SEND Policy

Flagg Nursery School

This policy complies with the statutory requirement laid out in the SEND Code of Practise 0-25 (June 2014) 3.65 and has been written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice 2014
- Equality Act 2010
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The Statutory Framework for the EYFS

The policy was created by the SENCO with input from the SEN Governor, staff and parents and the Head teacher.

Name and Contact Details of the SEN Co-ordinator

The SENCO at Flagg Nursery School is Helen Woodruff, who is a qualified teacher and holds the National Award for SEN Co-Ordination from Sheffield Hallam University. She also holds the following qualifications: BA Hons English, Early Years Professional Status, PGCE Early Years, Specialist Teacher for Specific Learning Difficulties and is an Early Years Lead Teacher in Derbyshire. Helen Woodruff is available on 01298 85208 or hwoodruff1@flagg.derbyshire.sch.uk, usual working days are all day Wednesdays, Fridays and Thursday mornings.
The named governor for SEN is Sue Tucker who can be contacted through school.

Flagg Nursery School believes that all children are entitled to have their individual needs appropriately supported in order to participate fully in nursery. We are committed to providing inclusive nursery education. We value diversity and seek to support each child, their family and carers in order for them to

reach their full potential. Every teacher is a teacher of every child including those with SEND.

Aim

At Flagg Nursery School we wish to raise the aspirations of and expectations for all pupils with SEND providing a focus on outcomes for children, not just hours of provision/support.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To provide a SEN Co-Ordinator who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with pupils with special educational needs

Identifying Special Educational Needs

Definition of SEND

SEND stands for Special Educational Needs and Disability. Children have a special need if they have a learning difficulty or disability which calls for different or additional provision to be made. This will be if the child has:

- A significantly greater difficulty in learning than the majority of others; or
- A disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age within the Local Authority

The area of Special Educational Need will be identified as either communication and interaction, cognition and learning, social, mental and emotional health, sensory and/or physical needs. Behaviour issues do not necessarily mean a child has SEN and does not automatically lead to a child being registered as having SEN.

The following are not considered to be SEN but they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made, COP)
- Attendance and punctuality

- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of serviceman/woman

When concerns are raised by parents, staff, or through concern meetings, observation or assessment we use a graduated approach to action and intervention.

A Graduated Approach to SEN Support

All children are treated as individuals and the teachers, alongside other staff, plan an appropriate differentiated curriculum to ensure high quality teaching and learning with effective support and resources. Pupils are assessed using entry assessments, observations, well-being and involvement levels, EYFS profiles. Where a child appears not to be making progress either generally or in a specific aspect of learning, then the teacher will take steps to provide different opportunities or alternative approaches to be used, such as;

- Small groups
- Individual 1-1 support
- Differentiated teaching methods
- Breaking down skills into smaller, attainable steps
- ECAT/ECAM

The teachers are responsible and accountable for the progress and development of all children at nursery. High quality teaching is the first step in responding to children who have or may have SEN. Flagg Nursery School has been judged as an outstanding school and the quality of teaching is classed as outstanding. Staff will consult the SENCO as needed for support and advice. Parents are kept informed of every stage of their child's development and are encouraged to share information with nursery. If a child is being monitored it does not mean they are automatically on the nursery's SEN register. Parent consultations are used to monitor and assess progress made by all children.

SEN Support

Where it is determined that a pupil does have SEN, it will be discussed with parents and children will be added to the SEN register. This ensures that

effective provision is put in place and to remove barriers to learning. The support provided consists of a four- part process, ASSESS-PLAN-DO-REVIEW

Assess

Analyse children's needs using observation, assessment and parent's views, details of progress and attainment, input from outside agencies (following agreement from parents). Regular reviews take place to ensure support and interventions match the need and being used appropriately, and that barriers to learning are being clearly identified and overcome.

Plan

This involves consultation between Head teacher, SENDCO and shared with parents to agree intervention and support needed, the impact on progress, development and behaviour that is expected and a date for review set. All staff are informed of strategies and interventions to be used. A School Support Plan (SSP) will highlight this.

Do

The staff are responsible for working with the child. The teacher and Head teacher have responsibility for planning, monitoring interventions and liaising with all staff. Additional support will be provided by the SENCDO, who will seek advice from external agencies if appropriate.

Review

A child's progress will be regularly reviewed and the impact of support monitored. The quality of support will also be monitored. The parent's views are taken into account. The SENDCO will revise the support and outcomes based on the pupil's progress and development and make any necessary amendments in consultation with parents. A review meeting will take place three times a year.

Education, Health and Care Plan (including referral information)

The application for an Education, Health and Care Plan will combine information from a variety of sources including the head teacher, SENDCO, parents, Educational Psychologist, social care and health professionals.

