

PINXTON NURSERY SCHOOL

Special Educational Needs and Disability (SEND) Policy

This policy complies with the statutory requirements laid out in the SEND Code of Practice for 0-25 years, (May 2015) section 3.66 and is written with reference to the following guidance and documents

- Equality Act 2010: Advice for schools DFE February 2013
- SEND Code of Practice for 0-25 years (May 2015)
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding policy
- Accessibility plan
- Teachers standards 2013
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018

The person responsible for managing the provision of SEND at Pinxton Nursery School (SENCO) is the Head Teacher Jayne Allton

The SENCO is supported by

- Sonya Kastelan – SENCO Nursery Nurse – Maintained Nurse
- Katy Shipman – SEN Lead – Childcare

The named Governor for SEND is Mary Dooley. Mary meets with SENCO team regularly and discusses the effectiveness of the SEND within school and this is reported back to the Governing body.

Retention of records, information sharing and storage of data belonging to our children with SEND follow processes and guidelines as set out in related law and guidance and school and county policies and procedures linked to GDPR and data protection and in collaboration with our data Protection Officer (DPO)

At Pinxton 0-5 Nursery School we have an inclusive approach to education. All children are valued equally within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn without fear of criticism.

Pupils with SEND are supported alongside their peers. They receive a play based, broad and balanced curriculum delivered in a relevant and differentiated manner.

Pinxton Nursery School strives to be an inclusive school, developing a sense of community through an inclusive ethos, setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning.

The nursery school's approach to Special Educational Needs follows Government policies and L.E.A. guidelines. It is sympathetic to the ethos of the nursery and responds to policy changes and new initiatives.

Aims and Objectives

To deliver a play based broad balanced curriculum, to cater for the diverse needs of the nursery children with differentiation where needed. We will ensure that parents/carers of SEND children are kept fully informed of their child's progress and attainment and will work in partnership with them. We will celebrate each child's achievements and assist their learning so that they can attain their potential ability.

1. All children have a right of full access to Early Years Education through the Foundation Stage Curriculum.
2. All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution to Nursery life.
3. The Nursery is committed to the early identification of children with Special Educational Needs (SEND) and to adopting clear and open procedures which are outlined in this policy.
4. The Nursery is committed to working closely with parents who are fully involved in all decisions that affect their children's education.
5. The Nursery will provide, within available resources, the highest possible quality support and inclusive education for children with SEN.

Children are welcomed into the nursery and their developmental levels are assessed as early as possible, so that provision and support can be matched to the child's needs. The code of practices graded response; approach to SEN is used as our guideline. This may involve professionals from other children's services. Parents/carers are involved, informed and supported throughout this process.

Definition of Special Educational Needs

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty, which calls for special educational provision to be made. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children of the same age.
Or
- Had a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority.

The area of special need will be identified as either:

- Communication and interaction (this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum).
- Cognition and Learning (this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).
- Social, Mental and Emotional Health (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack of concentration.
- Sensory and /or Physical needs (this includes children with sensory, multi-sensory and physical difficulties.

The following are not considered to be SEN but they may impact on progress and attainment

- Disability (if reasonable adjustments can be made Code of Practice 0-25 Years)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a looked after child or under a special guardianship order
- Being a child of a serviceman/woman

Identification of Pupils Needs

All our children are treated as individual and the teacher and staff, plan appropriate differentiated support and interventions for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear individual education plans and care plans are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our learners. Key assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform next steps.

A Graduated Approach

1. All our children observed and assessed as they enter nursery, this gives staff information from which to teach, plan, support and if necessary sign post to additional interventions.
2. Children who are identified as benefitting from additional support will be directed to key groups, interventions and /or amendments made to organisation, environments or staffing. Once a pupil has been identified as possibly having SEN staff will closely monitor them in order to gauge their level of learning and possible difficulties. The Senco will share information with staff and parent.
3. The SENCO and Lead teacher for learning with monitor progress and meet to discuss children at least termly. If necessary children can be referred to professionals such as Speech Therapist and Educational psychology. There are formal discussions and parents including gaining permission for professionals to be contacted. Professional's are involved giving further support and advice and they may wish to observe the child in class. The school will write a SEN Learning Program in conjunction with parents, which will include advice from other professionals.
4. Children with identified need will be assessed and their progress monitored. I the school, parents and other professionals feel that the child's need is sufficiently significant, involved parties will all be asked to write and submit their views of the child's needs and progress. These reports will support the application for an Education Health care Plan (EHC)
5. If the child's needs are considered significant band complex by the SEN panel, an EGC plan will be approved. Parents will be involved fully at every stage of the process and an appeal process is available if not successful. Once a child has an EHC plan, there will be a review cycle to monitor progress and support

SEN Support

Where it is determined, that a pupil does have SEN, parents will be formally advised of this and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so to remove 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 pupil grows. This cycle enables the identification of those interventions, which are most effective in supporting the pupil to achieve good progress and outcomes.

