

Special Educational Needs and SENDCO

This policy represents the agreed principles for Special Educational Needs throughout the Nursery. All Nursery staff, representing The Manor House Nursery have agreed this policy.

Definition of Special Educational Needs (SEN)

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them".

Introduction

This policy is in line with the revised Code of Practice. The Special Needs Coordinators (SENDCO) is Beth Fuller. We have other staff members with SENDCO training who can assist in her post .

At nursery we strive to provide a broad and balanced curriculum for all children. The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the nursery.

These requirements are likely to arise as a consequence of a child having Special Educational Needs. Staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need 'additional' or 'different' help from that given to other children of the same age.

Children may have Special Educational Needs either throughout or at any time during their nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the Special Educational Needs of each child;
- to ensure that the Special Educational Needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- to enable all children to have full access to all elements of the nursery's curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Educational Inclusion

At nursery we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations; require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
planning to develop children's understanding through the use of all available senses and experiences;

- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs

Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

All our children are assessed when they join our nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCO), the child's Key Person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The Key Person will keep parents informed and draw upon them for additional information. If the SENCO, Key Person and parents feel that the child would benefit from further support, the SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within an Individual Support Plan (ISP). The Support plan will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review of each ISP.

If the ISP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's new ISP. The new strategies within the ISP will, wherever possible, be implemented in the child's nursery setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment (i.e. a Educational health plan') will be made to the LEA. The SENCO will start the procedures. A range of written evidence about the child will support the request.

Some children at nursery may have significant behaviour problems. Staff use a range of strategies for dealing with difficult behaviour, but some children may require further support. In these cases the SENCO, Key Person and parents will create a Pastoral Support Plan (PSP), clearly outlining key targets for the child to work towards achieving, as well as the strategies and support being offered to the child. At this point advice would also be sought from external support services (e.g. Behaviour Support Team (BST)). PSPs are reviewed half-termly, with a new PSP being written each term.

The SENCO and Assistant SENCO:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manages the responses to children's special needs;
support and advise colleagues;
- oversee the records of all children with Special Educational Needs;
act as the link with parents;
- act as link with external agencies and other support agencies;
- monitor and evaluate the Special Educational Needs provision.
- manage a range of resources, human and material, to enable appropriate provision for children with Special Educational Needs;
- contribute to the professional development of all staff.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery, including the provision for children with statements of Special Educational Needs.

Assessment

Early identification is vital. Nursery staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The staff and the SENCO assess and monitor the children's progress in line with existing nursery practices. This is an ongoing process.

The SENCO works closely with parents and Key Persons to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the Nursery. The Key Person and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
understand the relevance and purpose of learning activities;
experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff use a range of strategies to meet children's Special Educational Needs. Learning and activities have clear learning objectives, we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Support Plans (ISPs), which employ a small-steps approach, feature significantly in the provision that we make in the nursery. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the main learning environment.

Partnership with parents

At nursery we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with Special Educational Needs.

We have termly meetings with parents to review the progress of their children against the targets set in the ISP and to set new targets for the next term. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

Pupil participation

In our nursery we encourage children to take responsibility and to make decisions. This is part of the culture of the nursery and relates to children of all ages and all abilities. The work in the nursery recognises the importance of children developing social as well as educational skills.

Monitoring and Evaluation

The SENCO monitors the movement of children within the Special Educational Needs system in the nursery. The SENCO provides staff with regular summaries of the impact of the policy on the practice of the nursery.

The SENCO draws up Individual Support Plans for children. The SENCO and the managers hold regular meetings to review the work of the nursery in this area.

The SENCO monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.

If you would like to discuss your child's special needs and support please talk to the setting SENCO.

INFORMATION FOR Parents

THE SEND CODE OF PRACTICE 2014

The new Special Educational Needs and Disability Code of Practice came into force on September 1st 2014, replacing the 2001 Code.

The Main changes are:

- It covers the 0-25 age range.
- Those with more complex needs will now have an EHCP (Education, Health and Care Plan) which replaces a Statement. Statements in effect currently will transfer to EHCPs over the course of 3 years. There should be closer co-operation between Education, Health Services and Social Care, and services should be integrated. Assessments should be well-co-ordinated with a "tell us once" approach.
- A service provided by the local authority to help parents to access information of the services provided in their local area is called The 'Local Offer' This is managed by the Local Authority but Nurserie's have a duty to co-operate to provide information for the 'Local Offer' and to update this where necessary. The local offer includes initiatives such as the 2 year funding and children centre information.
- There is a clearer focus on the views, wishes and feelings of children and parents and their role in decision making. This includes the right to ask for a particular school or college to be named in their EHCP. (The Local Authority must comply with that preference unless it would either be unsuitable for their age, ability, aptitude or SEN, or their attendance would be incompatible with the "efficient education of others" or the "efficient use of resources".)
- It also includes the right to ask for a personal budget for the support outlined in the EHCP.
- Parents and children should be provided with the information and support necessary to enable them to participate in decisions.

The four areas of special educational need are:

Cognition and Learning.

Includes SPLD (Specific Learning Difficulty) such as Dyslexia, Dyspraxia, Dyscalculia.

Social, Mental and Emotional Health.

Includes ADD (Attention Deficit Disorder,) ADHD (Attention Deficit Hyperactive Disorder), Attachment Disorder, and a range of mental health problems.

Communication and Interaction.

Includes Speech, Language and Communication Needs, and Autism Spectrum Disorder.

Sensory and/or Physical needs.

Includes Visual Impairment, Hearing impairment, Multi-Sensory Impairment and Physical Difficulty.

NB Behavioural difficulties do not necessarily mean that a child has SEN: it is recognised as a surface feature. The category of BESD (Behavioural, Emotional and Social Difficulties) has been removed.

What do schools/Nurserys have to do?

- Practitioners are responsible and accountable for the progress and development of the children within the setting.
- The first step is high quality teaching - additional intervention and support cannot compensate if this is not in place.
- The quality of teaching for children with SEN and the progress of pupils should be monitored by all in the setting.
- Practitioners supported by senior leaders should make regular assessments of the progress of all children.
- If a child makes inadequate progress, they should be given extra support. They may need further assessment.

- If Special Educational Needs are identified, **SEN Support** should be put in place. ***This replaces Early years Action and Early years Action Plus.**
- There should be a cycle of **Assess, Plan, Do, Review.**
- External specialists can be involved at any point in consultation with parents.
- Where a child is receiving SEN support, settings should meet parents at least **termly** to set goals, discuss support, review progress and identify responsibilities of the parent, pupil and setting. A note of the discussion should be given to parents.
- Settings have to accurately record provision made. This includes targets and outcomes and support and will include notes of the review discussion.
- Settings have to participate in the '**Local Offer**'. This is where the LA set out in one place information about provision available in mainstream and specialist schools, colleges and early years providers, and other services within the Local Authority.
- Settings have to publish an **SEN Information Report** on their website. This should be an account of what is in place, and include information about the kinds of SEN that are provided for, how needs are identified, how parents and pupils are consulted and involved, arrangements for assessing and reviewing progress, transition arrangements, the approach to teaching children with SEN, any adaptations that are made, expertise and training of staff, evaluating the effectiveness of provision, how children with SEN are enabled to engage in school activities, support for emotional and social development, how other bodies are involved, and how the curriculum is made accessible.
- The SEN Policy needs to be reviewed and updated to reflect the changes in the new Code of Practice and to involve the views of staff, parents and governors. At a Local Authority briefing on 26/9/14 they were recommending that these documents (SEND Policy and SEN Information Report) should not be rushed but really reflect the views of all those involved.