



# Special Educational Needs & Disabilities (SEND) Policy

Date of last review: 24 January 2018

Date of next review: January 2019

Reviewed by: Su Wall, SEND Governor

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## **COMPLIANCE**

This policy has been created by the schools Head teacher/Special Educational Needs Co-ordinator (SENCO) in liaison with the Special Educational Needs and Disabilities (SEND) Governor and the Special Educational Needs (SEN) Lead Professionals. It complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Disability and Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## **The SEND team at Whitecross Nursery School is:**

- J Mitchell Head teacher/SENCo (contact details above)
- S Wall SEND Governor
- J Owens Lead Professional/Teaching Assistant for SEND,
- C Britland Lead Professional/Teaching Assistant for SEND

## **School Statement of Intent**

At Whitecross Nursery School we value the abilities and achievements of all children, and are committed to providing, for each child, the best possible environment for learning.

Every Teacher is a teacher of every child including those with SEND.

### **Inclusion Statement**

We endeavour to make every effort to achieve maximum inclusion of a child whilst meeting children's individual needs.

This policy builds on our Policy 'Achieving Equality and Valuing Diversity' which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all children with SEND.

### **Aims**

- To be an inclusive school
- To reach high levels of achievement for all

### **Objectives**

- To work within the guidance provided in the SEND Code of Practice, July 2014
- To provide a Special Educational Needs coordinator (SENCO) who will work with the SEND Policy
- To ensure the identification of all children requiring SEND provision as early as possible after starting nursery
- To meet individual needs through a wide range of provision
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work in partnership with other agencies and schools
- To achieve high levels of staff expertise to meet every child's needs
- In implementing this policy, we believe children will be helped to overcome their difficulties and barriers to learning.

### **Identifying Special Educational Needs and Disabilities**

We agree with the principle that it is particularly important in the early years that there is no delay in making any necessary special educational provision. The SENCO works closely with the nursery teacher and all teaching assistants using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- following up initial parental concerns on entry or pre entry to nursery
- information from previous pre-school settings
- information from other services/professionals
- the analysis of data including best fit baseline judgements made in line with the Early Years Foundation Stage Framework - Development Matters, shortly after entry to nursery.
- tracking individual children's progress over time

The SENCO maintains a provision map of children identified through the above procedure. This map is reviewed and analysed termly.

For some children a more in depth individual assessment may be undertaken by the school, for example by using the 'Speech Sound Screen' and/or the 'Wellcomm Toolkit' to assess children with Speech and Language concerns.

Children's SEND are generally thought of in the four broad areas of need and support (page 85 SEND Code of Practice 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These four areas give an overview of the range of needs that we plan for. However individual children often have needs that cut across all these areas and their needs may change over time. When considering the needs of a child at Whitecross Nursery School we consider the needs of the whole child based on their strengths and not just their special educational needs.

The Code of Practice suggests that "where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision." Pg. 85 Section 5.31.

The following are considered **not** to be SEND but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and welfare
- EAL
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEND. Any concerns relating to a child's behaviour should be described as an underlying response to a need which we as a provider will be able to recognise and identify clearly as we will know the child well.

### **Managing the needs of children with SEND**

The Code of Practice advocates a **graduated response** to meeting children's needs.

### **Monitoring**

- Any children who are falling outside of the range of expected development will be monitored and assessments will be made to determine if further intervention is required.

- All staff are responsible and accountable for the progress and development of all children in the nursery and in particular for the children in their keyworker group. They will take steps to further differentiate the learning to better support the child and this may require an adjustment in the style of teaching adopted with that child.
- The SENCo should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.
- The child is recorded as having 'Universal Support' on our 'Provision Map'; this does not mean they will be automatically placed on the SEND register.

## **SEND Support**

Where it is determined that a child does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. Children will be placed in the category of 'Targeted Support' on the 'Provision map' when specific interventions are put in place to support the child within our setting or 'Specialist Support' for children who have a higher level of need and the expertise of other professionals is drawn upon. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables identification of those interventions which are most effective in supporting the child to achieve good levels of progress and outcomes.

### **Assess**

This involves clearly analysing the child's need using the teachers', key workers' and/or SEND Teaching Assistants assessments and experience of working with the child, details of previous progress and attainment, comparisons with peer and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of parents.

### **Plan**

Planning will involve consultation between the teacher, keyworker, SENCo, SEN Lead Professionals and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a 'target planning and reviewing document' which will be shared with staff, parents and the child.

### **Do**

The teacher and all staff remain responsible for working with the child on a day to day basis. The team will work closely to plan and assess the impact of support and interventions. The SENCo and Lead Professionals will support with further assessment of the child's strengths and weaknesses.

### **Review**

Regular reviews of a child's progress are made. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. The Lead Professionals, in conjunction with the SENCo and Keyworker will revise the targets and, based upon the child's progress and development, make any necessary amendments going forward, in consultation with parents and children. These will be recorded on the 'Target planning and reviewing document'.

