

St. Mary's Community Nursery School

Policy Documents

Special Educational Needs and Disability (SEND) Policy

Introduction

St. Mary's Community Nursery School values all pupils equally.

We work hard to ensure that pupils receive an inclusive education appropriate to their needs. The school recognises that some children present with special educational needs and/or disability before reaching compulsory school age. It is important to identify and assess all children as early as possible and as quickly as is consistent with thoroughness.

Provision for children with special educational needs and/or disability will initially be made within the school, especially where no statutory assessment is necessary.

- Evidence will be gathered and appropriate professional help sought if a child needs intervention beyond that available from within the school and its staff.
- Funding will be sought from the Local Authority if the school is unable to meet the needs of a child without additional funding above the National Single Funding Formula which is available for all eligible children.

The SEND Code of Practice (2014) offers the following guidance on identifying what SEND is:

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 SEN. All the information should be brought together with the observations of parents and considered with them.

The Equality Act 2010 replaced the Disability Discrimination Act 1995. The SEND Code of Practice (2014) describes a disability in the following way:

xvi. 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and 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. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Identifying and assessing SEND for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

How the school will identify SEND

The School will identify and support children through the following.

- Through notification from an outside agency such as the Child Development Team, Specialist Support Teachers, Health Visitors, Physiotherapists, Occupational Therapists and any other professional service supporting our children. *If a child is identified via this route an Action for Inclusion meeting will be held to help ensure the correct provision is in place when the child starts at our school.*
- Through notification by a parent that the child has significant needs/disability and that other agencies are involved with the child via their application form or pre entry discussion. *If a child is identified via this route an Action for Inclusion meeting will be held to help ensure the correct provision is in place for when the child starts at our school.*
- Key Worker identifying an additional need by discussing a child with the parent/s during the induction period.
- Key Worker identifying an additional need through observing the child in the school environment.
- Key Worker sharing information with parent/s as part of the school's usual procedures for sharing information.
- Any other member of staff raising a concern with the Key Worker.

The school believes parent/s should be involved right from the start of any process whereby a child may be identified as SEND. The Key Worker will meet with the parents to share any concerns raised and to gain the parental view as the very first step.

The Key Worker will seek the support of the SENCO and the Headteacher so that school can

- make any necessary arrangements to meet the child's needs
- complete any paperwork or referrals as is believed necessary.
- Ensure that clear and consistent communication is shared

SEND Matters

The Role of the Special Educational Needs Co-Ordinator

The school will ensure that there is a qualified teacher designated as the SENCO to be responsible for co-ordinating SEN provision.

The role of the SENCO at our school

- Ensuring all practitioners understand their responsibilities with regard to children with SEND
- Working with the headteacher and the governors to set out the school's approach to identifying and meeting SEND
- Advising Key Workers and other colleagues
- Ensuring parents are closely involved from the beginning and throughout the process
- Ensuring that parent/s views are sought
- Liaising with outside agencies and professionals to support the needs of the child
- Ensuring that all relevant paperwork is completed by all parties.
- Ensuring that all records held are current and relevant
- Ensuring that parent/s have copies of all completed paperwork for their own records
- Attends meetings as appropriate
- Ensuring that any SEND issues are taken into account on transfer to primary school
- Provides a written report to the Governing Body at the termly full Governing Body meetings
- Provides an annual Information Report regarding the implementation of the school's SEND policy which will be published on our school's website. Any changes to the information occurring during the year will be updated as soon as possible.

The Governing Body, via the headteacher, will ensure that the SENCO has a reasonable amount of designated time to undertake the duties allocated.

The headteacher will act to support the SENCO in carrying out the responsibilities of the role. This support may take direct or indirect forms. The headteacher will also cover the SENCO role during absence of more than one week.

The school should be aware of the need to plan for and train additional staff in the SENCO role as part of the overall staffing/succession structure.

Inclusion

The School recognises that inclusion means that the every child has the right to participate as fully as possible: in order to do this *the onus is on the school and everyone involved in it to change, if necessary.*

- The school is an inclusive environment for all children.
- No child will suffer discrimination.
- The school will be clear about what can be provided at the school and what the school must seek additional funding from the Local Authority to provide.
- The school ensures that parents have a clear understanding of what the school is able to offer, therefore, allowing them to make the choices necessary to ensure their child's needs are met.

The Governing Body has worked with the Local Authority, having regard to relevant legislation, to ensure the accessibility of the school environment to all the children in our community. Advice and guidance is always sought to ensure any improvements meet the needs of all.

