The Federation of Kintore Way Nursery School & Children's Centre & The Grove Nursery School

Special Educational Needs and/or Disabilities Policy

Definition of Special Educational Needs and/or Disability [SEN/D]
At each school, special educational needs and/or disability [SEN/D] is defined in accordance with the SEND Code of Practice: 0-25 years, Children and Families Act [2014]. Children have special educational needs if they have a learning difficulty that requires special educational provision to be made for them.
A child has a learning difficulty if he or she:

a) has a significantly greater difficulty in learning than the majority of children of the same age; or
b) has a disability which prevents or hinders making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
c) is under compulsory school age and falls 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. Where a child who speaks English as an Additional Language is not making progress, each school recognises that there may be a range of causal factors and explores these fully prior to an identification of special educational needs.
Each school recognises that some children will need support for SEND on a temporary basis, whilst others will require longer-term, more intensive intervention.

Definition of special educational provision

For children aged two years or older, this constitutes educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools and settings maintained by the LA, other than special schools, in the area.

Our Ethos

At each school we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and offer a safe and well-equipped learning environment that is fully accessible and caters to the individual needs of every child. We are committed to inclusion within each school's curriculum and participation in every aspect of school life.
Each school adopts a 'whole school approach' to SEN/D. Staff work collectively to ensure inclusion of all pupils. Each school is committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.

Each school's SEN/D provision takes into account the statutory requirements of the Early Years Foundation Stage (2014) and the Equalities Act (2010), aiming to end discrimination and support the welfare and all-round development of children from different backgrounds, including those with SEN/D. The rights and duties of each setting are recognised through implementation of the SEN/D code of practice.

Aims

- To identify children with SEN/D at the earliest opportunity, implementing appropriate provision in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure all children have access to the EYFS curriculum, based on their own interests and differentiated where appropriate.
- To make reasonable adjustments to ensure that all children with SEN/D are provided with full and equal access to the curriculum and all aspects of nursery life.
- To ensure that every child is safeguarded from harm and neglect and that every effort is made to enable pupils learn and grow independently.
- To work closely with children and parents/carers, listening to and respecting their concerns and ensuring that they are fully involved and consulted at all times, using a Person-Centred approach.
- To work closely and effectively with partner agencies to achieve optimum outcomes for children with SEN/D.
- To uphold and work within Southwark's Local Offer.

What types of Special Educational Needs and/or Disabilities does each school provide for?

The four broad areas of Special Educational Need as defined by the SEN/D Code of Practice [2014] are:

Category of Need	Definition	Examples
Communication and Interaction	Some children have difficulties with speech, language and interaction.	Speech articulation, stammering, expressive and/or receptive language delay, social communication difficulties, e.g. autism)
Cognition and Learning	Some children have difficulties accessing, retaining and applying knowledge, understanding and skills.	Moderate learning difficulties, specific learning difficulties, [e.g. dyslexia, dyscalculia], severe learning difficulties, complex learning and profound multiple learning difficulties.
Social, Emotional and Mental Health Difficulties	Some children have difficulties which result in challenging or withdrawn behaviours.	Anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD).
Sensory and/or Physical Needs	Some children have sensory and/or physical impairments.	Visual impairment, hearing impairment, physical disability

Children may have additional needs that fall within one category or across several.

Roles and Responsibilities in Relation to SEN/D Provision

- The SENCo in each school is responsible for;
  - Overseeing and monitoring the provision for SEN/D;
  - Updating the SEN/D register;
  - Supporting Key People in identifying and implementing effective interventions for children with SEN/D and liaising with parents/carers;
  - Making referrals to outside agencies who can offer additional support;
  - Working closely with families and other agencies using a 'Team Around the Child' [TAC] approach and ensuring that outside professionals' recommendations and targets are incorporated into provision for individual children;
  - Co-ordinating, completing and submitting Education, Health and Care Plans [EHCPs] and supporting Key People and SEN/D support staff in implementing these, once in place;
  - Ensuring that risk assessments and Personal Emergency Evacuation Plans are completed for children with SEN/D as required;
  - Developing and monitoring the quality of interventions across the setting;
  - Delivering effective performance management and supervision of SEN/D support staff;
  - Delivering training to support and develop high quality practice and provision;
  - Analysing the progress of children with SEN/D;
  - Overseeing and managing effective transitions across settings;
  - Ensuring that the school complies with the SEN/D Code of Practice and upholds Southwark's Local Offer;
  - Ensuring that each school applies for Disability Access Funding for any 3-4 year olds in receipt of Disability Living Allowance and providing accountability for how this money is spent;
  - Ensuring that each school applies for Early Years SEN Inclusion Funding for 3-4 year olds and 2 year olds in receipt of Disability Living Allowance who require additional support over and above what is usually offered and providing accountability for how this money is spent;
  - Maintaining an overview of new initiatives and policy changes at national and local level and disseminating this information to staff;
  - Updating the SEN/D Information Report annually;
  - Reporting on SEN/D to the Governing Body.
- **Key People** are teachers or Early Years Educators who are responsible for allocated groups of children, including those with SEN/D. They regularly observe, assess and develop pupils' learning using the 'Planning in the Moment' approach. They work closely with SEN/D support staff, ensuring that they are fully informed about children's next steps in order to enable effective interventions to take place. Key People are supported to do this by the SENCo.

