

SEND Policy for Alexandra Nursery School. March 2019.

Head Teacher Miss Nicola McDonagh

SEND Co-ordinator – Mrs Jenny Tuck

High Needs Base Lead – Mrs Sarah Gemmell

Chair of Governors Mrs Asma Patel



Rationale

This policy aims to fulfil the ambition of Alexandra Nursery School, to enable all children regardless of their ability to achieve their potential to thrive in an enabling environment. We ensure that each pupil makes at least 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.
- Provide a consistent approach to ensure that the personal well-being and 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.
- Ensure that the school follows the legislation set out in the SEND Code of Practice which states that all children are entitled to an education that enables them to :
 - Achieve the best possible educational and other outcomes
 - Become confident young children with growing ability to communicate their own views and be ready to make the transition in to compulsory education.

SEND Code of Practice 0 – 25 (2015) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Definition of Special Educational Needs.

For the purposes of this policy, Alexandra Nursery School recognises the DfE definition of Special Educational Needs; 'A child has a special educational need if they have a learning difficulty which calls for special educational provision to be made for him/her'

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

Cognition and Learning Needs

This includes children who have difficulty with learning, thinking and understanding or who have developmental delay. They may have features of moderate, severe or profound learning difficulties or specific learning difficulties (dyslexia and dyspraxia).

Social, Emotional and Mental Health Needs

Pupils with social, emotional and mental health needs cover the full range of ability and severity. Their needs can present a barrier to learning and persist despite the implementation of an effective school policies and a robust personal/social curriculum.

Communication and Interaction Needs

This includes children with speech and language difficulties and disorders and autistic spectrum disorders including Asperger's Syndrome.

Sensory and/or Physical Needs

This includes children with a range of significant visual or hearing difficulties and children with physical disabilities which impede their learning in school and their ability to take part in the curriculum.

However individual children often have needs that include aspects of all these areas and their needs may change over time.

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 policy is written in response to and with regard for The Equality Act 2010, the Statutory requirements within the revised Early Years Foundation Stage 2014 and the Special Educational Needs and Disability Regulations 2014

Equality Act 2010: advice for schools DfE Feb 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

EYFS statutory Framework

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Special Educational Needs and Disability Regulations 2014.

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

<http://www.localdirectory.bolton.gov.uk/send.aspx>

Access to the Policy

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

Safeguarding children with SEND

We are aware that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to abuse. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

We therefore;

- train all staff about the extra vulnerabilities of children with SEND, particularly those adults who are working in 1:1 or small group situations
- offer support for those staff working with children with SEND
- ensure that every child has a way of communicating their voice and that it is listened to and responded to
- closely monitor children with SEND through high vigilance of staff and the open ethos of the school
- offer pastoral support to children with SEND when monitoring has identified that they require this additional support
- every child in school knows that they can trust all adults in school and that they can communicate any worries they might have with any adult in school
- maintain positive, open and honest relationships and communication with parents/carers of children with SEND and ensure that opportunities for regular communication are used.

The Governing Board

The Governors of Alexandra Nursery School will publish information on our website about the implementation of our policy for children with SEND. The information will be published, 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.

<http://www.legislation.gov.uk/ukxi/2014/1530/made>

In addition the Governors have appointed an SEND Governor – Lynn Stokes.

Additional Parent Governor – SEND – Maryam Ibrahim.

There will also be access to information on the website about the High Needs Base.

Admission arrangements (See Admissions Policy on school website)

At Alexandra Nursery school we have a positive and proactive commitment to equality of opportunity and ensure that every child is included and not disadvantaged because of learning difficulties or disabilities.

The School follows the local authority's admission policy for SEND but it may be that admission has to be deferred or delayed as follows:

Under 3's, Over 3's and High Needs Base Children. -If parents wish their child to attend, it is more beneficial if we receive 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 or classroom environment.

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 building 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.

The Curriculum.

- At Alexandra Nursery school, we aim to provide equality of opportunity for all pupils by providing a broad, balanced and differentiated curriculum and ensure that pupils with Special Educational Needs take part as fully as possible.
- Staff are highly trained and alert to the early signs that a child may require additional support with educational or health needs, and are able to respond quickly, to ensure appropriate action or intervention is taken to meet their needs in the most appropriate ways relevant to the child, so that they can integrate at some level in to nursery life.

- Staff use the SEND code of practice to identify and assess children with additional needs and have adopted the local authority approach, undertaking the SEND local offer.
- We ensure that parents/carers are kept informed of and involved in their child's education and that pupils are fully informed/involved in their own education (if and when appropriate)

Partnership with Parents.

