

Alexandra Nursery School
& Children's Centre

"celebrating our differences"

SEND Policy for Alexandra Nursery School and Under Three's Centre

October 2014

Head Teacher Mrs. Barbara Kenny

Chair of Governors Mrs. Lynn Stokes



Rationale

Through the Special Educational Needs and Disability reforms (SEND reforms), the government requires Clinical Commissioning Groups and local authorities to work together to integrate services across the 0-25 age range. Under this new system there will be a much clearer emphasis on offering help at the earliest possible point, with children and young people with SEND and their parents or carers fully involved in decisions about their support and what they want to achieve. These reforms are set out in the Children and Families Act 2014, and the new SEND Code of Practice: 0-25 years.

Relevant legislation is as follows:

The following sections of the **Children and Families Act 2014**:

- Co-operating generally: governing body functions: Section 29
- Children and Young people with SEND but no EHC plan: Section 29
- Children with SEND in maintained nurseries: Section 25
- Using best endeavours to secure special educational provision: Section 63
- SEND co-ordinators: Section 64
- Informing parents and young people: Section 68
- SEND information report: Section 69
- Duty to support pupils with medical conditions: Section 100

The Equality Act 2010 and the Statutory Framework for the Early Years Foundation Stage and The Special Educational Needs and Disability Regulations 2014

Introduction

This policy aims to fulfil the ambition of Alexandra Nursery School and Under Three's Centre to enable all children regardless of their ability to achieve their potential to thrive in an enabling environment. We ensure that each pupil makes good progress and is provided with equal access to the curriculum. We aim to raise the expectations of all pupils with SEND. To achieve this Alexandra Nursery School and Under Three's Centre provide a broad and balanced curriculum for all children including those who have particular learning/physical/emotional requirements that could create barriers to learning. The School and Under Three's SEND policy also ensures that curriculum planning for children with SEN takes account of the type and extent of the difficulty experienced by the child and we make sure that a child with SEN gets the support they need. We ensure that children with SEND can engage in the activities of School and the Under Three's centre alongside children who do not have SEND. We have designated a qualified teacher to be responsible for co-ordinating SEND provision (known as the SEND co-ordinator, or SENDCO) and we inform parents when we make special educational provision for a child. We will work together with parents to agree ambitious outcomes for identified children and set clear progress targets, and be clear about how resources are going to support and reach the targets. Parents will be fully involved in discussions about their child's progress and reviews of the provision needed to achieve the agreed outcomes

Reporting

We will prepare a report for publication on:

- ◆ the implementation of our SEND policy
- ◆ our arrangements for the admission of disabled children
- ◆ the steps taken to prevent disabled children being treated less favourably than others
- ◆ the facilities provided to enable access to our buildings for disabled children and
- ◆ our accessibility plan showing how we plan to improve access over time

The Governing Body

The Governors of Alexandra Nursery School and Under Three's Centre will publish information on our website about the implementation of our policy for children with SEND and the information published will be updated annually and any changes made during the year will be updated as soon as possible. The information required is set out in the Special Needs and Disability Regulations 2014. In addition the Governors have appointed an SEND Governor.

The Local Offer

The school will cooperate with our local authority in reviewing the provision that is available locally and in developing the local offer.

Specialist Provision and Facilities

The school has an open plan site and access is at ground level. Provision has been made for ramps for wheelchair users. The school has been modified for inclusion and there is a child's disabled toilet included in the changing room. All of the doorways in the school are wide enough for wheel chair access; however, because of safeguarding issues with regard to children, the high handles on doors are not accessible by wheelchair users. There is also an adult's disabled toilet.

The Under Three's Centre has an open plan site and access is at ground level. The entrance gate and all of the doorways in the Under Three's Centre are wide enough for wheel chair access; however, because of safeguarding issues with regard to children, the high handles on doors are not accessible by wheelchair users. Children with disability aids can access the toilet in the Cosy Room. This toilet needs handrails attached to the wall (see accessibility plan showing how we plan to improve access over time)

Admission arrangements

The School and Under Three's Centre follow the local authority's admission policy for SEND but it may be that admission has to be deferred as follows:

Two year old children-If parents wish their two year old child (who is funded under the non-economic criteria) to attend the School or Under Three's Centre we will need reports from support agencies **before** the child is admitted to enable us to provide adequate support from staff, to enable any necessary staff training or make any necessary adaptations to the building.

Three year old children- Children who are referred by the SEND Panel will be admitted after reports from the agencies that support the child. This will enable us to provide adequate support from staff, to enable any necessary staff training or make any necessary adaptations to the building.

Although Alexandra Nursery School and Under Three's Centre are fully inclusive there may be times when it is not possible to accommodate children because we have not been able to adapt the environment.

Identification of SEND

There are 4 areas of SEND identified by the Code of Practice

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and Physical

A graduated approach to SEN provision

Alexandra Nursery School and Under Three's Centre recognise the importance of early identification, assessment and provision for any child who may have SEN. Sources of identification will include:

School and Under Three's Assessment processes	Any available standardised assessments
Parental contributions	Previous nursery records
Other agencies	

SEN Procedure in School and the Under Three's Centre

Children in Resourced Provision:

- Will receive a higher level of support
- Will have weekly Speech Therapy
- Will have their next steps identified and worked on
- Will have highly skilled staff with any necessary training from health specialists to meet the needs of individual children
- Will have Transitional visits from previous settings and transitional visits to primary schools

Children who come in through the normal admissions procedure:

- Will be observed and assessed after which
- Their parents will be spoken to and with their permission the child will be referred to other agencies for further assessment
- Some children may then be referred for resourced provision
- Snufs volunteers may then be brought in to give extra support to the child

Allocation of resources

We will apply for the Pre-School Inclusion Supplement so that we can employ staff to work with the child at a higher staff ratio.

The Occupational Therapy Department will provide us with specialist equipment or help us to make adaptations to the environment based on the needs of individual children and the advice from specialist agencies

The SEND budget

The SEND budget is managed by the Head Teacher on behalf of the School Governors

Complaints Procedures

Although the intention is that everything which can be done for children with SEND will be done, there may be times when parents may have a complaint about the provision for their child. In most cases, it is expected that issues can be resolved with the child's key person or the Sendco. Should they find the outcome of this discussion unsatisfactory, they should contact the Head Teacher or the SEND Governor.

Outside Resources

Children with a range of difficulties and the achievement of educational objectives is helped when a partnership of agencies work together for the benefit of the child.

Agencies that may be involved

Social Services-Child Protection

Education-Psychologist, Visual Impairment, Physical Disabilities, Behaviour Support, Speech and Language Support, Attendance

Health Services– Speech and Language, Occupational Therapy, Physiotherapy, Health Visitor, Doctor, Paediatrician

Voluntary Services-SNUFS