



# Special Educational Needs and Disabilities (SEND) Policy

<b>Policy title:</b>	<b>SEND Policy</b>
<b>Approved by:</b>	<b>FGB</b>
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<b>Date of next review:</b>	<b>July 2024</b>

## **‘Ashworth Nursery school ‘where happy children learn’**

### **SEN Co-ordinator**

The person responsible for co-ordinating Special Educational Needs and Disabilities (SEND) is Miss Bateson (who is supported by Kirsten Riding).

### **Philosophy**

We recognize the value of nursery education for all children and especially those with Special Educational Needs and Disabilities. We encourage liaison with Special Needs Agencies and give priority to those children in our Nursery School. We value parental contribution and involvement and visiting all our children prior to admission. This helps us to identify and assess Special Educational Needs, whether previously identified or not. We strive to include all children in the life of our nursery, encouraging participation in all areas of the Early Years Foundation Stage (EYFS) Curriculum and in special events and activities.

### **The School Setting**

The school was built in 1978 and is fully wheelchair accessible. To ensure all access for children and parents, with disabilities, the school has ensured that all doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair if necessary. In addition, a ramp is available and accessible through the side gate. There are accessible parking spaces available for the public and disabled persons and a disabled toilet is available for wheelchair users if the need should arise. Furniture is modern and of a suitable height appropriate to the age group of children being taught. We also have outside provision which ensures full access to the curriculum is achieved.

The school has a range of ICT equipment for children with SEND, including; headphones, computers, iPads and an interactive whiteboard installed.

### **AIMS**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for children with SEND
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

We at Ashworth Nursery School are committed to meeting the special educational needs of children and ensuring that they make progress. In line with our mission statement, we aim:

- To promote children’s development by catering for their social, emotional, physical, intellectual, spiritual and moral development.
- To provide a broad and balanced curriculum having regard to the requirements of the EYFS.
- To be aware of the needs of individual children, of their differing ages and abilities, and plan work accordingly.
- To provide equal opportunities regardless of sex, race or culture.
- To create a secure, attractive and happy environment, where children are respected as individuals and where children are encouraged to respect others and their environment.
- To promote links with the community, with outside agencies, industry, local people and neighbouring schools.

- To encourage parental involvement in the educational process and to offer opportunities for parents to become involved in the life of the school.
- We recognise that every teacher is a teacher of every child.

## Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### Definition of Special Educational Needs and Disability:-

The 0-25 SEND Code of Practice 2014 states that:-

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of 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 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 in mainstream schools or mainstream post-16 institutions*
- *For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*
- *For a child under two years of age, special educational provision means educational provision of any kind.*
- *\*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*
- *Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.*
- *A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (\*) when of compulsory school age (or would be likely, if no special educational provision were made).*

*A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.”*

At Ashworth Nursery School we have a history of catering for children with a wide range of Special Educational needs and Disabilities, which in the past have included:-

- Speech, Language and Communication difficulties
- Learning disabilities
- Visual impairment
- Hearing impairment
- Physical needs
- Medical needs
- Dietary needs
- Development delay

### **Policy Objectives**

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

1. Identify and provide for children who have special educational needs and additional needs.
2. Work within the guidance provided in the SEND Code of Practice, 2015. Operate a “whole child, whole school” approach to the management and provision of support for special educational needs.
3. Provide a Special Educational Needs Co-ordinator (SENCO).
4. Ensure that the learning needs of children with special educational needs and disabilities are identified and assessed as early as possible, and their progress is closely monitored.
5. Parents/ carers are informed of any concerns about their child/children. Parents are key to our discussions and information gathering.
6. Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of children with special educational needs.
7. All staff support all children and are aware of those children with specific difficulties or needs and how best to support them.
8. Provide support and advice for all staff working with children with special educational needs.
9. Ensure that children participate in their learning and increase their responsibility for their learning and behaviour as they mature in school.
10. All children with Special Educational Needs and Disabilities, regardless of their need/s will be able to access the EYFS curriculum in all areas of our nursery at their own level and with the necessary support; promoting high standards of attainment and achievement.
11. We make use of the WellComm Assessment and Robinson Screen of Comprehension (RoSCo) Assessment and resources to support children who have difficulty understanding spoken language. Where appropriate, we use the Bi-lingual Assessment tool.
12. We have an “Open Door” Policy for other agencies to visit any child in the nursery, with parent/carers consent.
13. Ensure that the school liaises with the local authority’s SEND Support Service, special schools and outside agencies effectively to meet the needs of staff and children.

