

ABBEY GREEN NURSERY SCHOOL & CHILDREN'S CENTRE
"All Different, All Special, All Equal"

Special Educational Needs and Disabilities (SEND) Policy

Spring 2017 review date Spring 2018

This policy was written by our SENCo (Special Educational Needs Co-coordinator) Helen Jones and SEND Governor Khalid Mahmood with support from the Senior Leadership Team and in consultation with staff, parents/carers and Governors. The policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015), <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> which is produced by the Department for Education and describes the way both schools and Education Authorities should identify and support all children with SEND, and with reference to the following guidance and documents:-

The Children and Families Act 2014. www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

The Equality Act 2010: advice for schools DfE Feb 2013. <https://www.gov.uk/equality-act-2010-guidance>

The Statutory Framework for the Early Years Foundation Stage (EYFS)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf

The Special Educational Needs and Disability Regulations 2014.

Schools SEN Information Report Regulations (2014).

Statutory Guidance on Supporting Children at School with Medical Conditions - April 2014.

Our Local Offer <http://abbeygreen.org/send>

Name of the Special Educational Needs Co-coordinator (SENCo) The SENCo for Abbey Green Nursery School and Children's Centre is Mrs. Helen Jones. She is a qualified teacher and has worked as a SENCo for the past 6 years, having completed the National award for Special Educational Needs Co-ordination.

AIMS

To identify and remove any barriers to inclusion within the school's environment, teaching and learning strategies, attitudes, organisation and management.

To provide high quality provision to meet the needs of all children.

To ensure early identification of needs so that the ongoing, shared process between school and families and other agencies is established straightaway.

To collaborate with partners in education, health and social care to provide support.

To take into account the views of children and their families and enable them to participate in decision-making.

To recognise and record children's strengths, to celebrate children's achievements and to encourage a positive self-image.

To increase understanding and support positive attitudes towards children with SEN and/or disability.

To make provision for SEND a whole school responsibility.

Definition of Special Educational Needs and Disability

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability taken from The Equality Act 2010

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.

Children may have either a disability or a special educational need or both.

Identifying Children with SEND

At Abbey Green Nursery School and Children's Centre we believe that all children develop and learn at different rates. However, there are some children who, at some time in their school journey, may find it harder to learn than other children. It is important that we identify a child's individual needs as early as possible and put strategies in place to help them quickly, as early intervention has been shown to improve children's long term outcomes.

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.

A delay in learning and development in the early years may or may not indicate that a child has SEN, 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 SEN. 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 referral could be made with parents to the Family and Community Team, or a multi-agency approach, such as Early Help may be adopted.

Identifying and assessing SEN 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.

Children may be identified as having difficulties in one or more of the following four broad areas of need:

AREA OF SPECIAL NEED	SPECIFICALLY RELATING TO DIFFICULTIES WITH....
<p>Communication and Interaction</p>	<p>Children may have a delay or disorder in one or more of the following areas-</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualized motivation in order to complete tasks. Difficulty attending in whole class activities. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p> <p>Conditions in this area can include- Autistic Spectrum (AS), Speech and Language difficulties and Attachment Disorder.</p>
<p>Cognition and Learning</p>	<p>May have difficulties with the skills needed for effective learning such as use of-</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Conditions in this area can include- dyslexia, dyscalculia, dyspraxia dysgraphia Down's Syndrome or Chromosomal Conditions.</p>
<p>Social Mental and Emotional Health</p>	<p>May have difficulties with social and emotional development which may lead to or stem from-</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image <p>Conditions in this area can include- Challenging and attention-seeking behaviour, Attention deficit hyperactivity disorder (ADHD), Bullying, Selective mutism, Trauma and bereavement related needs.</p>
<p>Sensory and / or Physical Needs</p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care. <p>Conditions in this area can include-Hearing/Visually impaired, Physically disabled (cerebral palsy)</p>

Some children and young people may have SEN that covers more than one of these areas.

