



Greenfields Nursery School and Children's Centre

Head of Centre: Ellie Larkin

Special Educational Needs Policy

Date Approved: November 2017

Approved by: Full Governing Board

Rationale

All children are valued equally at Greenfields Nursery School and Children's Centre and have the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours. All children/families should be empowered so that their voice is heard and taken into consideration in decisions made about them.

Parents and carers are partners in meeting the needs of their children and it is important that we work closely with them and other professionals in order to meet the needs of children with Special Educational Needs and Disability (SEND). The purpose of this policy is to ensure that procedures are in place that are in line with the SEND Code of Practice (2014) in order to support staff, parents and governors in working with children with SEN.

Aims

- To create an environment that meets the Special Educational Needs of each child;
- To ensure that the Special Educational Needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs;
- To enable all children to have full access to all elements of the curriculum and school life;
- To enable children to work towards promoting a positive self image and self worth;
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

Inclusion

All children at Greenfields Nursery School and Children's Centre are equally valued, regardless of whether or not they have Special Educational Needs. They are included into every aspect of Centre life and encouraged to participate fully in all Centre activities. Greenfields is a fully inclusive Centre engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balanced curriculum for all children;
- Systems for early identification of barriers to learning and participation;
- High expectations and suitable targets for all.

Co-ordination of Provision

The SEN co-ordinator (SENCO) is Magda de Melo, the SENCO is a member of the Senior Leadership Team (SLT). The person with overall responsibility for SEN provision is Ellie Larkin. As Head of Centre she will keep the Governing Board fully informed and work closely with the Centre's SENCO.

The SENCO is responsible for:

- The day to day operation of the Centre's SEN policy.
- Liaising with and advising fellow members of staff on identification and strategies.
- Co-ordinating provision for children with Special Educational Needs.
- Maintaining the Centre's SEN register and overseeing the records of all children with SEN.

- Liaising with external agencies including Educational Psychologist, Health Visitors, Social Services, other support agencies and voluntary bodies.
- Liaising with parents and carers and keeping them in touch with other professionals.
- Supporting staff with SEN reviews and attending meetings when necessary.
- Preparing and submitting paperwork for Statutory Assessment of particular children.

Definition of Special Educational Needs

The Special Educational Needs Code of Practice states that 'a child has Special Educational Need if they have a learning difficulty, which calls for special educational provision to be made for them.'

A child or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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 services and provision that are available both to those families in Ealing that have an Education, Health and 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. The Ealing Local Offer can be found at the following website:

www.ealing.gov.uk/send

The range of special needs may include:

- **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 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, multisensory and physical difficulties.

The following list of factors are not SEN, but may impact on progress and attainment;

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of Serviceman/woman

The SEND Code of Practice states that behavioural difficulties do not necessarily mean that a child has SEN and should not automatically lead to a pupil being registered as having SEN.

Admission Arrangements

Greenfield's follows the admission guidelines for Nursery Schools as set by the Borough. Full admission procedures can be found in our admissions policy.

Children who have been identified as having Special Educational Needs by the Health Visitor, G.P, Child Development Team etc are given priority whenever possible and can be referred via the Ealing Early Years Placement Panel. Parents of prospective children who feel that their children have SEND but who have not been referred to external agencies are given advice prior to starting at Greenfield's and assistance in contacting appropriate organisations.

Some children are referred to the Centre through the Local Authority Early Years Placement Panel. Many of these children will have SEN. Prior to children being admitted they will be visited at home to ascertain whether Nursery provision is appropriate and to talk with the family about the type of provision their child may need.

Facilities

Greenfield's is an appropriate facility for children with disabilities and an assessment of needs is done on a case by case basis. Please refer to the Centre's Accessibility Plan.

Resources/Provision

Equipment may be purchased for children with specific requirements as the need arises. Staff may work with small groups on IEP targets and children with SEN are targeted for High Profile activities. Non-directive play techniques are used by staff. A member of staff is allocated to work with the Speech and Language Therapist and keyworkers work closely with other therapists, including; Occupational therapy, Physiotherapy and Clinical Psychologist. We have a bank of resources to help children with speech and language difficulties.

Identification of Special Educational Needs

The SEND Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a Special Educational Need, the keyworker alongside the class teacher take early action to assess and address the difficulties.

- Children's Special Educational Needs are sometimes identified prior to starting nursery by parents/carers, family doctor, Health Visitor, or other professional e.g. Speech and Language Therapist or member of the Child Development Team.
- Staff may register a concern about a child following a home visit.
- Special Educational Needs may be identified once the child has started nursery. This is an ongoing process involving observations by all staff and communication with parents.

SEN Support

Where it is determined that a child does have SEN, parents will be informed of the decision and the child will be added to the SEN register. The aim of formally identifying a child with SEN is to 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: The Centre assesses all of the children's strengths and areas for development, through observations and discussions with all keyworkers on a daily basis. Children's learning is shared with all parents twice a year during parents' consultation.

Plan: Keyworkers and SENCO discuss individual children's learning needs and whether additional support would be appropriate and effective. Keyworkers and the SENCO meet with individual parents and discuss learning and areas of concern.

Do: Keyworkers and SENCO plan IEP's in discussion with parents. Where appropriate the SENCO will send referrals to outside agencies such as Speech and Language Therapists and the Child Development team. For children with more complex needs and where more than one outside agency are working with the child a review of the child's progress is carried out once every six months with all agencies invited to attend.