14. We aim to give all our children the best start to Primary School, by providing planned transition activities in their Key person Groups. Teachers / SENCOs from feeder schools visit the nursery and spend time with children who will be joining their YR Classes. The Teachers and Special Educational Needs Coordinator (SENCo) are also invited to nursery to discuss each child's levels within the EYFSP and any specific additional need including health e.g. medication, health care plan
15. We will review and update this policy annually, to ensure that it is still relevant alongside the SEND Information Report, both of which are available on our school website. <http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/service.page?id=XHDNXMB4tCU>
16. We are committed to accessing any SEND professional development to enhance our practices.

## **Roles and Responsibilities**

The Governing Body has identified a Governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Ashworth Nursery School, this role is undertaken by Mrs Sajid.

Miss Bateson is the SENCO.

The SENCO takes overall responsibility for implementing the SEND provision and progress of learners. The SENCO and Headteacher will work with the SEND governor to determine the strategic development of the SEND policy and provision in the school. Ashworth Nursery School strives to be an Inclusive School, engendering a sense of community and belonging through our:

- 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 children

The SENCO and Headteacher will work closely with the special educational needs governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy. The SENCO and Headteacher identify areas for development in special educational needs and contribute to the school's development plan. The SENCO co-ordinates provision for children identified with Additional Educational Needs, SEND and for children with Education Health Care Plans. The SENCO also collaborates closely with staff to ensure that the learning for all children is given equal priority, and available resources are used to maximum effect.

The staff meet weekly to discuss SEND updates and provision.

The SENCO and Headteacher will write a SEND Report, display this on our website, and review annually.

The SENCO and Headteacher complete a report as part of the local authorities 'Local Offer', included in their website and giving information to parents and professionals about our school and other settings in our borough in terms of SEND provision. <http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>

All teaching and non-teaching staff will be involved in the formulation of the SEND policy. They are responsible for differentiating the curriculum for children with special educational needs and will monitor their progress.

## **Role of our SENCO**

The SENCO has responsibility for the day-to-day implementation of the SEND Policy and for coordinating provision for the children with SEND.

The SENCO will keep individual records of children with SEND.

When required, the SENCO will work with staff, parents and other Agencies to draw up a 'Plan, Do, Review' plan and give advice for the implementation.

In our school, we keep a record, which lists any children who may need additional support and these details the specific nature of that support.

The SENCO will liaise with parents and other agencies where appropriate.

The SENCO will advise all staff and provide 'hands on help' where appropriate.

The SENCO will collect record and update information about individual children with Special Education Needs and Disabilities.

The SENCO will arrange and chair any necessary review/transition and EHCP meetings.

## **Role of the Special Support Practitioner from SEND Support Services**

To support children with Special Educational Needs and Disabilities, on time limited interventions according to need or with an EHCP.

To work closely with the SENCO in the drawing up and implementation of Personal Support Plans – 'Plan', 'Do' and 'Review'

To contribute towards assessments.

## **Graduated Approach for Special Educational Needs and Disabilities**

A child has SEND when their disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.

In addition, teachers also have to consider evidence that a child may have a disability under the *Equality Act 2010* and, if so, what reasonable adjustments need to be made for them.

At Ashworth Nursery School, we identify the needs of children by considering the needs of the whole child, which includes not just the special educational needs of the child.

Children are visited at home by two members of staff. Where a child has already been identified as having Special Needs, the SENCO will attend to gather as much information as possible before the child starts in school.

On entry, all children are assessed using the WellComm assessment and RoSCo assessment, which quickly identify areas of concern in language, communication and interaction development in order to ensure early targeted intervention. Depending on the score, the child will be targeted with

specific games and activities to improve their understanding, spoken language and social skills. Our daily language groups are the catalyst to developing the child's understanding and spoken language skills.

Depending on the level of need and availability, provision is available by the Local Authority for a Specialist Support Practitioner (SSP) to work with school for a limited period of time.

On entry, all children are divided into Key Person groups with a member of staff responsible for their record keeping and development during group time, and to work closely with an LA SEND SSP should one be required. Staff liaise with the SENCO/ Headteacher for support when necessary.

