register is taken after discussion between parents, the SENCO and outside agencies. Where the child has made excellent progress and no longer needs any additional support the decision may be made to take their name off the register. As the children are only at nursery short term a transition meeting is usually arranged by the SENCO alongside the receiving primary school an inclusion support worker.

**Section 6: Supporting children and families**

At Greenview Nursery we aim to support families throughout their time with us.

• Communication with families is daily and verbal, but this is supported by newsletters and individual letters. Home visits may be arranged if needed.

• Parents are invited to forums and workshops to explain aspects of the Early Year’s curriculum and welfare, and to celebrations throughout the year. This gives them the opportunity to meet other families.

• Where families need additional support which cannot be provided by Greenview Nursery, they may be referred for a well co-ordinated Education, Health and Care Plan.

• Parents of children with SEND are informed about the Blackburn with Darwen support groups and SENDIASS (Special Educational Needs, Information Advice and Support Service)

**Section 7: supporting children at nursery school with medical conditions**

At Greenview Nursery we recognise that children with medical conditions should be properly supported so that they have full access to early years education.

• When a child has a medical condition, the parents are asked to record all the medical needs and discuss with the manager or key person during the settling in sessions. A plan is then formulated to promote the child’s health and to plan what action should be taken in the case of an emergency.

• It is essential that all staff are aware of medical needs and disabilities and adjustments that need to be made. These matters are treated as confidential.

• In the case of a child having a disability, reasonable adjustments are made to include the child in all activities or to provide an alternative.

• The Nursery complies with the equality Act 2010. There is a separate policy to support.

• Parents are asked to inform us if their child has taken medicine before coming to nursery, or if they think their child will need for example to be given their inhaler during the day. Please see the administering medicines policy for more information.

• All Early Year’s Practitioners are qualified in paediatric first aid.

**Section 8: Monitoring and evaluating SEND**

Greenview Nursery is regularly and carefully monitored by the managers and owners.

This process includes:

• Room, Teaching and Learning observations

• Professional development meetings

• Scrutiny of planning

• Analysis of data

• Evaluation of the Self Evaluation and development plan

• Learning Walks

**Section 9: Training needs and resources**

Training needs are identified according to the needs of each cohort of children and practitioners learning needs.

• The SENCO attends SENCO forum and cluster meetings and liaises with other local SENCO’s to keep up to date with information and developments including the new SEN code of practice.

• The LA authority advisory teacher visits the nursery by arrangement and supports with training, advice, working with children and families.

• The SENCO is part of a group of leading experts in the field of early years work together to develop a voice for the early years community. The group meets termly and includes health visitors, family support workers, teachers and children’s centre representatives. This group share information on issues affecting local families.

**Section 10: Roles and responsibilities**

• Michelle Britch is the owner and has overall responsibility for all SEND.

• Michelle Britch, the SENCO is responsible for co-ordinating the response to pupils with SEND and involving their families.

• Key workers have responsibility for the day to day welfare of the children in their groups and work with the supervision of the manager and SENCO.

• Michelle Britch and Katie Walmsley are the Designated Safeguarding Leads.

**Section 11: Storing and managing information**

Greenview Nursery complies with legislation on data protection.

• The SEND file is kept in a locked filing cabinet.

• Working documents and observations of children are kept accessible to key persons in the classroom.

• All SEND information is passed on to the child’s primary school at the beginning of the Autumn term. Greenview Nursery retains a copy of the SEND register and any information connected to funding. The nursery has a policy on confidentiality.

**Section 12: Reviewing the policy**

The SEND policy is reviewed annually.

**Section 13: Accessibility**

The Nursery School is situated Green Lane Community Centre and conforms to all legal requirements for access. However the needs of the children and families change over time and adjustments are made to the building as needed. Consideration is given to the best ways to communicate with parents and carers, taking into account their disabilities, working lives, languages and cultures.

**Section 14: Dealing with complaints**

The Nursery has a policy for dealing with complaints. On the first instance parents are encouraged to speak to the manager or key worker and normally issues are resolved quickly. Parents may also ask to speak to the owner. If the issue is still unresolved they may follow the complaints procedure and complain to Ofsted. Please see the complaints policy for more information.

**Section 15: Transition to Primary School**

Transition to primary school is a big step for all children. For those with SEND the process is sensitively adapted, following consultation with parents.

• The SENCO will liaise with other SENCOs to discuss needs and current provision and any adaptations that may be needed.

• The key worker meets with the teacher or key worker from the new school.

• Visits are arranged for the child and parents to the new school. Extra visits may be arranged if needed.

• A visit is arranged to the nursery, for the child’s new teacher or key worker.

• It may be appropriate to organise a transition meeting, or series of meetings involving parents and all of the professionals working with a child, a representative from the child’s new school and the named SENCO from Greenview Nursery.

**Section 16: appendices ( x ref to policy folder, recruitment file and SEN folder)**

Supporting documents:

* SENCO Job Description

• Administering Medicine Policy

• Complaints policy and Procedure

• The Local Offer document (Reasonable Expectations for Early Years Settings and Provisions)