



SEND POLICY

This policy is to promote the successful inclusion of pupils with special Educational Needs and Disabilities. It complies with the statutory requirements laid out in the SEND Code of Practise 0-25 (January 2015) and has been written with the following guidance and documents:

- Equality Act 2010 : Advice for schools DFE 2013
 - SEND Code of Conduct 0-25 (January 2015)
 - Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions 2015
- The National Curriculum in England Key Stage 1 and 3 framework document September 2013
 - Safeguarding Policy
 - Accessibility Plan
 - Teachers Standards 2012

PINXTON NURSERY SCHOOL INFORMTION

The names person responsible for managing the provision for SEND at Pinxton Nursery School is Jayne Allton who is the Head Teacher and has 6 years' experience as SEND co-ordinator. She is supported by Sonya Kestelan in the over 3's and Katy Shipman and Tara Pirnat in the under threes.

The named governor for SEN is Julie Bullimore however the governing Body as a whole is responsible for making provision for children with special educational needs and disabilities. The contents of the policy reflect the SEND Code of practise January 2015 0-25 guidance. It has been shared with the school Governing Body and will be reviewed regularly.

An annual SEND information report will be shared with parents, carers and the governing body and published on the school website.

Every member of staff is a teacher of every child or young person including those with SEND. Our school adopts a 'whole school approach' to Special Educational Needs which involves all staff adhering to a model of good practise. Our Nursery School staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. The Head Teacher, Nursery Teacher, senior Nursery Staff and Governors oversee the schools policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is regularly reviewed to ensure it promotes the inclusion of all children, both in and out of the classroom.

OUR AIMS

At Pinxton Nursery School we are all committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or abilities, race or gender. Not all children with disabilities have Special Educational Needs and not all children with SEN meet the definition of disability, but this policy covers all of these children. Our policy promotes consistency of approach and puts the rights of the child at the heart of the process. All of our children will have a broad and balanced curriculum, will be valued, have their self-esteem promoted and their aspirations and expectations of all pupils with SEND raised. To help safeguard our more vulnerable children we work to promote independence and build resilience.

Our children with SEND are taught with their peers in the Nursery School by the Teacher and Nursery Nurses studying the EYFS curriculum appropriately for their age and abilities.

We believe that a close working partnership with parent/carers is vital to ensure that:

- Information is shared with everyone
- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision.
- Social, emotional and academic progress is made.
- Contact with parents/Carers takes place as is relevant

PINXTON NURSERY SCHOOL SEND OBJECTIVES

- To identify and monitor children with special educational needs and disabilities from the earliest possible stage and ensure that their needs are met.
- To ensure that all children with special educational needs and disabilities join in all the activities of the school.
- To remove barriers to participation and learning.
- To ensure that all children make the best possible progress.
- To ensure that parents/carers are informed and involved effectively with their child's needs and provision. To ensure that effective communication methods between home and schools are used.
- To ensure that children are appropriately able to express their views and are fully involved with decisions which affect their education.
- To promote effective partnership and involvement with outside agencies when appropriate.
- To plan an effective curriculum to meet the needs of children with special educational needs and disabilities.
- To work within the guidance provided in the SEND Code of practise 2015
- To provide support and advice for all staff, particularly those working closely with SEND children.

The success of the schools SEND Policy will be judged against the aim and objectives set out above. The SMT and the Governing Body will review annually to ensure successful implementation of the policy and the effectiveness of the provision made. The range of support in the school and its response to identified needs is detailed in the Schools Provision Map.

The Governing Body has agreed with the LEA admission criteria which do not discriminate against children with SEND and its admissions policy has due regard for the guidance in the Code of Practise. Parents/Carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance if possible so that relevant consultations can take place. The school has an Accessibility plan.

DEFINITIONS AND IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a Learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents them or hinders them from making use of educational facilities which are generally provided for children of the same age in school.

Special educational provision means-

- Educational provision which is additional to, or otherwise different from, the educational provision made generally for children in schools maintained by the LEA, other than special schools in the area. The purpose of identification is to work out what action the school needs to take, not fit a child into a category. At Pinxton Nursery School we identify the needs of pupils by considering the needs of the whole child, which includes not just the SEND.

CATEGORIES OF SPECIAL EDUCATIONAL NEED TO SUPPORT IDENTIFICATION

- **Communication and Interaction**
This includes children with speech and language delay, impairment 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 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 adjustment can be made Code of Practise 0-25)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a looked after child

Behaviour difficulties does not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

A GRADUATED APPROACH TO SEN SUPPORT

Pinxton Nursery School is committed to early identification of special educational needs and adopts a graduated response to meeting these in line with the Code of Practise. All children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective knowledge of the subject, support and resources. The quality of teaching for all pupils is regularly and carefully reviewed. Teaching staff have the understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND they most frequently encounter. These are reviewed regularly and relevant training is identified and undertaken. This is the case with support staff. A range of evidence is collected through our school assessment and monitoring arrangements: if this suggests the learner is not making the expected progress, the class teacher will consult with the SEND code of practise to

decide whether additional and /or different provision is necessary. There is no need for children to be registered or identified as having special educational need unless the school is taking additional or different action. However, the school does keep a record of children who are involved in a variety of intervention programmes within school to enhance or boost confidence and competence which do not constitute individual IEP's under the Code of Practise. Parents are kept informed and are involved in these programmes as appropriate. Pupils who have disabilities but no special needs will be recorded on the school's medical register.