We would always discuss any initial concerns with parents and the possible need for an Individual/Group plan. We routinely provide strategies and share ideas if needed, parents are encouraged to contribute. We will inform parents, of all developments regarding their child and they will be invited to attend all reviews and give their input. Parents will always be given a copy of Individual/Group plans and review outcomes.

SEND is given a high priority and given the size and layout of the school i.e. one classroom; staff have the opportunity to bring up concerns with the Teachers/Head teacher /SENCO on a daily basis; this ensures a proactive and graduated approach. Children's progress is a responsibility for all staff. SEND is on the staff meeting agenda regularly; providing an opportunity to raise concerns proactively.

Whole group progress data is also collated, and analyzed at least termly, to ensure our children with SEND make progress appropriate to their individual needs. The Headteacher and SENCO assess and monitor the children's progress in line with existing school practices. All children receive quality teaching first to enable them to make good progress.

We follow the graduated approach and the four-part cycle of 'Assess-Plan-Do-Review. Supported by the SENCO, staff will assess and track progress regularly for all children and identify those who are making less than expected progress given their age and individual circumstances.

We are proud to have a very personal approach and inform parents of all developments regarding their child and they will be invited to attend all reviews and give their input. They will always be given a copy of intervention plans and review outcomes.

Less than expected progress can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Progress can include other areas such as in the area of Personal, Social and Emotional development.

We recognise that the identification of children, whose first language is not English, requires particular care. All aspects of the child's performance in different areas of learning and development will need to be assessed to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as

an additional language are not SEN. Where possible, children with English as an additional language are assessed by a Bi-Lingual TLA3 using a school based assessment tool, written with support from the LA Advisory Teacher.

Identifying behaviour as a special need is not accepted as SEN unless it is an underlying response to a need that has been clearly identified and recognised.

A CAF (Children and Families) Assessment may be completed, when it is felt that the child/and or family need some support from school and other agencies.

Where the team around the child identifies that the child may require an Education and Health Care Plan (EHCP), information will be gathered and submitted the local authority's Education and Health Care Plan Panel. This would normally be done by an Advisory Teacher from the SEND Support Service. If the application is successful, an 'All About Me' (person centered approach) meeting would take place in school within four weeks of the panel's decision.

At Ashworth Nursery, this process is done as soon as possible in order to plan the child's transition to Primary and make it as seamless as possible; where possible the feeder school's SENCO is invited to meetings.

The 0-25 SEND Code of Practice 2014 states there must be the following sections in an EHCP:

- A – The views, interests and aspirations of the child/young person and their parents
- B – The child/YP's SEN
- C – The child/YP's health needs
- D – The child/YP's social care needs
- E – The outcomes sought
- F – The special educational provision required
- G – Any health provision reasonably required
- H – Any social care provision
- I – Placement
- J - Personal budget
- K – Other advice and information

Where required, we aim to arrange additional transitional visits to Primary School for children with an LA SEND EY SSA or member of staff. All Reception Class Teachers/SENCOs are invited to visit the child in nursery and spend time with staff and the child; this is tailored to meet the child's individual needs.

In the case of children with HI, VI or medical needs, where required, specialist support, equipment and training is provided by the LA SEND Team, Health Visitor or Specialist Nurse etc.

Staff are observed and monitored to ensure that high quality teaching is delivered in the classroom. When required, staff attend courses to ensure that they receive up to date training and their skills are regularly updated. Staff have all received Paediatric First Aid and Epi-pen training.

We use SIMS, Target Tracker and CPOMS to record the children's information and achievement, this allows us to track progress and provide data for all children.

### **Partnerships with parents and Pupil Participation**



Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. We make every effort to include the child's views. The 'All About Me' Profile is completed with the family as a first step in this process. For children whose needs may not require an EHC Plan, they will have an Individual/Group Support Plan.

The school and SENCO operate an Open Door policy with regards to any concerns a parent/carer may have.

Regular Pupil Progress meetings are held to monitor and discuss children's progress using the 'Plan, Do and Review' cycle, these provide an opportunity to assess if interventions are having the desired outcome.

The SENCO will review the data, specifically for the children with SEN and where required will arrange for a specialist assessment to be completed e.g. Speech and Language, LA SEND Team, VI, HI, PD, Educational Psychologist etc. to assess and provide guidance.

If the child requires an LA Advisory Teacher to see the child in school a discussion will take place with parents, consent sought and a CAF form will be completed if required. The CAF is completed with the family who are kept informed by the school of any assessments of their child that are to be carried out. Family Plan meetings are opportunities like Annual Reviews for multi-agency co-operation to discuss and suggest possible strategies or interventions to overcome difficulties the child is experiencing.

