

DITTON NURSERY SCHOOL

SEND and Inclusion Policy

Policy Statement

At Ditton Nursery School we provide an environment in which all children, including those with special educational needs, are supported to reach their full potential in a positive and caring environment.

- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and/or disabilities (SEND).
- We recognise that some children with disabilities may or may not have learning difficulties that require special educational provision.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

This policy is in line with the revised code of practice Special educational needs and disability code of practice January 2015.

- We follow the graduated approach with four stages of action: assess, plan, do, review.
- We ensure decisions are informed by the insights of parents and, where applicable, those of children and young people themselves
- We have high ambitions and set stretching targets for them
- We track their progress towards these goals
- We keep under review the additional or different provision that is made for them
- We promote positive outcomes in the wider areas of personal and social development, and
- We ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Definition:

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child under compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

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- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age (Section 20 Children and Families Act 2014).

Aims and Objectives

- To create an environment that ensures high quality provision to support the Special educational needs or disabilities of each child.
- To ensure early identification and assessment of children's needs
- To make clear the expectations of all partners in the process ensuring the collaboration between education, health and social care services to provide support
- To foster an early partnership with parents and staff
- 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 to help them achieve the best possible educational outcomes and personal and social development
- To ensure that parents are able to play their part, participating as fully as possible in decisions supporting their child's development and education
- To ensure that our children have a voice in this process

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

- 1. Communication and interaction
- 2. Cognition and learning
- 3. Social, emotional and mental health difficulties
- 4. Sensory and/or physical needs

When a child is identified as having SEN we work in partnership with parents to establish the support the child needs.

The Special Educational Needs Co-ordinator (SENCO) is Gail Vaughan Hodinson.

The SENCO's responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN. Supporting children during SEN support, Enhanced provision support or the Education, Healthcare planning process
- Offering advice and liaising with other staff including contributing to their continued professional development
- Planning, implementing, monitoring, evaluating and reviewing individual SEN support plans, Speech and language plans, Behaviour plans for children with special educational needs
- Liaising with and supporting parents of children with Special Educational Needs to ensure that they have opportunity to participate at all stages of the assessment, planning, provision and review of their children's education.

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- Liaising with professionals or external agencies including schools, SENCO support staff, Educational psychology service, Health and Children's Social care services, support agencies and voluntary bodies as appropriate.
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

Inclusion

We have regard to the Equality Act 2010 and we will take reasonable steps or make reasonable adjustments in order to ensure the setting is accessible to children with special needs and/or disabilities. We also take steps to ensure that children with medical conditions get the support required to meet those needs.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We have high expectations of all our children. We want all our children to feel that they are a valued part of our community. Through appropriate curricular provision, we respect the fact that children:

- have different developmental, educational and behavioural needs, require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of high quality, different teaching approaches and experiences

Staff respond to the children's needs by:

- promoting an ethos of active learning and independence
- providing a broad, balanced and differentiated curriculum
- planning to develop children's understanding through the use of all available senses and experiences
- providing support for children who need help with communication, language and literacy
- helping children to manage their behaviour and emotions and to take part in learning effectively and safely

We support children in their active learning alongside their peers in key groups of 13. Wherever possible we do not withdraw children from the nursery situation. There are times, though, when to maximise learning, we ask children to work in small groups or in a one-to-one situation.

Identification and Assessment of children with Special Educational Needs

We use the graduated approach system for identifying, assessing and responding to children's special educational needs. This follows the assess, plan, do, review cycle which ensures that appropriate steps have been taken to support the child and strategies have been put into place.

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Prior to starting nursery some children have already been identified as having special educational needs. With other children, nursery staff identify child's needs and intervene with appropriate support as early as possible.

- Transition into Nursery is the starting point for assessment, providing an opportunity for staff to gather valuable information by talking to parents, observing how the child interacts with the parent/carer on the transition visits, how the child responds to other adults, giving an initial insight into the child's level of development, behaviour and language skills. Outside agencies already involved with the family are noted.
- The key person/teacher begins to observe the child from their first day. Child's individual interests are followed and focused on, ensuring that the child's voice is heard and taken into account.
- Evidence is recorded through written observations, photographs, discussions with parents/carers and other staff. Key person/teacher and Senco work together with parents/carers to identify needs of child and implement strategies which will best support the child.
- Discussion with parent/carer is ongoing throughout each stage of process so that information can be shared to support the best interests of child.
- **Intervention:** Child is identified and initial action is taken. Interventions are planned to suit needs of child. Nursery staff provide high quality teaching, a differentiated curriculum eg. implement strategies to provide appropriate support, access to speech and language activities, individual targets, speech and language plan, risk assessment if appropriate.
- Evidence recorded - (observation sheets/ABC sheets to show patterns of behaviour) alongside written notes, ipad observations, portfolios, Learning Maps to track children's progress against Early Years Outcomes.
- Following review of interventions tried an SEN support plan maybe appropriate for the child.
- **SEN support plans** may be implemented: these are individual plans which employ a small steps approach. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. They contain outcomes set for the individual child. They are SMART targets which are Sensible, Manageable, Achievable, Realistic Targets. Teaching strategies, play resources are included. Review details and evaluations set.
- Parents are made fully aware of the planned support and interventions and, where appropriate, plans include ways they can reinforce or contribute to progress at home.
- Progress is reviewed in discussion with parent/key person/Senco. Child's individual targets are reviewed and new ones set with parents/carers.
- Decisions are made with parents as to whether external support is required. Child referred to appropriate outside agencies eg Speech and language, SEN service specialist teachers, Educational Psychology, Child Development Centre. They are involved in assessing the child, offering advice and support to the SENCO, staff and parents.
- Nursery staff work closely with other professionals, sharing information, contributing to speech and language therapy care plans, providing information for SCAT (social, communication assessment team), attending review meetings.
- **Enhanced Provision:** If progress continues to be a cause for concern after SEN support interventions, then, in participation with parents/carers