Within these areas of need children may have a range of support need, from low level range 1 to a high level of need at ranges 4-7 and therefore approaches to teaching and involving parents will differ as shown on this chart:-

OLD SEN SYSTEM pre September 2014	EARLY YEARS ACTION		EARLY YEARS ACTION PLUS	STATEMENT
NEW SEN SUPPORT ARRANGEMENTS FROM SEPTEMBER 2014				
SEN SUPPORT RANGE OF NEED IN BRADFORD	RANGE 1	RANGE 2	RANGE 3	RANGES 4-7 EHC Plan
EXAMPLE OF TEACHING STRATEGIES	Quality first teaching through differentiation in planning and practice	Small group support for those pupils who are achieving below age expected levels	Focused individualized programmes for pupils working well below age expectation	The EHC plan states specific information on type, hours, frequency and level of support to be provided and the extra funding provided by Bradford
RECORDING, REVIEW AND CONSULATION WITH PARENTS	Next steps and Early Essence observations	Next steps, intervention group records and Early Essence observations	IEP, intervention group records and Early Essence observations	EHC Plan, IEP, intervention group records and Early Essence observations

KEY EHC PLAN = Education, Health and Care plan. **IEP** = Individual Education Plan

High quality teaching is the first step in responding to children who have or may have SEN. Staff will consult with the SENCo as needed for support and advice. Parents are kept informed at every stage of their child's development and are encouraged to share information with nursery. If a child is being monitored it does not mean they are automatically on the nursery's SEN register. My Learning Picture assessments and next step parent consultations are used to monitor and assess progress made by all children.

SEN SUPPORT.

When a special educational provision is required for a child we will inform the parents/carers and adopt a graduated approach within a four stage cycle of: - **Assess Plan Do Review**

Assess Our system of observation and record keeping including formal and informal consultation with parents/carers enables us to monitor children's needs and progress on an individual basis.

Plan Where it is decided to provide SEN support and having informed the parents/carers, outcomes are decided upon, interventions and support are put in place and recorded on next steps if range 1-2 or an IEP if at range 3 and above.

Parents/carers should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do The class based staff are responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support.

The SENCO should support in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review The effectiveness of the support and its impact on the child's progress should be reviewed at an agreed date. The progress review meeting should agree any changes to the outcomes and support for the child in light of their progress and development.

Parents/carers should have clear information about the impact of the support provided and be involved in planning next steps.

EDUCATION, HEALTH & CARE Plans (EHCP)

For a small number of children the help given through the SEN support-graduated approach will not be sufficient to meet their more complex needs. For these children a referral for an EHC plan assessment will need to be considered by all those involved.

A request for this can be made either by the School or by parents/carers.

The decision to make a referral for an EHC will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources which may include:

Parents/Carers

Teacher

SENCO

Social Care

Health professionals

Education Authority Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months.

As part of the annual review process we will:

☐ Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.

☐ Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.

☐ Seek advice and information about the pupil prior to the annual review meeting from all parties invited.

☐ Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.

☐ Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

Children who have EHC plans continue on the cycle of ASSESS PLAN DO REVIEW

Further information about EHC Plans can be found on Bradford Schools Online at

<https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3326>

ADMISSION ARRANGEMENTS

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

Applications for children with SEND should be treated no less favourably than applications from other children.

Children with identified SEND may require a separate transition plan.

See also the school admission policy

ROLES AND RESPONSIBILITIES.

All staff are responsible for helping to meet an individual's special educational needs and for following the Nursery Schools procedures for identifying, assessing and making provision to meet those needs.

Governors are responsible for:-

☐ The strategic overview of and the implementation of the SEND Policy.

☐ Reviewing and monitoring of the school's SEND Policy and quality of SEND provision.

☐ Having regard to the requirements of the SEND Code of Practice: 0-25 2015

☐ Ensuring they are up to date and knowledgeable about the school's SEND provision. Especially the SEND governor.-(Khalid Mahmood)

☐ Ensuring the necessary provision is made for any child with SEND.

☐ Must publish information on the website about the implementation of the SEND policy. This is the local offer and is updated annually.

☐ Setting up appropriate staffing and funding arrangements.

□ Making SEND provision an integral part of the schools development plan

The Head teacher is responsible for:-

- The day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Keeping the governing body fully informed and working closely with the school's SENCO
- The implementation of this policy monitoring and reporting to governors.
- Ensuring that those teaching or working with a child with SEND are aware of their needs, and have arrangements in place to meet those needs.
- Ensure that teachers monitor and review the child's progress during the course of the academic year.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

The SENCO is responsible for:-

- Working in collaboration with the SLT and governing body to determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.
- Collaborating with SENCOs in partner schools in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school staff.
- Overseeing the review and maintenance of EHC plans and records
- Overseeing the day-to-day operation of the school's SEND Policy and co-ordinate provision.
- Liaising with parents/carers of children with SEND in co-operation with class teachers
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

Class Teachers and Room Leaders are responsible for:-

- Including children with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and supporting children with SEND
- Giving feedback to parents of children with SEND.
- Planning and reviewing support for the children with SEND, on a graduated basis, in collaboration with parents and where appropriate the SENCO
- Setting high expectations for every child.
- Planning for learning which addresses potential areas of difficulty and to ensure that there are no barriers to every child achieving.
- Updating and reviewing next steps and IEP's termly (sooner if needed) and sharing with the parents/carers & SENCO
- Attending termly SEND reviews with SENCO and parents/carers.
- Identifying individual children not making progress and inform SENCO/Head teacher.

Early Years Practitioners and Early Years Support Workers should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for children with SEND.
- Use the School/Centre's procedures for giving feedback to teachers or SENCO about children's responses to tasks and strategies.
- Provide the appropriate support interventions as planned for through the child's IEP.

PARTNERSHIP WITH PARENTS/CARERS

Partnership with parents plays a key role in enabling children with SEN to achieve their full potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them.

- Staff will take and make opportunities to talk with parents/carers about their child. Not only when there is a problem but to discuss achievements and successes. Parents will be told as soon as a need is identified.
- Staff will keep parents/carers fully informed of their child's progress through formal meetings, our Early Essence electronic observation software which can be accessed at home and day-to-day exchanges of information.
- Decisions will be made in conjunction with parents/carers and their wishes will be respected. Staff will ensure parents understand procedures.
- Parental consent will be sought before consultation with any other professionals.
- Parents/carers will be given a copy of all next steps or IEP's, review forms and reports written about their child and provided with additional information, which may be helpful.
- Staff will offer support and encouragement and recognise the personal and emotional investment of parents/carers and be aware of their feelings.

Parents/carers also have a responsibility to communicate with staff and support their child's education.

TRAINING

Up to date and relevant training is vital to continue to develop good practice for SEND.

Training will take the form of:-

- Courses for individual staff
- In-house training and cascading from courses
- Invited specialists
- Visits to other settings
- Keeping up to date with national and local developments on SEND issues.
- Sharing of information amongst staff, parents/carers.

OTHER SUPPORT SERVICES

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents/carers.

Effective collaboration between services will enable the child's needs to be met fully.

TRANSITION

We recognise that 'moving on' can be difficult for a child with SEND. We also recognise the anxieties for the families and take steps to ensure that any transition is as smooth as possible. When a child moves to another school:-

- We will contact the new school and arrange a transition meeting
- A transition plan will be drawn up.
- Any special arrangements and support will be put in place for the child.
- We will make sure that all records about a child are passed on as soon as possible to the receiving school and as agreed through our SENCo local area procedures.

EVALUATING SUCCESS

The success of the Nursery Schools SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO and SLT
- Analysis of child tracking data for individual children and for cohorts
- Monitoring of procedures and practice by the SEND governor
- School/Centre self-evaluation
- The School improvement plan.
- Visits from LA personnel and Ofsted inspections.
- Feedback from parents/carers and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success

Complaints about our SEN provision are dealt with as follows:

Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher or room leader in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. In the event of a formal complaint parents are advised to contact the head teacher or the SEN governor Khalid Mahmood if they prefer.

The Bradford Parent Partnership Service is also available to offer advice at:-

<http://www.barnardos.org.uk/bradford-partnerships-services/information-advice-and-support.htm>

Bradford Parent and Young People's Partnership Service (PYPPS)

Barnardo's, Queens House, Queens Road, Bradford, West Yorkshire, BD8 7BS. Tel: 01274 481183 Fax: 01274 543763 Minicom: 01274 481366 Office hours: Monday -Friday 9am -5pm the switchboard is open during office hours with an answer phone during other times.

Email: [Bradford SENDIASS](#) Facebook: [Bradford SENDIASS](#) Twitter: [@BradfordSENDIAS](#)

Further information and guidance on SEN are available from:-

The SEN National Advice Service online <http://www.cafamily.org.uk/> where you can find information and search for your local group. Alternatively you can contact them at Contact a Family, 209-211 City Road, London, EC1V 1JN. Tel: 020 7608 8700 Fax: 020 7608 8701 Email: info@cafamily.org.uk

SEND A guide for Parents and Carers (August 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf