



CLEATOR MOOR NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY



COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014 – updated May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- DfE Statutory Framework for the Early Years Foundation Stage (2017)

This policy links to other School policies and procedures including:

- Safeguarding
- Health and Safety
- Intimate Care
- Single Equality Scheme
- Behaviour/ Anti-bullying
- Learning and Teaching
- Accessibility Plan
- Admissions Policy
- Supporting Pupils with Medical Conditions
- Assessment, Recording and Profiling
- General Complaints
- Liaison with feeder schools

It also relates to all of our School aims:

- Provide a caring, stimulating, safe, secure and healthy environment to meet the individual needs of all our children.
- Encourage children to develop socially, emotionally, physically, intellectually, aesthetically, spiritually and morally; enabling them all to make a positive contribution.
- Provide a balanced and broadly based curriculum which covers all the seven areas of learning through planned, purposeful and enjoyable play to enable all children to achieve.
- Encourage children's self-confidence, co-operation and promote independence to develop positive learning skills to enable them to further their education.
- Develop and extend our services, working in partnership with others to meet the needs of all the children and their families.

ROLES AND RESPONSIBILITIES

Here at Cleator Moor Nursery School we recognise the individuality of all children, we are an inclusive School welcoming all pupils including those with special educational needs and/ or disabilities. Cleator Moor Nursery School has been a Local Authority Resourced Provision for Early Years alongside the other five maintained Nursery Schools in Cumbria since September 2014, to meet the needs of children with SEND.

Provision for children with Special Educational Needs is a matter for the school as a whole. All staff are responsible for helping to meet an individual's SEND and for following the school's procedures for identifying, assessing and making provision to meet those needs. The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy for provision with SEND

The Special Educational Needs Co-ordinator (SENCo) at Cleator Moor Nursery School is Mrs Lisa Wilson; she has responsibility for the day to day provision for children with SEND and can be contacted at the School.

The Governing Body, in co-operation with the Headteacher Mrs Lisa Wilson, ensures that the School policies and procedures reflect current legislation and are followed by staff. The Governors with special responsibility for monitoring this are Ms Tracey Lightfoot and Mrs Dawn Davis; they can be contacted through the School office.

The governing body must ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide support for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils as far as reasonably practical and compatible with their needs and the education of other pupils
- They have regard to the requirements of the SEND Code of Practice 2014
- Parents are notified if the school decides to make special educational needs provision for their child
- they are fully informed about SEND issues so that they can play a major part in the school self-review
- they set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND

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- they are involved with the whole school in development and monitoring of this policy
 - SEND provision is an integral part of the School Development Plan.

Details of the school's Local Offer and our Special educational Needs (SEND) Information Report can be found on our school website – www.cleatormoornurseryschool.co.uk

For details on the Local Authority's (Cumbria County Council) 'Local Offer' for children with SEND and their families, please visit the following website and follow the link to the Local Offer website <http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>

AIMS OF THIS POLICY

Here at Cleator Moor Nursery School, we aim to provide every child with the chance to succeed, become confident and have positive experiences. Through a relevant, progressive and differentiated curriculum we aim to provide every child with the opportunity to learn and develop. By working in partnership with families and other agencies, we aim to raise outcomes for all children.

Pupils with Special Educational Needs (SEND) are identified at the earliest opportunity often before they start Nursery. Where possible, staff liaise closely with other outside agencies e.g. Health Visitors, GPs, Speech and Language therapists, EY Specialist Teaching Service, Education Psychologists, child's previous/ current childcare provider as well as the child's parents/ carers.

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 operate a holistic approach to the management and provision of support for children with SEND, by considering the 'the whole child' and the 'whole school'
- To provide a Special Educational Needs Co-ordinator who will implement this policy
- To provide support and advice for all staff working with pupils with SEND
- To work in partnership with families and other agencies to meet the needs of pupils with SEND and additional needs

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The progress and development of all children is monitored and reviewed. If there is any cause for concern about a child's development, we work closely with parents to assess the child's needs and put a plan in place to support the child.

We are aware that early identification and support is critical to ensure improved outcomes and so we begin the process of identifying the needs of all children on a home visit before they start nursery; the child's keyworker and parents can discuss any concerns they may have and ask any questions. During the child's time with us we monitor progress by close observation and assessment against levels of development typical for their age. Some children may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

When identifying a child's needs we particularly consider their development in the Prime Areas of Learning; Personal, Social and Emotional, Communication and Language and Physical Development. We also consider the 4 Areas of Need and Support identified in the SEND Code of Practice (2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/ or physical needs

We consider the needs of the whole child, not just their SEND.

We are aware that sometimes children have additional needs which can impact on their progress and attainment, but they do not have SEND. These include:

- English as an additional language (EAL)
- Being a Looked After child (CLA)
- Disability (both themselves or a member of their family)
- Health and Welfare including Safeguarding
- Attendance
- Being in receipt of EY Pupil Premium Grant

A GRADUATED APPROACH TO MEETING THE NEEDS OF CHILDREN WITH SEND

All children receive high quality differentiated teaching based on an effective system of observation, assessment and planning. This follows the "assess, plan, do and review" process described in the SEND Code of Practice. If following this process concerns about a child's development continue, then the process is repeated and recorded on a Step By Step Plan or an Individual Education Plan (IEP). Initially this is done internally using the knowledge, resources and staffing already available in school. Parents will be fully involved in this process, being invited into school to take part in all discussions and their contributions will be included on all paperwork. Teachers are responsible and accountable

for the progress and development of the children in their class, including where pupils access support from Senior Teaching Assistants (keyworkers), Teaching Assistants or specialist staff.

