



Bushbury
Nursery School

Special Educational Needs and Disabilities Policy

Date adopted by the Board of Governors:	July 2019
Date for review:	July 2020

BUSHBURY NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

1. PHILOSOPHY

Provision in the Nursery for children with Special Educational Needs is based on the following beliefs:

- that each child, irrespective of gender, race, cultural background or special needs has an equal entitlement to access a broad, balanced Nursery curriculum
- that each child needs a secure, caring learning environment to develop self-confidence, self-esteem, self-expression, independence and self-discipline
- that each child is a unique individual with strengths, as well as needs, on which to build in order to enable the child to achieve his/her full potential
- that home, school and the wider community have a responsibility to work together to provide for each child's entitlement.

2. PRINCIPLES

Bushbury Nursery School is committed to the following principles:

- that most children will have special educational needs at some time in their life, either short term or long term, which must be met as early as possible
- that due regard be given to the recommendations of the 'Code of Practice' and its application to the pre-school child
- that each child is an individual, with his/her own special needs. These needs will be identified, assessed and provided for through an Education, Health and Care Plan, integrated as fully as possible into the every-day routine of the Nursery
- that the Nursery liaises with other schools, outside agencies and professionals e.g. Educational Psychologist, Support Services, Health and Social Workers, in order to provide for children's special needs
- that the school has a nominated Special Educational Needs Co-ordinator (SENCo) – The Headteacher
- that parents are to be involved at all stages of identification, assessment and provision, working with the school to meet the needs of the children
- that staff have access to training and support, both in school and centrally through the L.A.

- that the equality of opportunity and the cultural diversity of children with special needs are provided for.

3. Legal framework

3.1 This policy has due regard to legislation, including, but not limited to, the following:

Children and Families Act 2014

Health and Social Care Act 2012

Equality Act 2010

Equality Act 2010 (Disability) Regulations 2010

Education Act 1996

Education Act 2002

Mental Capacity Act 2005

Children Act 1989

Special Educational Needs and Disability Regulations 2014

Special Educational Needs (Personal Budgets) Regulations 2014

Special Educational Needs and Disability (Detained Persons) Regulations 2015

Local Government Act 1974

Disabled Persons (Services, Consultation and Representation) Act 1986

3.2 This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

DfE 'Special educational needs and disability code of practice: 0 to 25 years' 2015

DfE 'Supporting pupils at school with medical conditions' 2015

DfE 'Keeping children safe in education' 2018 (from Sep)

DfE 'Working together to safeguard children' 2015

DfE 'School admissions code' 2014

Equality and Human Rights Commission 'Reasonable adjustments for disabled pupils' 2015

4. PROCEDURES

The following procedures apply in Bushbury Nursery School

3.1.SENDCO

The Special Educational Needs Co-ordinator (SENDCO) is the Headteacher, who is responsible for:

- co-ordinating procedures for the identification, assessment and provision for children with special needs throughout the Nursery
- writing educational advice for formal assessments and systematic storage of information and reports relating to children with SEND.
- ensuring all practitioners understand their responsibilities to children with SEND.
- liaising with staff, providing advice and in service training
- liaising with parents, ensuring they are closely involved throughout and their insights inform action taken by the nursery.
- liaising with L.A. officers, support services and outside agencies
- liaising with other schools, including the transfer of documentation concerning children with an Education, Health and Care Plan.

4.2 .Admission

- When children are already identified with SEND prior to starting nursery, we work with all outside agencies and other professionals already involved with the child and use the information already available to identify what the child's specific needs will be during their time in nursery.
- All children starting nursery will receive a home visit whereby information from parents can be shared regarding their child's needs and education.
- Initial progress check upon entry to nursery provides information about the child's development and helps to identify any areas where the child's progress is less than expected. Any significant emerging concerns, or any SEND is identified and a targeted plan is created to support the child's future learning and development.
- Ongoing observations and assessment are made of all children that are linked to the 'EYFS Development Matters' ages and stages of development, to recognise children's progress, understand their needs and to plan, this will identify any areas in which a child may need additional support.
- Any parents/carers concerned their child may have SEND will be able to discuss their concerns initially with their child's key worker who will liaise with the nursery SENDCO about that child. Observations of the child will take place and all findings will be shared with the parent and appropriate actions about what to do next will be put in place.

- The key person ensures that every child's learning and care is tailored to meet their individual needs.
- SEND on the agenda each week at staff meetings.