The school will continue to seek the advice of Occupational Therapy, Physiotherapy and the Specialist Support Service when providing for the needs of children identified with additional physical needs.

The school considers all areas of learning to be important. All children will be included in activities, visits and outdoor activities with additional steps taken to facilitate their learning and ensure their safety and wellbeing. This may include;-

- The provision of additional Staff to support the child throughout the day.
- Ensuring that the child has all physical aids used in school available for the Educational Visit
- The provision of additional equipment necessary for the child to access the full extent of the out of school visit
- Ensuring the needs of all children are recognised when conducting the site visits and completing risk assessments

Admission of children with special educational needs and/or disability

All children of appropriate age meeting the criteria within the school's Admission Policy are entitled to a place at St. Mary's Community Nursery School; this includes children with recognised special educational needs and/or disability to whom priority admission will be given. It is fundamental that:

- Children with special educational needs and/or disability should have their needs met
- Children with special educational needs and/or disability should be offered full access to a broad, balanced and relevant curriculum (the EYFS)

In some cases it may be necessary for the parents, headteacher and/or SENCO to discuss with outside agencies how this can be achieved prior to the child starting school; in this case an Action for Inclusion meeting involving all parties will be held.

There are children who start school with a recognised disability for whom a multi-disciplinary Action for Inclusion meeting would be held prior to the child starting. However a significant number of children with SEND are identified by their Key Worker or other member of staff once the child has started. It is important that the SEND awareness of all staff, not just the headteacher or SENCO, is high and maintained at a high level.

Facilities for children with special educational needs and/or disability

It is the responsibility of the Governing Body to ensure that the environment and the resources of the school are accessible to all children. This responsibility is delivered on a day to day basis by the headteacher. To ensure inclusion it is necessary to:

- Evaluate resources and make sure they are accessible to any child with a physical disability
- Consider the physical layout of the rooms, adapting if necessary to ensure access to resources and equipment

- Provide calm areas for children as necessary

Funding

- St. Mary's Community Nursery School is funded via the Early Years National Funding Formula.
- There is no element of SEND funding contained within this funding
- The school holds no reserves within its delegated budget to provide for the costs of meeting SEND.
- At the discretion of the Headteacher and Governors funds may be allocated to fulfil needs of SEND

The school will apply to the Local Authority for additional funding for support specialist equipment through the Early Years Access Funding.

In June 2019 SEND for Early Years in CWAC was relaunched after an extensive period of consultation and review. The school will be using the new framework as of September 2019

The Framework, the criteria for support and application process is available on the Local Offer.

It is important that parents understand that funding applied for cannot be guaranteed and it is the Early Years Access Funding Panel of the Local Authority that will make the decision.

This continues to be the case under the new Framework

SEND Support

- The school will work closely with parent/s to determine the level of support a child needs.
- The school will work with parent/s as partners
- The school will ensure that any referrals to external services are made promptly and that no delay should be caused by lack of action from the school.
- Parents must agree any such referral.
- It is the role of the school to ensure a parent/s understands her/his responsibility for allowing referrals to be made.
- The school adopts a 'Graduated Approach' to SEND which will follow the process outlined in the SEND Code of Practice (2014) of which there is an outline below:

SEND -Policy into Practice

Assess

1. The school will support carry out an analysis of need.
2. Initial assessment will be focused on outcomes and regularly
3. Regular reviews ensure that support is matched to need.

4. Assessments are recorded tracked and reviewed to monitor progress.

Note

5. Not all children with SEND will need a SEND plan.
6. Not all children who have planned intervention to meet a need will continue to have a SEND plan

Plan

The school and parent/s have agreed a need for a SEND plan.

Agree the following:

1. The outcomes sought - reasonable and achievable for the child.
2. The interventions that will best achieve the outcomes targeted strategies
3. Where possible the view of the child should be sought- taking account of personal preference and ensuring sense of achievement
4. Any staff training issues should be identified- staff to staff, outreach other agencies
5. Parent/s involved at every stage and the plan shared so that they can reinforce the support at home.

Do

1. The Key Worker is responsible for ensuring any programme of SEND support is carried through.
2. The Key Worker will be supported by the SENCO and the Headteacher
3. All staff will at times observe and assess all children across the school ,
4. The teachers monitor, plan and evaluate the effectiveness of learning in their rooms including SEND
5. The teacher is expected to lead learning, monitor and track progress for all children in their room including SEND
6. The TA's have a keyworker role but not direct reporting responsibility for their groups.