Review: IEP's are reviewed with keyworkers and parents every half term. Children's reviews occur every six months. All professionals involved in the child's care and education are invited and the meeting is chaired by a Centre manager usually the SENCO, who ensures all areas of work for the child and family are co-ordinated in order to provide a holistic approach.

The child's keyworker prepares a full report and includes comments by other specialist workers if they are unable to attend the review themselves. This report is discussed at the review and new targets are put in place for the next three months. A copy of the reports and minutes of the meeting go to the parents/carers and all relevant agencies with the parents agreement.

Parents will complete the parental form previous to the review with their keyworker to give them the opportunity to think about questions they may like to ask.

The review should focus on:

- The progress made by the child.
- The effectiveness of the IEP.
- The contribution made by the parents.
- Updated information and advice.
- Future action.

The Outcome of the review may be:

1. If the child has made good progress, a decision could be made to remove the child from SEN support.
2. If the child's progress is satisfactory, the child remains at SEN Support. A revised IEP is drawn up by the SENCO, Parents/Carers, keyworker and support services.
3. If the child makes little or no progress the SENCO will request that the LEA considers statutory assessment.

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

Staged Procedures

At Greenfields Nursery School and Children's Centre we have a three tiered approach to support children's learning.

- Universal – this is quality first teaching for all children, delivered by all keyworkers and well differentiated to meet individual children's needs and learning styles.
- Targeted - This includes the graduate approach of assessing, planning, providing and reviewing children's learning and interventions that have been put in place to support individual children. It will also include small group activities as well as one to one support where needed.
- Specialist – this includes the involvement of outside agencies that are working with the children on a regular basis. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy and the Child Development Team. When appropriate the Centre can request that Local Authority Services carry out a Statutory Assessment of a child's needs.

At Greenfields Nursery School and Children's Centre we adopt a quality first teaching approach. The key characteristics of quality first teaching are:

- highly focused lessons with 'smart' objectives
- high expectations for pupil involvement and engagement with their learning
- high levels of interaction with keyworker and peers for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate

Access to Specialist Services

Children with SEN have access to specialist provision from a variety of other sources within the centre including:-

- Early Intervention group for children who have a diagnosis of Autism or have Social and Communication Difficulties, following a referral from a professional.
- Physiotherapy input as and when needed.
- Weekly input from an Occupational Therapist
- On going speech and language input.
- Visits as needed from peripatetic teachers for the sensory impaired from Ealing's Special Educational Needs Support Service (SENSS).
- Social Workers from the Social Services Disabilities Team.
- Services within the Local Health Authority to support children's medical needs i.e. Consultant Community Paediatrician, Community Paediatric Nurse, Community Paediatric Dietician, Specialist Health Visitor, Allergy Nurse etc.
- The Centre has a named Educational Psychologist and termly SEN Plan meetings are held in order to discuss those children with SEN, especially with regard to the Statutory Assessment process.

Links with Mainstream Schools and Special Schools, Including Arrangements When Children Change or Leave the Centre.

The Centre aims to maintain links with other schools in a number of ways:

- Inviting a teacher from the child's new school to their final nursery review.
- The Individual Tracking booklet and the child's final review with the IEP sent on to the school.
- Teachers from Special Schools visiting the Centre to observe the children before they start school.
- Visiting new schools with parent/carers in order to support them.
- Using the expertise of special school staff for specific training for Greenfield's staff, i.e. as speakers/facilitators on training days.
- Training school staff in ways of working with the child e.g. visual timetable.

Refer to Centre Transition Policy for further details.

Access to the Curriculum

All children with SEN are encouraged to participate fully in all areas of the curriculum alongside their peers and with equal access to all resources. Where possible staff will be allocated to work with the child on their IEP targets.

Success Criteria

Criteria for evaluating success of the Centre's SEN policy are;

- More accurate and earlier identification of pupils with SEN.
- An improvement in the number of pupils achieving targets in IEPs.
- Evidence of improved pupil performance through Entry and Exit Data.
- Increased level of parental involvement and pupil involvement.
- All staff have knowledge of pupils with SEN and fulfil their responsibilities with regard to IEPs.
- Development of SEN training.
- Internal Monitoring of SEN provision takes place.

Complaints Procedure

Parents/Carers who wish to make a complaint should approach the class teacher or child's keyworker initially. If they are not satisfied the concern is then taken to the SENCO. In the event of no progress the Head of Centre takes up the matter. If there is still no resolution to the complaint it is brought to the Chair of the Governing Board and this process should take approximately fifteen days. The Chair of Governors can be contacted via the Centre office. See Centre Complaints Procedure for further information.

Inset

All staff are involved in in-service training. Staff INSET needs are identified and built into the Centre Improvement Plan. INSET may be provided in-house, by the Local Authority or by external institutions. The training needs of the SENCO will be given a high priority in order to facilitate her own professional development, to enable her to provide the highest quality of provision for pupils with SEN and to qualify her to provide training for colleagues.

Parents/Carers

Because of the nature of the Centre, most parents/carers or other close family members tend to be in daily contact with the staff. They are recognised as the child's first educators and their unique knowledge of the child is both acknowledged and valued. They are informed of any initial concern from the earliest stage and informal dialogue is encouraged. Once a concern has been registered the SENCO completes the necessary paperwork with parent's consent and their views are incorporated in SEN review meetings. They are given a copy of the IEP to ensure the continuity of approach between school and home, and are invited to review meetings.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25 August 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 August 2014
- Schools SEN Information Report Regulations (2014)
- Safeguarding Policy
- Teachers Standards 2012
- Admissions Policy