In line with the 'Person Centred Approach', 'One Page Profiles' are developed with parents to share information about the child. They give information about what is important to the child, what makes them happy and how best they can be supported and motivated. They are regularly updated so they reflect how the child is now.

They help to maintain consistency in the way a child is supported in our setting and give a quick overview of the child when meeting with other professionals, for Midday Play Workers or supply staff. It also feeds into the Education Health Care Plan process.

Children may exit the SEND register if they have made good progress and no longer require SEND support or have been discharged by Speech and Language Therapy Services.

### **Referral for an Education, Health and Care Plan (EHCP)**

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

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

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals
- Educational Psychologist

Information will be gathered relating to the current provision provided, action that has been taken and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care)

about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision made by the Education, Health & Care panel.

Further information about EHCP's can be found via the Derby City website

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

### **Education, Health and Care Plans**

- a) Following statutory assessment, an EHCP may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the local authority and the pupil. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

### **Supporting Children and Families**

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services. This information will be included in the 'Whitecross Nursery School, Special Educational Needs, Information for Parents and Carers' leaflet which will be given to the parent/carer.

### **Involvement of Children**

We recognise that all children should be involved in making decisions right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity, as not all children are able to communicate how they feel verbally. The Early Learning Goals recognise the importance of children's ability to develop competency and confidence progressively and to have opportunities to develop a range of social as well as educational skills.

### **Links with external professional support and organisations.**

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. Derby City Council's local offer webpage is a good source of support and information about services locally that can be very helpful to families. It will signpost families to their useful agencies and services

[www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- Physical impairment services
- Health visitor
- Mobility officer
- Paediatrician
- Early intervention team

In addition, links are in place with the following organisations:

- The local authority
- Education welfare officer
- Social services
- SENCO in other Derby schools

### **Admission Arrangements**

No child will be refused admission to Whitecross Nursery School on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

### **Links with Other Schools and Providers**

Before a child is admitted to the nursery, time will be spent getting to know the parents and child and if appropriate, a visit made to the child in their current childcare setting. Such meetings are arranged between the parents, the referring professional and the SENCo, and will vary depending on the needs of the child and the parents.

Many of the children admitted to the school have been attending other pre-school settings and so home visits are not usually necessary. However if we feel that this will benefit the child and family the Lead Professional will carry out a visit.

Close links exist with our main feeder schools; Markeaton Primary School, Lawn Primary School and Portway Infant Schools. Staff from the receiving schools visit the children in nursery and visits to the schools are organised for children during their final term in nursery, one of which is supported by a member of the nursery staff. Additional visits are planned for children with SEN, if this is appropriate, supported by nursery staff to familiarise the child with the new surroundings. Children who transfer to other local schools also follow a full transition programme co-ordinated by the SENCO and Lead Professional. These involve visits by staff from the receiving school and extra visits to the school supported by nursery staff, where appropriate.

A record of achievement is given to the child on leaving Whitecross and a copy of the record is sent to the receiving school. Whitecross will also transfer any other records on the child's progress, together with all the relevant SEND documentation.

### **Supporting Children at School with Medical Conditions**

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical activities. Some children with medical conditions maybe disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information see our school policy 'Supporting Children at School with Medical Conditions'.

### **Monitoring and Evaluation of SEND**

The quality of provision that we offer to our children and families is regularly monitored in the following ways:

- Termly monitoring visits by our SEND Governor
- Learning Walks by Governors and Senior Management Team
- Tracking and analysis of pupil progress
- Learning Journey scrutiny
- Annual performance management cycle for all staff which includes observations, self-review, annual targets
- Analysis of annual parental questionnaires
- Regular review meetings with parents

- Daily liaison with parents, child-minders and out of school support
- Home/school diary liaison notes

## **Training and Resources**

- SEND at Whitecross Nursery School is funded through the normal school budget. An element of the budget consists of funding for 38hrs per week, for our Lead Professionals. They are employed primarily to support children with special educational needs.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths of all children, staff are encouraged to undertake training and to share their knowledge with colleagues. Continuing Professional Development will depend on the needs of the children in each cohort along with those of the staff and will be planned as the need arises.
- The SENCo regularly attends the SEND Early Years Network meeting in order to keep up to date with local and national initiatives.
- Some training is provided by the Local Authority, some by the Early Years Hub and other training is accessed further afield.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.
- We have developed a room with elements of a sensory room, known as the 'Star Room'.
- Staff have expertise and qualifications in the following areas: 'Advanced Certificate in Learning Support', 'Working with the Parents of Children with SEN', 'Keys to Inclusion', Sensory Training, 'Supporting Learners with Therapy Needs', 'Supporting Early Language Development', 'Speech and Language Disorders in Children', Using Symbols in the Early Years Setting, First Aid with regular updates and training for any specific medical needs.