Quality First Teaching

- Any pupils falling significantly outside the range of expected academic achievement will be monitored
- Once identified they will be closely monitored to gauge their level of learning and possible difficulties
- The child's class teacher will take steps to provide differentiated learning and opportunities that will support their academic progress. Our Nursery school Provision Map will be used.
- Staff will consult the SENCo as needed for support and advice. An observation may be appropriate
- Parents will be kept fully informed and encouraged to share relevant information

SEN Support

If a child is deemed to have SEND, it will be discussed with parents and the child added to our SEND register. The aim of this formal identification is to ensure that the child receives effective provision and barriers to learning are removed. The support provided consists of a four-part process: **Assess, Plan, Do, Review**

This cycle enables provision to be monitored, impact assessed and different interventions put in place as the needs of the child change.

ASSESS: Pupils needs, will be assessed using class teachers assessments, knowledge of the child, previous progress and attainment, views of parents/carers, pupils and outside agencies.

PLAN: Planning will involve consultation between teachers; SEND coordinator, parents/carers. Pupils and outside agencies to agree interventions and support required, along with the impact on progress, development and/or behaviour that is expected and a clear date for review.

DO: The Nursery Teacher/ Nursery Nurse will work with the child on a day to day basis 1-1 support and small group work will be implemented and target set. Support and assessment of a pupil's need will be monitored by the class teacher and SEND Coordinator along with teaching support staff. Advice from external agencies will be sought as appropriate.

REVIEW: A child's progress will be regularly reviewed and the impact of support monitored. The quality of the support will also be regularly reviewed and monitored. A child's view and those of his/her parents/carers will be considered. Support and outcomes will be revised based on the pupil's progress and development and any necessary amendments made.

Provision/action that is additional to or different from that available to all children will be recorded in the IEP. This will be written by our SEND coordinator in conjunction with the Nursery Teacher, child (as appropriate) parent/carer and the SEND Nursery Nurse. It may also involve consultation and advice from external agencies.

The IEP will set specific, measurable, achievable, realistic and time related targets for the child and will detail:

- Exit criteria targets
- Short term targets
- Teaching strategies

The IEP will be reviewed at least every six months, more often if necessary and the outcomes recorded. Children will participate fully in the review process according to their age and abilities. Parent/carers will also be invited to participate in the target-setting

and review process. A child exiting the SEN register will still be regularly monitored and progress assessed.

For children who have statements/EHC plan of SEND, as well as the review of the IEP's, their progress and the support outlined in their statement will be reviewed six monthly and a report provided for the Local Education Authority. When children are due to transfer to another phase planning for this will be started to liaise with transfer. Our SEND Coordinator will liaise with the SEND Coordinator from the relevant Infant School to ensure that effective arrangements are in place to support children at the time of transfer. When a child moves to another school their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education Regulations 2000.

EHC / EDUCATION HEALTH CARE PLAN (formerly STATEMENT)

A child with life-long and/or complex difficulties may undergo a Statutory Assessment Process requested by school or parent/carer. This results in a multi-agency approach to access the child's needs, plan provision and identify appropriate resources. The application for EHC Plan combines information from e.g. School, parent/carers, social care, psychologists, therapist, health professionals, behaviour support. Information will be gathered relating to the current provision provided, impact on this provision and remaining barriers to learning. A decision will be made by a panel of professionals as to whether the child is eligible for an EHC plan.

Further information about EHC Plans can be found via SEND Local Offer: www.derbyshire.gov.uk/SEND

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. Further information is also available on the above mentioned website.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Our Nursery School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trip, physical education and outdoor activities. Due regard is paid to the Equality Act 2010 and SEND Code Of Practise 2015 where a child may also be disabled and/or have an EHC plan/statement.

Arrangements are put in place individual children with specific medical needs/conditions. Meetings are held between cares/parents, nursery school and relevant medical professionals. Where appropriate Health care Plans are drawn up and the appropriate staff receives regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions Published by the DFE 2015; the school policy is on our website.

TRAINING AND RESOURCES

The Nursery School makes an annual audit of training needs for all staff taking into account the Nursery School priorities as well as personal professional development. Particular support will be given to new qualified staff and other newly appointed members of staff. The Head Teacher priorities the training needs of the staff and resources which need to be made available.

PROFESSIONALS /OUTSIDE AGENCIES

Our school has a strong working relationship and links with external support service, which play an important part in helping our school identity, assess and make provision for children with special educational needs.

- The nursery School receives regular visits from the nominated Educational Psychologist for the area.

- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- Liaison meetings with Local Schools or transfer are held to ensure a smooth start to school.
- Speech and Language Therapists regularly advice/visit/work with children with significant speech and language difficulties.
- Multi-agency liaisons meetings are held appropriate to ensure effective collaboration in identify and making provision for vulnerable children and communication is maintained between times.
- SSEN can be involved with individual children and advice sought as required.
- Physiotherapists and Occupational Therapists: referrals for advice and support can be made to this service.
- Healthy - Health Visitor and Paediatricians.
- CAMHS - Child, Adolescent and Mental Health Service
- Social Services
- Parent Partnership - Nursery School will provide information about this service as required.

ACCESSIBILITY

The Nursery Schools layout facilitates reasonable access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheel chair access; slopes on paths allow access to the playground.

DEALING WITH COMPLAINTS

The Nursery Schools Complaints procedures are set out in the relevant policy. Your child's Key Worker and Nursery Teacher will work closely with parents at all stages in his/her education and should be the first port of call in all cases of difficulty. Parents of children with SEN or disabilities whose concerns cannot be resolved by the usual Nursery School procedures can request an independent disagreement resolution. The school will make further information about that process available on request.

BULLYING

Please follow link to our Policy regarding Behaviour.

This Admission Policy will be reviewed annually by the Governing Body and Head teacher

Jayne Allton - Head Teacher

Policy was adopted at Teaching and Learning committee - reviewed February 2017

Date to be reviewed yearly - February 2018

Signatory Chair of Governors and Date.....