4.4. How we identify individual special educational learning needs

- We adopt a graduated approach with four stages of action we assess, we plan, we do and re review co-ordinated by the SENCO.
- Initial assessments on entry.
- We use develop matters – ages and stages to asses and track progress on a cycle.
- Individual Learning Plan – reviewed and new targets set termly.
- SEND support plans reviewed every 6/8 weeks and planned next steps to include involving specialists.
- SMART targets set and appropriate action taken as a result of outcome of review meeting ie target – exceeded, met or not met.
- All staff are aware of SEND children's targets.
- Speech and language assessments within first half tern - children needing extra support will go down either the targeted route or be referred to specialist.

Children may be identified as having special needs in one or more of the following areas:

- Complex learning difficulties.
- Severe learning difficulties.
- Moderate learning difficulties.
- Mild learning difficulties.
- Autistic Spectrum Disorder.
- Physical difficulties.
- Visual impairment .
- Hearing impairment.
- Visual Perceptual difficulties
- SENDsory issues.
- Behaviour.
- Feeding problems.
- Toileting .

Whole-Staff Liaison

As a whole staff team SEND is on a weekly agenda for the SENCO to update staff. The SENCO will meet staff individually to discuss identification, assessment, provision and review for children with special needs. This is important in a team teaching situation so that procedures can be co-ordinated.

Liaison with Parents

- If assessment shows a child may have SEND parents are contacted at the earliest opportunity to discuss concerns and we will work together to help the child in the same way to ensure they make progress.
- Where appropriate we will write and review a SEND support plan with parents and provide specific interventions or programmes agreed with the parents as part of the plan.
- Parent's invited to attend workshops.
- If parents are unable to understand English, we encourage them to bring along a trusted friend/family member who can translate for them or use icl to aid communication
- Education, Health and Care Plans will be written and delivered in partnership with parents/carers.

Extra support we bring in to help us meet SEND – working together collaboratively with other agencies

- We have support/advice from the Special Needs Early Years team.
- Support from specialist teacher ie teacher of the deaf.
- We have support from speech and language therapy (SaLT).
- Work with the visual impairment team .
- Support and advice from the local special school specialist teachers.
- We work closely with both occupational therapists and physio therapists who come into nursery to work with the children and offer advice and devise programmes for the children to follow under nursery staff direction.
- Services available through local mast team 7 – Educational Psychologist, area SENCO and learning support.

4.5. Provision

- SENCO supports staff to plan activities such as small group work and special programmes eg – MAKATON, visual time table/symbols and cool kids.
- We use a number of approaches to support all children and their learning styles.
- We have small group work, intervention groups and one to one support.
- Staff are trained to meet specific learning needs.
- TEACCH station.
- ELKLAN.
- SENDD practitioner to support children with EHC plan.
- We work closely with other professionals and seek advice and support to enhance the SENDD children's learning.

- CPD days /training.
- Speech therapist, physio therapist, teacher for deaf, SIPS workers, EY special needs, ED phy, and OT.
- Parents are informed of intervention strategies and outcomes regularly.

Assessment and planning

- We adopt a graduated approach with four stages of action we assess, we plan, we do and re review co-ordinated by the SENDCO.
- Initial assessments on entry .
- We use develop matters – ages and stages to asses and track progress on a cycle.
- SEND support plans reviewed every 6/8 weeks and planned next steps to include involving specialists.
- SMART targets set and appropriate action taken as a result of TAC/outcome of review meeting ie target – exceeded, met or not met.
- All staff are aware of SEND children’s targets.
- Speech and language assessments within first half tern - children needing extra support will go down either the targeted route or be referred to specialist.
- Request from Responsible Body completed for consideration for the need of an Education, Health and Care plan for children whose needs cannot be reasonably met from the resources normally available to the nursery.

4.6 Training

Regular In-service Training is provided for all staff to update skills and knowledge, centrally or in school, funded from the inset budget. The school also liaises with the Health Service, Social Services and cross-phase with other educational establishments for information, expertise and exchange visits. Details of In-service Training forms part of the School improvement Plan. Reference to other school policies informs and supports staff in providing for special needs.

Resources

- We use work stations, TEACCH stations, visual time table, objects of reference, now and next cards, support for communication and countdown timers (sand).
- Apps for the iPad.
- We use brushing for children that have sensory issues.
- Specially modified pushchair for outside visits.
- Any equipment supplied by outside agencies ie specialist chairs, helmets etc...
- Wheelchair friendly environment.

5. Consultation

The governing body is the appropriate authority with responsibility for SEND. Governors are consulted and kept updated with changes to policy and the curriculum committee approves new policies and the champion for SEND regularly monitors and supports on SEND matters. Staff consultation occurs at each stage of the policy making. Parents are informed of the school policies, and a copy is always available for inspection.

6. MONITORING AND EVALUATION

The policy will be monitored and evaluated regularly by the governing body curriculum committee and leadership team. Updates and amendments will be approved by the governors and updated as necessary.