If deemed necessary, consent will be sought from parents to request involvement from an Educational Psychologist to carry out an assessment or if the school has concerns.

Forms to request the referral of a child to Speech and Language Service have to be completed by the school or parent with the consent of the parent or carer.

Parental consent forms also have to be completed for a request for assessment e.g. Medical referrals to Health Visitor, Community Paediatrician etc.

Parents are encouraged to talk to us about any concerns at any time. In addition, we hold three Parent Meetings annually and encourage parents to be active in their child's Learning Journey.

Families are directed to the Local Offer on the local authorities SEND local Offer website <http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page> that outlines how the school caters for children with SEN. In addition, the school provides an annual SEN Information Report on the website, which complies with government regulations.

Transition from Early Years and onto Primary school is planned for and discussed at parents meetings, review meetings e.g. Key person Group, CAF/TAF/CIN. The receiving SENCO and Reception Teacher is invited to ensure the transition is as seamless and successful as possible. In addition and where appropriate, additional visits to the school will be planned. Relevant information and records are passed on to the relevant Primary School, to ensure coordinated provision will remain in place to support Children's learning and achievement.

### **Allocation of Resources**

We believe wholeheartedly that staff remain the main resource and make things happen for every child in school.

Where possible we access SEND Inclusion Funding (SENIF), the budget is spent wisely to ensure every child can access appropriate resources and experiences to meet the needs of the EYFS.

LA EY SSPs are funded through the Local Authority, as is access to other support services e.g. VI, HI, PD etc.

### **Criteria for Exiting the SEN Register**

When children have narrowed the gap and are making good progress as reflected in pupil progress meeting data; the decision to remove a child from the SEND Register is taken by the SENCO/Headteacher/Teacher/Key person. All such decisions will be fully advised and discussed with parents and carers.

### **Admissions**

Children with special educational needs will be admitted to Ashworth Nursery School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use the 'Home Visit' meeting to work closely with parents to ascertain whether a child has been identified as having special educational needs. Following the visit, the SENCO will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum as described above.

### **Access for Disabled**

To ensure access for children or parents with disabilities the school has ensured that doorways and entrances to the school are wide enough to accommodate a wheelchair if necessary, a ramp is also available. As part of the School's Accessibility Plan we also have a disabled toilet available for wheelchair users. The play areas are generally based on one level and the entrance gateway is also wide enough to accommodate wheelchair users.

### **Children with Medical Needs**

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

School will use the 'Home Visit' to explore and document the child's needs and follow up with relevant professionals if necessary e.g. health visitor, specialist nurse etc. Where required, a Health Care Plan will be completed and shared with all staff by the relevant professional e.g. Health Visitor, Nurse, Paediatrician, SENCO. In addition, any training required will be sought by the relevant medical professional and given to all staff.

Some children with medical needs, may also have special educational needs (SEN), and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision; the SEND Code of Practice (2014) is followed.

Where medicine is prescribed, parents are required to bring labelled, new /unopened medication; used medication is not accepted. Each child has an individual medical box containing their medication and dosage. When medication is used, the staff member administering it; dates and signs the record form.

All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. All relevant Care plans are passed on to the Teacher and the master copy is kept in SEN records.

All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Epi-pen training has been provided to ensure the relevant staff are conversant with the appropriate action or medical procedure required.

## **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. Staff undertake induction on taking up a post, this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

## **Inclusion**

Ashworth Nursery School strives to be an inclusive school, engendering a sense of community and belonging through our:

- 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 children
- Welcome for all children in accordance with the Local Authority's Admission Panel

## **Evaluating the success of the Policy**

- Monitoring by the SENCO/Headteacher/Chair of Governors/SEN Governors
- Approved by the Governing Body
- Ascertaining parent views through a questionnaire as to how well they have been informed and how successful they feel our school provision has been
- Children's progress as seen in learning journals and individual data
- Review meetings which will monitor child and school performance

## **Complaints Procedure**

- We follow the Local Authority's guidelines for any complaints that may occur.
- Concerns/complaints should be addressed with the SENCO in the first instance.
- The Formal Complaints procedure can be accessed on our website (Complaints Policy).
- Parents may be able to access a Parents Support Service, which can provide an independent supporter.