- **SEN/D Support Staff** work with individual children on a daily basis, under the direction of Key People and the SENCo. They are responsible for delivering planned interventions and supporting children with SEN/D to access the Early Years Curriculum and the wider nursery. They regularly feedback information about children's progress to Key People and the SENCo that is shared with parents.

- **The Executive Head Teacher** has overall responsibility for ensuring that appropriate SEN/D provision is implemented at each school.

- **The Governing Body** ensures that high quality provision is made for SEN/D pupils and that each school's statutory obligations are met. It is involved in developing, monitoring and reviewing SEN/D policy and understands how children with SEND are identified. There is a named governor responsible for SEN/D.

Arrangements for coordinating SEN/D provision

The SENCo holds information on;

- Children who are receiving school-based interventions as part of Quality First Teaching
- Early Learning Support Request Forms for children identified by Key People as requiring school-based interventions;
- Children who are receiving SEN/D support;
- Children who have requested, or are in receipt of, Education, Health and Care Plans [EHCP];
- Children for whom the school is receiving Disability Access Funding;
- Children for whom the school is receiving Early Years' SENDIF.
- Referrals to specific agencies;
- Early Help Delivery Plans [EHDP] for children with SEN/D;
- Reports from outside agencies and their contact details;
- Practical advice, teaching strategies, resources and information about types of special educational needs and disabilities;
- Guidance on identification of SEN in the Code of Practice;
- Information relating to Southwark's Local Offer.

All documents are stored securely in children's individual files and electronically in a restricted access file. Referrals and Early Help Delivery Plans are also sent by secure electronic email to Sunshine House or Southwark's Early Help team to be actioned and are stored in their records.

All staff have access to:

- The SEN/D Policy;
- Guidance on the identification of SEN/D and the graduated response;
- Information on their individual pupils with SEN/D, including support plans, referral forms, Early Help Delivery Plans and any targets set by professionals [stored securely];
- Practical advice, teaching strategies, resources and information about types of SEN/D.

A Graduated Approach to SEND

At each school, we use a graduated approach to identify and meet the needs of children with SEN/D. In line with the SEN/D Code of Practice, we;

Assess

Children are assessed when they enter each school and at two further points throughout the school year using the Early Years Foundation Stage Framework. All children receive Quality First Teaching and expectations are high. Any child not making appropriate progress is closely monitored to establish possible causes. It is important to recognise that there can be a number of reasons why a child does not make progress and to explore and address these thoroughly, as part of the assessment process. Staff work closely with parents/carers, sharing information about children's learning, discussing concerns and implementing appropriate, school-based interventions that are monitored and assessed for impact. If evaluations of these show that additional intervention is still needed, this is shared with parents/carers and with consent, children are referred to outside agencies for further assessment via the appropriate referral pathways. Agencies commonly referred to include Speech and Language Therapists [SALTs], Community Paediatricians [Sunshine House], Health Visitors, the Early Help Team, Family Support Workers, Dieticians, Occupational Therapists, Physiotherapists and Educational Psychologists.

Where children apply to each school with SEN/D already identified, the SENCo will attend the home visit with the Key Person and, with the consent of parents/carers, contact other agencies already working with the child to establish contact, access any additional information and facilitate a smooth transition to the setting.

Each school maintains a register of children with SEN/D that is regularly reviewed and updated by the SENCo. The register contains details of children who are receiving support from an outside agency. Names are removed when a child is discharged and the agency is no longer involved.

Plan

When children have been assessed and their needs identified, Key People and the SENCo work closely with parents/carers to draw up support that caters appropriately for their learning. A date is set for review. Whenever possible, targets identified by partner agencies are integrated into support. Parents and carers work in close partnership with staff and are consulted at every stage. They are fully informed of the provision their children receive and the progress they are making through regular 'Team Around the Child' [TAC] and Key Person meetings.