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an application may be made to the LEA. requesting funding for additional support to meet the needs of child. Progress is monitored via individual action plans.

- Key person and Senco use information gathered from observations and individual targets to analyse and track child's progress through Early Years Outcomes. Data is collected to measure progress made by children with special educational needs.
- **Transition** meetings are arranged in the Summer term. Parents, reception teachers, other professionals involved with child's key person and senco meet to discuss child's progress, specific requirements and needs in preparation for starting school. A transition package is arranged.
- For children who have an exceptional level of need, the SENCo and nursery staff, in consultation with parents and outside agencies, have to decide whether or not a dual placement, between a resource base and mainstream school may be the best provision for the child. The names of these children are put forward to the Local Authority and discussed at an Early Years Transition Panel. The nursery may also need to decide whether or not to apply for an Education and Health Care Plan.
- Nursery staff pass assessment information to the next setting/school on transition.
- **Education Healthcare plan:** LEA may be requested to consider the need for an education healthcare plan. The child and parent/carer are central to and fully involved in this process. All agencies involved with the child contribute to the assessment. Child receives an Education Healthcare Plan. This is a legal document formulated by the LEA with parents/carers and child/young person outlining the provision that must be made. This provision is monitored and reviewed and formal Annual Review is arranged to consider if the provision remains adequate and appropriate.

Children who have English as an additional language

- Children do not have a learning difficulty simply because the home language is not English. Children with a home language other than English will receive additional support as required.
We will seek guidance from learning support services.
All children's language development will be monitored and assessed.

Partnership with Parents

- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- Parents/carers have opportunity to speak to their child's key person/teacher on a daily basis.
- Parents/carers are invited to take home their child's portfolios as they wish.
- Our partnership with parents/carers is vital and we are always willing to support, listen and advise parents regarding their views and concerns.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- Parents/carers newsletter each term.
- Stay and Play sessions offered to parents/carers once per term.

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Pupil participation/Child's voice

At Ditton nursery we encourage children to take responsibility and to make decisions. Each child's interests are observed and they are actively involved in planning for their own learning experiences. We ensure that they are appropriately involved at stages of the graduated response, taking into account their levels of ability.

Links with support services and other agencies:

Nursery liaises with external agencies as the need arises. These include Speech Therapy, Educational Psychologist, Health team, Child Development Centre, Occupational Therapy, Physiotherapy, Portage, Halton SEN service, Hearing impaired or Visually impaired specialist teachers, Social Care, Family support, I-CART team, Inclusion and Outreach services at Chesnut Lodge and Brookfields Special Schools.

We liaise with other professionals from other settings and schools to ensure smooth transition.

Training:

All members of staff have the opportunity to enhance their expertise through in-service training.

Senco regularly updates knowledge of SEN/Inclusion legislation and current practice and disseminates appropriate information to staff.

Currently staff are trained in following areas:

- ICAN Supportive and Enhanced Accreditation
- Speech and language - Language and Listening/Attention, Word finding, Speech sound support/Phonology
- Makaton, Using PECS and Visual supports
- Autism Awareness
- Elklan
- ECAT
- Hanen
- PECS
- Letters and Sounds
- Read, Write, Ink

Monitoring and evaluation

- Senco supports staff with observing/assessing/recording progress of children with additional needs.
- Senco supports staff and parents in monitoring and reviewing child's progress
- Senco supports staff in devising strategies, monitoring and reviewing how child responds to them to ensure progress is made. Staff are signposted to further training to develop their skills when required.
- Monitoring the effectiveness of our policy and practice is ongoing.

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For further information see **Halton SEND Local offer**

The Halton Special Educational Needs & Disabilities (SEND) Local Offer website (www.halton.gov.uk/localoffer) was launched on September 1st 2014. The site has been developed as part of the SEND Reforms under the Children and Families Act 2014.

Key features include:

- Giving you information about education, health and care services
- Giving you information about leisure activities and support groups
- Holding all information in one place
- Clear, comprehensive and accessible information
- Making service provision more responsive to local needs and aspirations
- A site that has been developed and reviewed with services, children, young people and parents/carers

Legal Framework

- The Children and Families Act 2014
- Special Educational Needs Code of practice 2015
- The Equality Act 2010
- Supporting pupils at school with medical conditions (2014)

Complaints

The first point of contact if a parent wishes to discuss concerns should be the SENCO or headteacher. All concerns will be investigated, and the outcome reported back to parents within the agreed timeframe.

Formal complaints can be made in accordance with the Complaints Policy, a copy of which can be found on the website.