

North Baddesley Nursery

Policy for Special Educational Needs & Disability (SEND)

This policy will be formally adopted at the full governing body meeting on

This policy will be reviewed by the governing body on an annual basis

Our Special Educational Needs Co-ordinators (SENCo) are Katie James and Alice Kilcoyne

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Growing together, Learning for Life

At North Baddesley Nursery our aim is to ensure all children are valued equally and have the right to learn, achieve and participate fully in education and in the wider community regardless of their needs, abilities and behaviour. We strive to provide a nurturing learning environment which recognises every child's strengths and needs and challenges every child to achieve their full potential.

Aims

To comply with the SEND Code of Practice: 0 to 25 years (January 2015), North Baddesley and Nursery aims to:

- Support all children to achieve their full potential and ensure they can access the full range of experiences offered.
- Adopt a whole nursery approach to provision of support which ensures all staff are aware of and responsible for supporting children with SEND.
- Identify children with SEND as early as possible and raise expectations by removing barriers to learning.
- Inform and involve parents/carers, working in partnership with them and taking account of their views.
- Ensure quality first teaching is used as the most effective way to close the gap through differentiated and inclusive teaching.
- Give every child the opportunity to evaluate their learning and be involved in setting their next steps.
- Assess, plan, implement and review all interventions termly.
- Work in partnership with other agencies.
- Provide training and support for all staff.
- Review and update our policy and improvement plans on a regular basis.

Objectives

With the child and parents/carers at the centre, to ensure a clear process for identifying and delivering individualised support for our children with SEND, enabling them to develop confidence and belief in their own ability.

To develop effective provision management of support for children with special educational needs and disabilities.

To deliver training and support for all staff working with children with SEND in order to develop our practice within the guidance set out in the SEND Code of Practice: 0 to 25 years (January 2015).

Definition of SEN and Disability

At North Baddesley Nursery, we use the definition for SEN and for disability from the SEND Code of Practice: 0 to 25 (January 2015). This states:

Special educational needs (SEN): A child or young person has special educational needs 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 a majority of others of the same age.**
- 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.**

Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.**

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... **a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’

Identification of needs

At North Baddesley Nursery, we understand the importance of early identification and making effective provision to improve the long-term outcomes for children with SEND. The purpose of identification is to work out what action the nursery needs to take, rather than to fit the child into a category.

The SEND Code of Practice refers to four broad areas of need, which must be planned for:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the speech, language or social communication skills at different times of their lives.

Children and young people with Autism Spectrum Disorder, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other children.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and

young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties.

The decision process in making special educational provision at NBIS and Nursery

We are committed to early identification of special educational needs and adopt a graduated response to needs (assess, plan, do and review). Our use of any funding allocated is planned with your child's needs in mind, so they can be met through our flexible, responsive provision. We believe partnership with parents/carers is vital and your child's key person will discuss with you their observations and assessments regularly. The key person, alongside the Nursery Leader and SENDCo, will discuss your child's needs and what support would be appropriate. This will be outlined on your child's Learning Passport and closely monitored to ensure your child is making progress. Different children will require different levels of support in order to bridge the gap to achieve expected levels appropriate to their age and stage of development.

If these early intervention experiences do not result in the child making the expected progress, it may be necessary to provide support which is "different from or additional to that normally available to children of the same age." (Code of Practice 2015). Under the Code of Practice, these children require 'SEN Support' and will be placed on the SEN register, following a discussion with the child's parents/carers. The child's Key person remain responsible and accountable for the progress of these children, including when additional support is delivered by other practitioners.

Where the child has a higher level of need, and with parental permission, the school may need to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Portage
- School nurse/Paediatric health team
- Occupational therapist
- Outreach support
- Social services

North Baddesley Nursery recognises that some children may also have needs which impact on their progress and attainment that are **not SEN**. These include:

- Disability (Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – this alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman
- Behaviour as a need does not necessarily describe SEN but can be an underlying response to a need.

SEN support

A child is only placed on the SEN register after a detailed analysis of their needs which includes information relating to progress, attainment and behaviour in Nursery, as well as the views of the child, their parents/carers and any outside agencies involved.