ASSESS

This involves clearly analysing the child's needs using the staff assessment and knowledge of the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the schools information and assessment data on how the child is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreements from parents.

PLAN

Planning will involve consultation between teachers: Nursery Nurses, SENCO and parents to agree the adjustments, interventions and support that are required: the impact on progress, development and / or behaviour that are expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

DO

The nursery teacher and key nursery staff remain responsible for working with the child on a day-to-day basis. They will integrate ideas and suggestions to support SEND into daily routines, teaching and learning. Further support with assessment of the pupils strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Nursery Nurses and SENCO.

REVIEW

Reviews of children's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary the parents. Key staff with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

REFERRAL FOR AN EDUCATION< HEALTH AND CARE PLAN – EHC

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. 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 provision and identify resources, is required.

The decision to make a referral for an Education, Health and Care plan will be taken in conjunction with the parents and other professionals involved. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers/Nursery Nurses/ SENCO
- Social Care
- Educational Psychologist
- Health 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 the child is eligible for an EGGC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<http://www.derbyshiresendlocaloffer.org/>

EDUCATION, HEALTH AND CARE PLANS

- Following Statutory Assessment, an EHC plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan
- 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 the preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

WHAT IS THE LOCAL OFFER?

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the service and provision that are available both to those families in Derbyshire that have an Education, Health care plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information can be found on: <http://www.derbyshiresendlocaloffer.org/>

INCLUSION OF ALL PUPILS WITH SEN

The Head Teacher/SENCO oversees the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school teaching and environment is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, about individual children, with external agencies when appropriate.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN: those with Education, Health and Care Plans and those without.

We are very proactive in ensuring that inclusion works from both sides, that children with SEND are given the same opportunities as their peer and also that parents are allowing/ensuring that every opportunity is taken for their children with SEND to experience the same as their peer.

LINKS WITH SUPPORT SERVICES

Pinxton Nursery School has a strong working relationship and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing information and knowledge with support services is vital to the effective and successful SEN provision at our school. This is done in line with data protection policies and procedures.

- Educational Psychology
- Health – Health Visitor, Paediatricians, clinical Psychologist
- CAMHS (Child, Adolescent and mental health services)
- Speech and language Therapist
- Autism Outreach
- Teachers for the visual, hearing and physically impaired
- Physiotherapists, Occupational Therapist
- Behaviour Support Service
- Support Service for Special Educational Needs
- Social services
- Multi Agency Team

WORKING IN PARTNERSHIP WITH PARENTS

Pinxton Nursery School believes that a close working relationship with parents is vital to ensure that:

- Information is shared
- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupils needs. Appointments to see the Head teacher (SENCO) and key worker can be made through the school office.

SUPPORTING PUPILS AND FAMILIES

- When moving to a school information is shared with the new class teacher/ SENCO regarding provision, strategies and interventions. All paperwork and reports are also given to the next school/ SENCO. Additional visits/transition may be arranged to ensure a successful move.
- More information is available through the LA Local Offer at <http://www.derbyshiresendlocaloffer.org/>
- There are many policies that support our children and their families particularly in relation to monitoring children with SEND. These can be found on our website.

We recommend that parents get in touch with Derbyshire Information, Advice and Support (formerly Parent Partnership)

Tel; 01629 533668

Email: ias.service@derbyshire.gov.uk

Website: www.derbyshireiass.co.uk

SUPPORTING CHILDREN IN SCHOOL WITH MEDICAL CONDITIONS

The school recognise that pupil's with medical conditions should be properly supported so that they have a full access to education, including school trips and physical intervention. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act2010.

Some may also have Special Educational Needs and may have a Educational Health care Plan, which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2015) is followed

Arrangements are put in place to support individual pupils with their specific medical needs/ conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training.

ACCESSIBILITY

The layout of the school facilitates a relatively easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and there is a changing area with a hydraulic changing table.

COMPLAINTS PROCEEDURE

If a parent or carer has a concern or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher/SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the schools website.

Last Reviewed	2015, 2017, 2019 March 2022
Reviewed By (Name)	Jayne Allton
Job Role	Head Teacher
Next Review Date	February 2023