## **Roles and Responsibilities**

### **Governing Body**

In conjunction with the Head teacher/SENCO they will:

- determine the school's general policy with regard to its approach to provision for children with Special Educational Needs and Disabilities, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint an SEND Governor to take particular interest in and closely monitor the school's work on behalf of the children with Special Educational Needs and Disabilities.

### **Head teacher/SENCO**

- To hold responsibility for the day to day management of all aspects of the schools work including provision for all children with SEND
- Advising and supporting colleagues.
- To keep the governing body informed about the provision for children with SEND including the allocation of resources needed to meet individual needs.
- Ensure that staff responsibilities are known and understood by all.
- Ensure that all programmes for the identification and support of SEND are followed.

- Ensure that the changing needs of children are monitored and recorded on the Provision Map.
- Oversee the completion of paperwork for 'Request for Education, Health and Care (EHC) Assessment'.
- Ensure that the arrangements are made for the Annual Review of children with Education, Health and Care Plans.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Ensure that school funded support staff are deployed to most effectively support special needs within the school.
- Ensure that all staff are aware and suitably trained with regard to the issues relating to the safeguarding of vulnerable children, including those with SEND.
- To work closely with the Lead Professionals to determine the strategic development of the SEN Policy and provision.
- Ensuring relevant information about individual children with SEND is collected, recorded, updated.
- Liaising with professionals or agencies beyond the setting.
- To ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements via accessibility planning

### **SEND Lead Professional**

- To plan for and deliver activities to meet the needs of children with SEND on a daily basis.
- To manage programmes to support in the identification of SEND.
- To ensure there are appropriate 'Target Planning and Review' Forms in place.
- To develop 'one page profiles' when necessary.
- To advise on the use of resources to meet children's needs effectively.
- To liaise with the parents/carers of children with SEND on a daily basis, which maybe through the use of a home/school diary.
- To attend relevant training and disseminate information to colleagues.
- To liaise with external agencies, including Local Authority support services, Educational Psychologist and Health and Social Services.
- To advise/support SENCO in collating information and completing forms when requesting an EHC Assessment.
- To liaise with families with a child with a known SEND prior to them starting nursery and with feeder schools to ensure a smooth transition.
- To ensure regular meetings with colleagues and or parents/carers to discuss progress or issues arising
- To work with the Head teacher/SENCO and SEND Governor to ensure that the school meets its responsibilities under the Equality Act 2010.
- To liaise with/support colleagues regarding the needs of children with SEND on a daily basis

### **Teaching and Non-teaching Staff**

- To be fully aware of the schools procedures for identifying, assessing and making provision for children with SEND
- To be aware of their responsibilities to children with SEND as defined in the School Teachers Pay and Conditions Document (STPCD) 2014
- Take into account the extent of difficulty experienced by the child when planning and delivering activities in line with the Early Years Foundation Stage Framework
- Take specific action to provide access to learning for children with SEND, working closely with the SENCO and Lead Professional.

### **Name of Designated Lead Professional for Safeguarding**

- Head teacher Mrs J Mitchell

### **Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of children**

- Higher Level Teaching Assistant Mrs L Bannister

### **Storing and Managing Information**

All documents are stored in line with the schools policy on Data Protection and Acceptable use of IT.

### **Accessibility**

Whitecross Nursery School promotes an open door policy, enabling parents/carers opportunities to liaise with staff at drop off or collection times on a daily basis, as well as the more formal meetings when required.

The whole school is on one level and accessible to wheelchair users. Other features include:

- A small car park offering easy access to the nursery building
- Majority of outside area is furnished with a soft play area
- Quiet rooms/areas for 1-1 or small group work
- Soft play equipment
- Sensory planters in the garden
- A room with elements of a sensory room
- Links with other agencies who can support us with resources e.g. frames to support children when using toilets

The school accessibility plan can be found on our website.

### **Dealing with Complaints**

Parents are asked, in the first instance, to discuss the issue with the Head Teacher and if the complaint is not satisfactorily resolved, then to put the case in writing to the Chair of Governors. This will then be considered by the Chair who may convene a sub group meeting or it may be discussed at the next Governors' meeting.

The SEND code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

However, if a problem cannot be resolved, a complaint can be made to:

OFSTED  
Building C  
Cumberland Place  
Park Row  
Nottingham  
NG1 6HJ  
Telephone 0845 601772

### **Inclusion**

At Whitecross Nursery School, we pride ourselves on being fully inclusive. We make child centred decisions and strive to ensure that all children are exposed to and receive the same opportunities as their peers regardless of circumstance.

The school has an 'Equality Policy which outlines, in detail, practices applied to secure this.

### **Links to other policies/documentation**

- Statutory Framework for EYFS DfE 2012
- Development Matters in the Early Years foundation Stage 2012
- Behaviour Policy
- Admissions Policy
- Equality Policy
- Complaints Policy
- Accessibility Plan

### **Reviewing the Policy**

The School considers the SEND Policy to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice on an annual basis.