Do

Key people, supported by the SENCo, are responsible for the day-to-day implementation of children's support. They share information for the delivery of interventions and support with the SEN/D support staff, supported by the SENCo. Evidenced-based interventions that have been evaluated for effectiveness are implemented. Individual members of staff have training in medical interventions such as tracheostomy tube changing, gastrostomy feeding tube management and nasal suction and strategies such as TEACCH and Intensive Interaction. This is utilised when delivering interventions to children with SEN/D. Each school has a sensory room and a quieter area adjoining the main nurseries that are regularly used and all areas of each setting are fully accessible. Staff understand their duty towards children with SEN/D and recognise that delivering high quality provision is everyone's responsibility.

Review

Once support plans have been implemented, Key People review children's progress and development and this is shared with parents and carers. New targets are developed or existing ones adjusted. Where targets have not been met, explanations for this are explored and support is revised or adapted. Where appropriate, further referrals to outside agencies may be made with the consent of parents/carers.

Early Years SEN Inclusion Funding

Sometimes during a review, it will be decided that a child requires additional SEN support over and above the universal provision offered to all. This may include children who will go on to need Education, Health and Care Plans, as well as those requiring lower levels of intervention. When this happens, an application is made to the Early Years SEN Inclusion Fund for additional finance. As with all SEN/D processes,

parents/carers are consulted and fully involved from the outset. There are three levels of funding that may be awarded. A request form is completed, detailing;

- the child's strengths
- the impact of needs on learning
- the additional provision already in place (including strategies recommended by other professionals
- the additional interventions that are needed in the future (with timescales)

Completed applications are submitted, along with supporting evidence, to the Early Years SEN Inclusion Fund panel who will discuss the information presented and decide which level of funding (if any) to award. This decision is then communicated to both the family and nursery. The SENCo is responsible for liaising with the Local Authority in ensuring accountability for the use of this funding.

EHCP Needs Assessment

If, despite Quality First Teaching and appropriate intervention through SEN/D support, [financed where applicable by Early Years SEN Inclusion Funding] a child still does not make expected progress, a request can be made to the Local Authority for an Education, Health and Care Plan [EHCP] Needs Assessment. Requests are also made when children have complex medical needs, requiring long-term, specialist intervention. This is undertaken by the SENCo, in consultation with the family. The request focuses on the child's current strengths and areas of need and details the provision and resourcing that is necessary to ensure future progress. It also details and costs the provision that has already been put in place. The LA then decides if a Needs Assessment should be undertaken and may request further information from each agency involved with the child. Parents and carers have the right to appeal if a request for an EHCP is rejected. More information about EHCPs can be found at http://localoffer.southwark.gov.uk/education--health-and-care-plan/

EHCP

When a child is given an EHCP, progress is reviewed at regular TAC meetings and formally during an Annual Review meeting. Following this, any significant changes to the EHCP are made by the Local Authority.

Transitions

When a child leaves each school, all documentation is passed securely to the new setting. Staff from receiving schools are encouraged to visit children and attend transition TAC meetings as appropriate. The SENCo is responsible for liaison with other settings when children move on.

Continuing Professional Development

Each school ensures staff maintain their knowledge and skills with relevant training in relation to the needs of pupils with SEN/D. Requests can be made by individuals to attend courses in Makaton, Communication in Print, Understanding Autism and Speech and Language Development. The SENCo attends regular forums and workshops, disseminating new information and initiatives and sharing good practice. Wherever possible, training is matched to each school's development priorities and performance management, as well as individual children's needs.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes any child receiving SEN/D support or in possession of an EHCP.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Key Person, the SENCo or the Executive Head Teacher who can advise on formal procedures for complaint [see the complaints policy.]

In supporting this policy, the governors confirm that the requirements of the 1996 Education Act and any subsequent legislation/regulations will be fully complied with. In implementing the policy, staff and governors will have due regard to the government's Code of Practice, particularly in relation to the identification and support of any pupil with SEND and the correct accounting of any funding allocated for that purpose.

Links with other policies

Health and Safety, Safeguarding, Transitions, Admissions, Behaviour, Equality,

The Federation of Kintore Way Nursery School & Children's Centre & The Grove Nursery School

Policy Name

___Federation SEN/D Policy_____

Adopted and signed on behalf of The Federation of Kintore Way Nursery School & Children's Centre & The Grove Nursery School by the Governing Body at the meeting on

14th December 2020

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Name of Governing Body Representative

Teresa Ali

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Signature of Governing Body Representative

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Date signed __14th December 2020_____

Date to be reviewed: December 2021