Review and record

1. The effectiveness of support on child's experiences in school -social and emotional
2. Impact on the child's progress -towards the intended outcomes
3. The views of parents are sought –behaviours at home
4. Process repeated to identify the best way of securing good progress.
5. Intended outcomes shared with parents and reviewed on a greed timescale
6. The result of the review should be one of following
 - a. The child has achieved the intended outcomes and no further intervention is planned
 - b. The intended outcomes have been reached and new intended outcomes / support agreed
 - c. The intended outcomes have not been reached and the support /outcomes have been reviewed.
 - d. Parent/s receive a copy of their child's SEND plan

- e. Review meetings held at a time convenient to all parties.

Request for statutory assessment

For some children it may be necessary to request a multi-disciplinary statutory assessment with the aim of the Local Authority producing an Education and Health Care Plan (EHCP). This would take place

- after full consultation and agreement between school, parents and external Specialist Support Services
- the child has demonstrated significant cause for concern as we anticipate transition to School
- if recommended by Specialist Support

The school will complete any relevant paperwork, and provide any reasonable evidence requested.

Moving on to the next school

With parental consent, the school will establish links with the receiving school for a child receiving SEND Support. Information already collected and approaches used will be forwarded with the normal Transfer Document. If possible, the reception teacher will be encouraged to visit the school to meet the child. If necessary the receiving school will be informed of the need to hold an Action for Inclusion meeting and our school will ensure a representative will attend the meeting.

The Role of the Local Authority

It is for Local Authorities to decide if they appoint an Area SENCO and outside the school's responsibility. The SEND Code of Practice (2014) notes:

“To fulfil their role in identifying and planning for the needs of children with SEN, local authorities should ensure that there is sufficient expertise and experience amongst local early year's providers to support children with SEN.”

It goes on to say:

“The Area SENCO plays an important part in planning for children with SEN to transfer between early year's provision and schools.”

It is the policy of our school that we will work with any Local Authority Officer or Employee to gain the best possible support for the children in our care.

Information for parents

All parents will be informed of the Nursery's policy on special educational needs through the following avenues:

- Welcome Pack – This is an information pack given to all parents before their child starts school. It will contain a section informing parents of basic responsibilities of the school with regard to SEND.
- Welcome meetings - who they should contact if they have any concerns during their child's induction period.
- Key Workers – all staff
- The Special Educational Needs Policy - posted on the school website

Arrangements for considering complaints

The Governing body has an agreed 'Complaints Policy' and an agreed procedure for following complaints. Concerns or Complaints regarding SEND will be dealt with in accordance to that policy.

Documentation

Pro-forma for school paperwork are available in the school Office

The Local Offer on the Cheshire West and Chester website contains all supporting doc and paperwork for referrals

Evaluation and scrutiny of practice -appendix 1

- As Headteacher Mrs K Tyrie has overall responsibility for leading the delivery of SEND at St Marys Community Nursery School.
- Mrs Catherine Neal is the Governor with responsibility for SEND
- Mrs V Barnard is the SEND Coordinator in school.
- All staff are engaged in supporting children whatever their need – regular evaluation of SEND strategies/outcomes at staff meetings
- Annual evaluation of practice and review of Policy see appendix 1

Policy approved	Mr Ian Roe Chair of Governors	Mrs K Tyrie Headteacher
Signature		
Date		
Next review		

Appendix 1

Criteria for evaluating the success of the SEND policy and its implementation –

It is the responsibility of the Governing Body and the staff to ensure that the policy remains effective. The following table forms the framework for evaluation. Scrutiny of procedures is conducted annually and may be referred to as new staff or governors join the team.

Evaluation	Yes	No	Evidence/ who/ when Actions required
Are all the staff aware of the policy and their responsibility in its implementation?			
Is the school regularly monitoring all children and identifying those children who may have SEND?			
Are stated procedures followed when a child with SEND is identified?			
Do pupil SEND Plans and Reviews show progression?			
Is there evidence of parental involvement in the process, including in the formation and review of the SEND Plans?			
Has the child been included in the process, when appropriate?			
Is there evidence to show that appropriate support from Specialist Support has been sought?			
Have the staff/SENCO received recent, related training?			
Does the Governor responsible for SEND have involvement and is aware of the schools SEND policy and practice?			
Do we consult parents about how they feel their child is supported? Beyond general questionnaires sent to parents?			