ASSESS

Using baseline, the Early Support Development Journal and on-going assessments based on development typical for a child of this age and discussions with parents, a child's needs are identified. This assessment may be recorded on an Early Help Assessment form.

PLAN

The SENCo, in collaboration with the child's keyworker and parents, write an Individual Education Plan (IEP). The plan includes strategies that all adults can follow both in school, and if appropriate at home, to support the child's development. The plan will build on the child's strengths as well as addressing areas of need. The plan will also include SMART targets which are used to review progress at least termly.

DO

The plan will be funded from the school's resourced provision funding, where necessary the school may provide additional support for a child, specific staff training or may purchase specific resources to support the child's development. The plan will be followed and the strategies put in place. Observations, assessments and close liaison with parents and other agencies will continue.

REVIEW

The IEP will be reviewed by the SENCo, keyworker and parents at least each term.

If following the review it is agreed that the child is making expected progress, the IEP will be updated with new targets and strategies and the cycle repeated.

If following the review the child is making less progress than expected, consideration will be given to request a specialist assessment and support from external agencies and professionals.

With parents' permission, the appropriate referral form will be completed. Referrals can be made to:

- Specialist Advisory Teacher
- Therapists – Speech and Language, Occupational, Physio
- Audiology
- Educational Psychology Service
- Community Paediatrician

The "assess, plan, do and review" cycle continues following advice from external agencies and professionals and recorded on an IEP.

If progress continues to be limited and it is felt by all involved that additional funding and support are needed, an Early Help Assessment (SENDD) form is completed by the SENCo and parents. This is submitted to the LA to request that an Education, Health and Care Needs Assessment is completed. This may result in an Education, Health and Care Plan (EHCP) being written by the Local Authority (LA), agreed by the parents and implemented by school and other professionals. An EHCP may attract some additional funding, which can be used to give additional support to the child with SEND. An EHCP will be reviewed regularly and if needed new or additional outcomes will be identified.

STEP DOWN PROCEDURES

The EHCP will be reviewed regularly, if following a review meeting it is clear the child has made progress and their development is within the range considered typical for their age then the child will be considered to no longer have SEND. This will be recorded clearly on the IEP and shared with parents. The child will continue to have their progress monitored as part of the school's regular on-going assessment arrangements and will continue to receive high quality differentiated teaching based on their individual needs.

TRANSITION

Cleator Moor Nursery School works closely with its feeder schools and other EY providers. Information is exchanged regarding all children including those with SEND. Reception staff receiving our children are invited to nursery to meet the children and have the opportunity to discuss the children's individual needs. The nursery staff also take the children to visit their reception class teacher (main 2 feeder schools in Cleator Moor). If a child has been identified as needing additional support, extra meetings are organised where the relevant information and the child's IEP is shared. A transition plan is put in place, which may include additional visits to the new school supported by staff from Cleator Moor Nursery School. Any paperwork concerning a child's SEND is passed on to the receiving school SENCo and any other agencies involved are informed of the child's new school details. If a child with SEND transfers into our nursery from another EY provider, again we collect as much information as possible from them in advance and where necessary also make reciprocal visits and put in place a transition plan.

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

Cleator Moor Nursery School recognises that pupils 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. Some may also have SEND and may have an EHCP, which brings together health and social care needs. The nursery follows the DfE Supporting Pupils At School With Medical Conditions. The school's policy Supporting Pupils With Medical Conditions can be viewed on our website – www.cleatormoornurseryschool.co.uk

COMPLAINTS

Parents who are unhappy with any aspect of provision should discuss their concerns with their child's keyworker. If concerns continue they may wish to talk to the SENCo or Headteacher and if parents wish to make a formal complaint, they should follow the school's Complaints Procedure which is available from the school office or on the school website. The Local Authority also offer a parent partnership service, who will give advice if necessary.

MONITORING AND EVALUATION OF SEND PROVISION

This SEND Policy is reviewed every 2 years to ensure that it meets statutory requirements and reflects practice in school. The progress of all children is monitored using assessment data to identify individuals or groups who are not making expected progress. Parents' views are gathered through an induction and annual feedback questionnaire, which includes health, safety and pupil progress. The governors with responsibility for SENDD carry out regular visits to school to look at and discuss the SEND provision. The SENCo gives a SENDD report to the governors at each meeting.

RESOURCES AND TRAINING

SEND provision is funded through careful budget planning. It is supported by Resourced Provision funding received from the Local Authority to provide high quality EY provision for children with delayed development, medical need and/ or disabilities. If a child in our 2 year-olds provision has been identified with an additional need, the school can apply to Resourced Provision Funding to help support them e.g. additional staffing/ resources.

All staff are encouraged to undertake on-going training and development, and individual needs are identified through the appraisal and supervision process. The Headteacher, SENCo and governors with special responsibility for SENDD attend any meetings provided by the Local Authority or any other training which is relevant, to keep up to date with local and national updates in SENDD. These include Nursery Heads meetings, Primary Heads meetings, Local Consortium meetings, EY Strategy meetings, Inclusion Clusters, Governor training.

Policy Review: September 2017

Date of Next Review: September 2018

Headteacher: Chair of Governors: