

# Aire Valley Nursery Schools Federation

## POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Reviewed December 2021

Approved by Governors 27/01/22

### Rationale

At Aire Valley Nursery Schools Federation we respect and enjoy each child's individuality, providing for differing needs including special educational needs and / or disabilities. We ensure a secure environment and positive experiences are provided to develop a child's confidence and self-esteem.

We help children understand their feelings and express them in ways which do not hurt others. We value parents as partners in their children's education.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

All children and young people are entitled to an education that enables them to make progress so that they achieve their best; become confident individuals; live fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training (SEND Code of Practice)

### Aims – This is what we intend to do

- To identify special needs and disabilities at an early stage.
- To work with the Local Authority in providing Early Years Enhanced Specialist provision places
- To value and build on parents' knowledge of their children.
- To provide a family friendly environment, establishing positive relationships between child, parents and school.
- To provide all children with an open and accessible introduction to education.
- To offer a wide range of experiences to all children.
- To promote children's confidence and self-esteem.
- To help children understand their own feelings and needs and those of others.
- To develop positive attitudes amongst all staff, children and parents towards children with special needs.

### Objectives – This is how we implement our aims

- To ensure effective management of SEND through an identified co-ordinator
- To support early identification of needs through initial entry assessment. Documentation for staff to support SEND referral processes and identification can be found at [M:\Policies and Procedures\SEND\SEN\Policy for Special Educational Needs](#)
- To establish and foster partnerships with parents through the key person system, home visits, parental involvement in initial and ongoing assessment, daily contact, and parent's contributions to the record of achievement.
- To help the child and parent feel secure about the transition from home to nursery and welcome the parent's presence in the classroom to support their child.
- To make time available on a daily basis for communication between home and school where appropriate (See Staff roles and responsibilities)

- To offer a range of experiences and resources which are accessible to all children and which value and extend their home experiences.
- To regularly place concerns about individual children and special needs on the agenda of staff meetings in which individual children's progress and needs are discussed
- To value and acknowledge a child's achievements.
- To support children's ability to express themselves and respect others.
- To identify and meet the professional development needs of staff in respect of special needs.
- To support parents understanding of nursery education through displays, booklets and discussions which chart their own child's progress through different stages of development.
- To work collaboratively with other professionals/agencies with the aim of working together to effectively support children's needs.

### **Legislation and guidance**

This policy and the SEND information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **Definitions and identification of needs**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Identification is made by staff through:

- Observations
- Concerns expressed by parents.
- Information received through other agencies e.g. Speech and language therapist

Both our schools follow the stages set out in the revised SEND Code of Practice. This identifies the stage the child is at, and clarifies who is responsible for the additional provision that is needed to support the child's progress. Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Parents are consulted at every level of the intervention. Action is then taken to put effective support in place. This is known as the graduated approach.

Staff gather information through observations and assessments to identify any concerns, but also children's strengths.

- Concerns are shared with the school SENCO as soon as possible
- Parents/carers are consulted and any concerns discussed.
- An Individual Support Plan (ISP) is written by the class teacher with support from the SENCO and put into place.
- Provision for extra support is made within the resources of the nursery
- The staff team remain responsible for working with the child on a daily basis
- Any interventions are reviewed termly

### **Review**

At the review it may be decided that

- The child may be considered to no longer have any special educational needs.
- Intervention may need to continue at this stage
- Interventions may need to be adapted
- Help from external agencies as well as further intervention is required.

### **Enhanced Specialist Provisions**

Our Specialist Provisions include children with a range of special educational and medical needs. All children have access to our mainstream nursery provision as well as a quiet learning space and a sensory room.

Each specialist provision has a specialist teacher and experienced specialist practitioners who have a wide range of skills which are used to support each child to develop to their full potential.

Children who attend our specialist provision have a higher staff to child ratio within the nursery. This means that the children are able to spend time 1:1 with adults or play in small groups.

Placements within our enhanced specialist provisions are allocated through consultation with the Local Authority or at the request of Health or Education. Alternatively, placements can be applied for internally via the school SENCO in conjunction with the Local Authority Early Years Specialist Teaching Team.

## **Roles and responsibilities**

### **The SENCO**

The federation SENCO is Hannah Clark. She can be contacted via e-mail at [Hannah.clark@abbeygreen.org](mailto:Hannah.clark@abbeygreen.org)

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **The federation SEND governor is Cath Webber**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The headteacher will:**

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **Monitoring Arrangements**

This policy and the SEND information report will be reviewed by the SENCO annually. It will also be updated if any changes to the information are made during the year.

The governing body will monitor and approve the policy annually.

The following documents support the implementation of this policy and ensure we monitor impact

### **Curriculum Policies**

#### **Safeguarding and Child Protection Policy**

#### **Equalities Policy**

#### **Behaviour Policy**

#### **Accessibility Plan**

#### **SEND Information Report**

#### **Supporting Pupils with Medical Conditions**