

Special Educational Needs (SEN) Policy

Lydalls Nursery School and Chameleon Club



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SECTION A: SCHOOL AND CHILDCARE ARRANGEMENTS

A1 DEFINITION

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools and settings.

Aims and objectives:

The Governors and staff of Lydalls Nursery School and Chameleon Club recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all children can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review children's special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services.

A2 ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a matter for the Nursery School and Chameleon Club as a whole.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the Nursery School and Chameleon Club's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any child who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCO, of the provision for children with special needs and implementation of the policy within the school.

SENCO

The Special Educational Needs Coordinator is the Headteacher Sarah Phillips. She works closely with the assistant SENCO Claire-Louise Hayward, all staff, parents and outside agencies ensuring the best possible provision for children with special educational needs. The assistant SENCO may support with, at the SENCO's direction, her responsibilities listed below.

She is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of children with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- acting as designated teacher for looked after children with SEN
- advising on the deployment of the school's delegated SEN funding and other resources to meet children' needs effectively
- liaising with other early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- leading on and supporting the work of teachers, nursery nurses and teaching assistants, with regards to the teaching and learning of children with SEN.
- supporting the professional development of all staff with regards to SEN.
- liaising with and supporting the work of the assistant SENCO, Claire Louise Hayward.
- regularly liaising with the governors' representative

Headteacher

The Headteacher, who is also the SENCO, has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed.

Teaching Staff, Nursery Nurses and Teaching Assistants

Teachers and Nursery Nurses are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for children with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of children. Group leaders are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Group leaders work closely with teaching assistants or other staff assisting them (e.g. this could be another nursery nurse) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

A3 CO-ORDINATING AND MANAGING PROVISION

The SENCO and Assistant SENCO meet frequently to discuss SEN issues.

The SENCO and Assistant SENCO meet with group leaders to give support and advice as necessary. SEN policy and provision are discussed regularly at both staff meetings and senior leadership team (SLT) meetings in order to raise the achievement of children with SEN. Special needs provision is an integral part of the School Improvement Plan. The SENCO oversees the provision, including monitoring the placement of Teaching Assistant (TA) support throughout the nursery. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is a weekly staff meeting in which provision and the needs of individual children is discussed and during which the SENCO and Assistant SENCO can offer advice and guidance. Staff unable to attend the meeting are able to access notes from the meeting in the staff meeting book each week. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by group leaders and are encouraged to be involved in the support of their child whenever possible. The SENCO and Assistant SENCO also liaise with parents and children and those with statements or Education, Health and Care Plans have an Annual review with the SENCO. Where there is a concern that parents need extra support, families can be referred to Children's Centres or Home School Link Workers. If the situation becomes more worrying, the EHA/TAF process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy.

Lydalls Nursery School and Chameleon Club strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All children are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), schools will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5 SPECIALISMS AND SPECIAL FACILITIES

Children's specific needs are initially discussed with parents/guardians when admission to school is requested and further discussed during home visits. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with Special Educational Needs/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCO, Assistant SENCO and group leaders make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is shared with all those working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENCO and Governor with responsibility for Special needs liaise regularly to discuss provision within the school for all children with SEN.

Specialist training among the staff

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to children is appropriate and effective. The training needs of the staff including Nursery Nurses and TAs are reviewed as part of the CPD process in school.

SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

Lydalls Nursery School, as part of normal budget planning, has a strategic approach to using resources to support the progress of children with SEN.

All schools in Oxfordshire receive funding for children with SEN in the following main ways:

- The Early Years Single Funding Formula covers teaching and curriculum expenses as well as the cost of the SENCO.
- In situations where a child has low level SEN or emerging SEN needs, the Council may contribute funding through the SEN Inclusion Fund.

- Where a child may need increased support, the school can apply submit a Request for Addition Funding.
- Specific funds may be allocated to children with Education, Health and Care Plans.

We provide 2 year old funded (as well as paid-for) places in our Chameleon Club 2 year old base. Some children are referred to us by EYSENITs. Lydalls Nursery School and Chameleon Club work closely together as one setting – sharing resources and expertise.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The progress of the children is assessed at regular intervals by staff as part of the school’s tracking process - see Teaching, Learning and Curriculum Policy (Incorporating Assessment for Learning Policy) and Equal Opportunities Policy. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN. All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher and SENCO consider all the information gathered from within the school about the child’s progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCO and/or Assistant SENCO, who may then involve other professionals from outside the school. The information gathering will include an early discussion with parents and children as appropriate to their age/stage of development. Lydalls Nursery School and Chameleon Club recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child’s development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014, updated 2015)). The Local Authority (LA) SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of children with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child’s early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A child’s lack of progress despite receiving a differentiated curriculum
- Low achievement in Early Years Foundation Stage Profile i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

The SENCO, Assistant SENCO and the group leader, together with specialists, and involving the parents and children (as appropriate to their age/stage of development) consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEN support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the Local

Authority (LA). As part of this request, schools must evidence to the Local Authority actions that have been taken as part of SEN support.