Information will be gathered relating to current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health, and social care about whether the child is eligible for an EHC plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

An EHC plan will be provided if it is decided that a child's need cannot be met by the support that is ordinarily available. School, parents and other professionals will be involved in developing and producing the plan.
Once the EHC plan has been completed and agreed, it will be kept as part of the child's record and reviewed by staff and parents. The plan will 'move' with the child. The annual review enables provision for the pupil to be evaluated and changes to be put in place if needed.

The Local Offer

The SEND local offer is a resource designed to support children and young people with SEN and/or disabilities and their families. It describes services available, including information about public services across education, health and social care as well as those provided by the private, voluntary and community sectors.
More information can be found on www.derbyshire.gov.uk/SEND

Inclusion of all Pupils with SEN

The SENDCO and Head teacher oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils- inside and outside the classroom. School will seek advice about individual children with external agencies when appropriate.
Our admissions arrangements are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN.

Links with Support Services

Flagg Nursery School has links with external support services in order to fully support children with SEND and aid school inclusion. These services include:

- Educational Psychology
- Health
- Speech and Language Therapy
- Teachers for the visual impaired
- Teachers for the hearing impaired
- Teachers for the physically impaired
- Physiotherapy, Occupational Therapy
- Behaviour Support Services

- Specialist outreach services- e.g. Autism Spectrum Disorder
- Social Care
- Multi agency teams

Working in Partnership with Parents and Carers

We acknowledge the importance of the role of parents/carers and the contribution they make as the child's first educators. All staff are committed to working in close partnership with parents. Successful partnership will be promoted by keeping parents actively informed, involved, supported and empowered. Parents can access information from the Local Offer and the nursery's Information Report. There is an admissions policy and managing medical conditions, along with all other policies available to view on our website www.flagg.derbyshire.sch.uk

The arrangements for consulting children and involving them in their education

Due to the age of children within the school, the first insight into a child before they start comes from their parents/carers.
If a child is identified as having an additional need, the school SENDCO will talk with parents in more depth, gaining a deeper understanding into their child in all areas.
This information, paired with school's observations and assessments (including well-being and involvement levels) give a more detailed picture of the child.
Alongside this, staff would consult with the child to gain their opinion on any aspects of the educational provision and any areas or aspects of the nursery that they like/dislike. This information can be gathered in many forms to ensure it is accessible to all children (for example: done visually/with pictures, done as a walk around the setting to prompt discussion)
All this information can then contribute to any additional educational provision that is put in place.

Supporting Children in School with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips.

Some children with medical conditions may have a disability, where this is the case school will comply with the Equality Act 2010.
Some children may also have SEN and may have an EHC plan, here the SEND Code of Practice 2014, will be followed.
Arrangements are put in place to support individual pupils with their specific medical needs/conditions. Meetings are held between parents and the relevant medical professionals and where appropriate Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DfE in 2014.

Training and Resources

Flagg Nursery School is an enhanced resource unit. All staff regularly attend training as need is identified, where ever possible this is whole school training, and regular meetings are held to discuss any children with SEND. The nursery holds NASEN membership to help keep up to date with national updates in SEND and the SENDCO attends LA network meetings to ensure local updates are addressed.

Roles and Responsibilities

Provision for children with SEND is a matter for everyone at Flagg Nursery School. The Head teacher has the responsibility for the day to day management of provision for children with SEND and the SENDCO coordinates the day to day operation and provision of education for children with SEND through SEN support.
The role of the SENDCO involves: ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN; advising and supporting colleagues; ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting
The designated teacher for safeguarding and the teacher responsible for managing funding and managing medical needs is Sarah Brown. Sue Tucker is the named Governor for SEN and Janine Shearing is the named Governor for safeguarding and both have regular visits to liaise with the SENDCO and Head

teacher and oversee these areas. All teaching assistants working with children with SEND are in regular contact with the SENDCO.

Reviewing the Policy

The Head teacher and SENDCO, in partnership with the governing body will be responsible for leading an annual review of the document, keeping up to date with current legislation or guidance on managing any developments.

Accessibility

The layout of the school facilitates easy access for adults and children with disabilities to all areas. Doors are wide enough for wheelchair access and a ramp outside allows access into the building. There is a changing bed within the disabled toilet in the classroom and a disabled toilet in the chapel.

Complaints Procedures

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to see the Head teacher or the SENDCO, who will be able to advise on formal procedures if required. A copy of the complaints procedure can be found on the school website.

Primary Transfer

Flagg Nursery has links with a wide range of Primary schools. Staff and the SENDCO liaise with primary schools prior to pupil transfer. All consultations and record transfers are undertaken with parental consent. Parents are offered advice and information about appropriate primary schools and school staff are invited to visit the child in nursery.

Support Services for Parents

The Independent Advisory Service: ias.service@derbyshire.gov.uk
Telephone number: 01629 533668

POLICY WRITTEN: March 2015
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