The child then begins the cycle of *Assess, Plan, Do and Review*, with the child at the centre of the process. The child will be given a Learning Passport and SMART (**Specific, Measurable, Achievable, Realistic, Time-bound**) targets will be set to help them to bridge the gap in their development or learning. The passport document will include: the child's strengths, barriers to learning, background information that may support transition, information about how the child learns and the provision they

receive in Nursery. This is a working document which is updated termly and used to monitor closely how the child responds to interventions.



The four-part cycle

Assess - make regular assessments to ensure that support is matched to need. Specialist assessments will be arranged as and when necessary.

Plan - record any intervention and support given

Do - implement the interventions and support agreed

Review - evaluate the support and the impact on the child's progress

This four part cycle is known as the graduated approach; earlier decisions and actions are revisited, refined and revised, with a growing understanding of the child's needs and what supports the child in making good progress. It draws on approaches that are more detailed and with specialist expertise in successive cycles.

Removing children from the SEN register

When a child is meeting age related expectations and is consistently achieving their targets, they will be removed from the SEN register and closely monitored by the nursery to ensure good progress is maintained.

Educational Health Care Plans

A small number of children, whose needs are complex and long term, may require a greater level of support than that provided by SEN support from the nursery's own resources. For these children, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs, as well as their special educational needs.

"Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education Health and Care needs assessment." (6.63 CoP, 2015)

Monitoring SEND provision

The nursery closely monitors the progress of each child in a number of ways. Regular meetings between the, SENCo, Nursery Leader and Early Years Practitioners provide the opportunity to discuss barriers in learning and how these are being addressed.

Supporting children and families

Hampshire County Council's Local Offer can be contacted at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

North Baddesley Nursery's SEN information report is available on our website or via the link below:

<http://www.northbaddesley-inf.co.uk/>

As a nursery, we operate an open door policy for parents/carers seeking support and advice. The relationship with parents/carers is vital in ensuring that every child reaches their full potential and we seek the views of parents/carers at every stage. When appropriate, parents/carers will be signposted to appropriate agencies, e.g. Parent Partnership Services.

Starting school

Our staff work closely with the infant school and we take our children to use the library, hall and school grounds. As a result, the Reception teachers will be familiar faces to the children before they start school. Our staff are also present at the infant school stay and play sessions during the summer term.

Should a child be moving on to a different school at the end of their time in the Nursery, we work closely with Reception teachers from other schools who are warmly welcomed to visit the appropriate children.

For children with SEND we hold Transition Partnership Agreement (TPA) meetings with parents and school staff, as appropriate, to ensure all stakeholders can support the smooth transition to and from different settings. We liaise closely with staff at other settings when receiving and transferring children to ensure all relevant paperwork is passed on and all needs are discussed and understood. We also write social stories with children if transition is potentially going to be difficult. When our more vulnerable children are preparing to leave us for a new school, typically to go to infant school, we arrange additional visits with a programme specifically tailored to support their transition.

Supporting children with medical conditions

The Nursery has a policy for supporting medical needs which is available on the website. Our staff have regular updates and training, including from the school nurse, on conditions and medication affecting individual children. Consequently, we are able to manage medical situations effectively.

Accessibility

The nursery site is wheelchair accessible and has an accessible toilet. The school is spread over two levels and on the ground level there are ramps at specified fire exits.

An accessible parking space is available in the school car park.

For more information, please refer to the accessibility plan on our website.

Policy development

This policy was created in consultation with stakeholders, staff and representative parents.

The SENCo is responsible for the operation of the SEND policy and co-ordination of specific provisions made to support individual children with SEND, including those with an EHC Plan. The School SENCo is a member of the senior leadership team and has completed her NASENCo accreditation.

Complaints

Parents/carers are able to make a complaint by contacting the SENCo in the first instance who will endeavour to answer any queries. If this fails to resolve the issue, a parent/carer can submit a formal complaint to the Headteacher. Our Complaints Procedure which sets out the steps for making a complaint in more detail is available from the school office and on our website.

Monitoring, evaluation and review

The Nursery will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout Nursery.