SEN reviews are held each term and led by the SENCO, Assistant SENCO or group leader. They provide an opportunity for parents to share their concerns and, together with the child (as appropriate to their age/stage of development) and group leader, agree aspirations, next steps and strategies to support learning and development for the child.

Provision

Provision for children with SEN is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on children's SEN Pupil Profiles and/or Behaviour Support Plans.

Categories of Special Educational Need

Children's needs and requirements fall into four broad areas, but individual children may well have needs which span two or more areas. For example, a child with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: Speech, Language and Communication needs
Autistic Spectrum Disorder including Aspergers and Autism
- Cognition and Learning: Learning difficulties
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties: Behaviour reflecting underlying underlying mental health difficulties (e.g. anxiety, depression).
Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical: Hearing Impairment
Visual impairment
Physical disability
Multi-sensory impairment

Supporting children with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting children at school with medical conditions (DfE, 2015). See the Supporting children with medical conditions policy.

B3 CURRICULUM ACCESS AND INCLUSION

Lydalls Nursery School and Chameleon Club strives to be an inclusive school, engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all children
- systems for early identification of barriers to learning and participation
- high expectations for all children

B4 EVALUATING SUCCESS

Parents/guardians, staff and children meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO, Assistant SENCO and subject coordinators
- Analysis of child tracking data and assessments – for individual children
- for cohorts
- Monitoring of procedures and practice by the SEN governor
- School self-evaluation
- Monitoring the quality of SEN Pupil Profiles and review meetings
- The School Improvement Plan

B5 COMPLAINTS PROCEDURES

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the group leader. A meeting will be arranged, which may include the Headteacher (who is also the SENCO) and Assistant SENCO, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the schools complaints procedure in the first instance. Parents may also contact the Governing Body using this procedure. Government guidance about complaints can be found on the Department for Education (DfE) website here:

<https://www.gov.uk/complain-about-school>

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

C1 STAFF DEVELOPMENT

Lydalls Nursery School and Chameleon Club are committed to gaining further expertise in the area of Special Needs education. Current training includes whole school INSET, training sessions for specific staff or groups of staff, attendance at County meetings and the reading and discussion of documents on SEN. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of NQTs and new staff into the school's policy and SEN procedures are detailed in the Staff Handbook.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

Lydalls Nursery School and Chameleon Club are able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher (who is also the SENCO), Assistant SENCO, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENCO holds contact addresses and request forms for other agencies and support services.

C3 PARTNERSHIP WITH PARENTS

Our nursery believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with their child's group leader, the Headteacher (who is also the SENCO) or Assistant SENCO, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and SEN Review meetings. In addition informal discussions between parents and group leaders often happen during drop off and collections times, where this is possible. Parents are involved in the

initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's individual needs. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or attainment. Information about the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is available to parents so they may use it if they wish, and literature is available in both the parent library and additionally from the SENCO, for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

C4 THE VOICE OF THE CHILD

The voice of the child is always sought and included in discussions about their learning and development. This may take different forms, depending on children's age and stage of development. For example, where a child may not be able to verbally contribute to discussions, we can use written and photographic observations of their interests, preferences, likes, dislikes, learning and development. Some children may be able to communicate their thoughts or preferences through choosing, discussing and/or sorting pictures or photos. Children may be present for at least part of review meetings if appropriate (depending on their age and stage of development), to share their wishes and feelings with families and staff.

C5 TRANSFER ARRANGEMENTS

When a child is moving on to their next setting Lydalls Nursery School and Chameleon Club will, in consultation with parents:

1. Support parents in visiting schools and understanding what choices are available to them.
2. Liaise with the receiving school's Headteacher, SENCO teacher and TA when appropriate.
3. Arrange extra school visits prior to entry, supported by nursery staff if necessary.
4. Offer the opportunity for receiving staff to visit the child in nursery.
5. Provide assessment and records for the receiving school.
6. Review the child's Education, Health and Care Plan as appropriate – inviting the receiving school.

C6 Monitoring and Review

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years.

Updated: Summer 2020

Next Review: Summer 2021

Governor Authorisation

Signature _____ Date _____