

Alexandra Nursery School
& Children's Centre

"celebrating our differences"

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

October 2018

Head Teacher Miss Nicola McDonagh

Chair of Governors Mrs Asma Patel



Rationale

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.

The purpose of this policy is to:

- Enable all children to fully access the Early Years Foundation Stage Curriculum and personal well-being.
- Provide a consistent approach to ensure that the educational needs of all our children are met appropriately.
- Promote the recognition that all children are individual and their educational needs will reflect this.
- Recognise the important role that families play in the meeting of individual needs.
- Promote the early, realistic evaluation of needs through careful assessment, planning, 'doing' and reviewing.
- Raise staff awareness of our shared commitment to meeting the individual needs of all our children.

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

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.

Access to the Policy

- If any parent/carer/governor etc. has difficulties accessing the SEND Policy the Special Needs Coordinator is available to discuss the policy and has access to support services to enable simplification/access.
- Large print, simplified versions, translations can be made available.

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.

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)** IS THIS STILL AN ACTION AS ITS BEEN ON THE PLAN SINCE 2014?

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.

Definition of Special Educational Needs.

A child is said to have a Special Educational Need (SEN) if their ability to learn is affected by any of the following:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

However individual children often have needs that cut across all these areas and their needs may change over time.

Special Educational Needs Aims

- To provide all pupils with a broad and balanced curriculum.
- To provide all pupils with a differentiated curriculum.
- To provide for Early Identification of Special Educational Needs.
- To ensure that pupils with Special Educational Needs take as full as possible part in the curriculum.
- To ensure that parents/carers are kept informed of and involved in their child's education.
- To ensure that pupils are fully informed/involved in their own education (if and when appropriate)
- To ensure that the school follows the Special Needs Code of Practice when carrying out its duties towards its pupils.

Partnership with Parents.

At Alexandra nursery school we strongly believe in developing firm relationships with parents/carers as this helps pupils to achieve their potential. The school recognises that parents have a unique overview of their child's needs and can help decide how to support them. This gives them a key role in the partnership.

A graduated approach to SEN provision

Alexandra Nursery School and Under Three's Centre recognises 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 High needs base Provision:

- Will receive a higher level of support, 1:2 adult/child ratio
- 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 High needs base provision
- Some children may then be referred for inclusion funding
- SNUFS volunteers may be brought in to give extra support to 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, Paediatric learning and disabilities team
- **Voluntary Services**-SNUFS

Requesting an assessment for an Education, Health & Care Plan (EHCP)

If the child continues to demonstrate significant cause for concern, a request for consultation with an Educational Psychologist will be made. This may lead to a request for statutory assessment to the Local Authority. A range of written evidence about the child, including evidence of the appropriate amount of outside service support, will support the request. If a child's application is successful then they will receive an Education and Health Care plan. School must supply 3 terms of evidence that there has been a graduated approach evidenced through outside agency support, which has resulted in little academic progress before this assessment can be started.

Education, Health Care Plan

- An EHC plan is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs from 0-25 years of age.
- An EHC plan can only be issued after a child or young person has gone through the process of EHC needs assessment. At the end of that process, the local authority has to make a decision, either to issue an EHC Plan or not.
- If the LA refuses to issue an EHC plan, the parent/young person must be informed of the reasons and that they have the right to appeal to the Special Educational Needs and Disability Tribunal.
- If the decision is to issue an EHC plan, the LA must first issue a draft EHC plan for the parents or young person to consider. Only at this stage will parents/young person be asked to name the type of school/college they want e.g. mainstream or special school and the individual school/college they want to have named in the EHC plan.
- The LA will then consult with that school/college about being named in the EHC plan.

The LA will then finalise the EHC plan and will then have the legal duty to “secure” the educational provision specified in the EHC plan, that is, to ensure that the provision is delivered.

The local health care provider will have the legal duty to “arrange” the health care provision specified in the EHC plan, that is, to ensure that the provision is delivered.

If the EHC plan specifies social care provision provided under the Chronically Sick and Disabled Persons Act 1970, the LA will have a legal duty to make that social care provision under that Act (but not any other social care provision in the EHC Plan not resulting from that legislation).

EHC plans, if appropriate can stay with the child until they are 25 years of age as it is not guaranteed that the plan will remain with the child.

The SEND budget

The SEND budget is managed by the Head Teacher and the schools business manager 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.

Seen by Governing Body member. Awaiting ratification at next Governing Body meeting. (Aut 2018)

Review date: October 2019