Statutory 2 year old development checks are carried out for all 2 year old children attending the setting. This enables early identification of children who may be at risk of delay, and parents informed at the earliest opportunity, so that progress can be monitored and other agencies can be involved if necessary to support the child and the family.

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

Initial identification.

Alexandra Nursery School recognises the importance of early identification, assessment and provision for any child who may have SEND and we work within the Local Authority SEND local offer to utilise a wide range of universal services, assessment methods and Early Help for children who are accessing their free funding entitlement, who staff initially identify as SEND.

Assessment methods may be as follows; the 2 year old check, School assessment processes, parental contributions, any previous nursery records, advice and general guidance from other agencies eg, Health Visitors and meetings with parents for further evidence around the child's development (red book).

Parents will be consulted at this stage and informed of any concerns and additional strategies that practitioners may be using to support their child within the setting.

If the children does not make progress following universal intervention, a discussion with parents will take place to gather their views and permission will be sought to consult with other agencies as necessary, using the Early Help Assessment Process.

Other agencies may be; Social Services-Child Protection, Education Psychologist, Visual Impairment, Speech and Language, Occupational Therapy, Physiotherapy, Health Visitor, Doctor, Paediatrician, Paediatric learning and disabilities Service, Voluntary Services-SNUFS (Applications can be made for volunteer support to offer additional capacity within the setting, in order to meet a child's needs. This support comes from a voluntary agency, grant funded by the Local Authority. Volunteers generally work with a provider for one session per week).

Useful contacts.

Agency and Named Person	Contact Details
Bolton Information and Management Service	Nicola McGuinness 01204 -491085
Home Start	www.homestartbolton.org.uk
Bolton Smiley Faces (Down Syndrome Support group)	contact@boltonsmileyfaces.org.uk
Breaking Barriers – Autism Support	Breakingbarriers3@gmail.com 07717434840

Children may be supported through the Ladywood Outreach Service. This will provide specialist teacher support to the setting to provide advice, guidance and hands on-support to the setting in identifying and meeting a child's needs.

Inclusion Supplement If a child has an Early Help Assessment indicating that they are at risk of poor outcomes as a result of their SEND and additional support is required to support their access to the curriculum, a provider may apply for Pre-school Inclusion Supplement. The supplement is for those children who already have identified needs and have agencies working together to support them. The supplement will be based on the needs of the child and will support the practitioners to improve the child's early learning and development outcomes within their mainstream provision.

PSIS is allocated through an application process which includes completion of an Early Help Assessment and is allocated for 2 terms then reviewed. A panel, including representatives from SEN Service, Ladywood, Educational Psychology, Statutory Assessment, EY SEN Outreach Teacher and Early Years, approves and reviews the applications. Termly monitoring visits for all PSIS funded children are provided by the Early Years SEN Consultant. The application process will use the existing assessments made by the early years provider and other agencies as a basis for funding allocation. The level of funding awarded will vary depending on the child's level of need and may be used by the provider to enhance staffing ratios for part of the week in order to meet the child's needs.

The High Needs Base

The school has one of the local authority purpose built High Needs Bases for 12 children who have more significant need and require a lower ratio of 1 adult to 2 children to support their needs.

This means that where a child needs a particularly low stimulus environment for example or has profound needs that require intensive support, these can be met, whilst offering opportunities for integration in to the mainstream setting as and when this supports the child's learning experience.

Children are referred to the High Needs Base, following a local Authority Panel meeting to discuss the most appropriate learning environment to suit their individual needs.

Children in High needs base Provision will have weekly Speech Therapy, highly skilled staff with any necessary training from health specialists and other agencies, transitional visits from previous settings and transitional visits to primary schools.

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. An EHCP or Educational Health Care Plan is a person centred approach, where parents and carers are fully consulted and involved.

A range of written evidence about the child, from services involved, is used to support the application.

The 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.

The EHC plan sets out what is legally required to meet a child's needs and support them from 0 – 25 years of age.

If the LA decides not to issue an EHC plan, the parent/young person must be informed of the decision not 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 they want e.g. mainstream or special school and the individual school they want to have named in the EHC plan.

The LA will then consult with that school 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.

EHC plans, if appropriate are reviewed annually and 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.

Transition to school.

When a child transfers to another setting mid year, information regarding the child is sent to the receiving setting. At the end of the child's pre school year, a transition meeting is held with the child's Key Person and the receiving setting, parents and representatives from other agencies that support the child. Bespoke transition support will be organised, to meet the individual needs of each child. Throughout the process, parents/carers will have been consulted. Towards the end of the child's time at Nursery School, parents will be required to make decisions about the child's transition to primary school.

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.

The schools complaints procedure can also be found on the website.

Awaiting ratification by the Governing Board. Summer term 2019.

Review date: April 2020.