Special Educational Needs and Disabilities (SEND) Policy

Lydalls Nursery School and Chameleon Club

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding children with SEND
- Set out how our school will:
    - Support and make provision for children with special educational needs and disabilities
    - Provide children with SEND access to all aspects of school life so they can engage in the activities of the school alongside children who do not have SEND
    - Help children with SEND fulfil their aspirations and achieve their best
    - Help children with SEND become confident individuals living fulfilling lives
    - Communicate with children with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the child
- Explain the roles and responsibilities of everyone involved in providing for children with SEND
- Communicate with, and involve, children with SEND and their parents or carers in discussions and decisions about support and provision for the child
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

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:

- provide all children with a broad and balanced curriculum
- ensure that our curriculum and provision is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success and have the chance to thrive
- identify, assess, record and regularly review children' 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.

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for children with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Maintained Schools Governance Guide, which sets out governors' responsibilities for children with SEND

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- The School Admissions Code, which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that children with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

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AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is the headteacher Sarah Phillips. The Deputy SENCO is Claire-Louise Hayward.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the child's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans

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- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children
- Advise on the deployment of the school's delegated budget and other resources to meet children' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the child and their parents are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work together and with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all children with SEND up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With key people (group leaders) and the lead teacher, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every child with SEND gets the support they need
- Make sure that children with SEND engage in the activities of the school alongside children who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any children with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide reports, where these are applicable in line with the EYFS statutory framework, for parents on their child's progress
- Record accurately and keep up to date the provision made for children with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

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- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of children with SEND

6.3 The SEND link governor

The SEND link governor is Kate Warlow-Corcoran. She can be contacted via the school office.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher is the SENCO at Lydalls Nursery School

The headteacher will:

- Work with the Deputy SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Deputy SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual children
- Make sure that the Deputy SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of children on the SEND register
- With the support of the Deputy SENCO, advise the LA when a child needs an EHC needs assessment, or when an EHC plan needs an early review
- With the Deputy SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Deputy SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the Deputy SENCO, teaching staff and key people (nursery nurses and TAs) identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Key People (group leaders),

Each group leader/ key person, with the support of the SENCO, Deputy SENCO and lead teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet child needs through a graduated approach
- The progress and development of every child in their group
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO and Deputy SENCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

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- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the child and the school
    - Listen to the parents' concerns and agree their aspirations for the child

At our nursery school SEN reviews, incorporating the above communication with parents are often led by the Deputy SENCO or SENCO.

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the child's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child
- Provide reports, where these are applicable in line with the EYFS statutory framework, for parents on their child's progress

The school will take into account the views of the parent or carer in any decisions made about the child.

6.7 The pupil

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The child's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

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). 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.

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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 Deputy 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, Deputy 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, Deputy 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.

8.2 Consulting and involving pupils and parents/carers

Our school believes that good communication between parents/guardians and staff is essential so that parents/carers 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

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school to discuss any concerns about their child with their child's group leader, the Headteacher (who is also the SENCO) or Deputy 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.

The school will put the child and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the child and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

8.3 The graduated approach to SEN support

Once a child has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The child's key person and the SENCO/ Deputy SENCO will carry out a clear analysis of the child's needs. The views of the child and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the child, the key person and the SENCO/Deputy SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. The child's pupil profile with outcomes will be shared with all relevant staff. Additional documents such as a Behaviour Communication Passport or positive behaviour plan will also be shared with all relevant staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The child's key person retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO/Deputy SENCO will support the key person in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

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4. **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and child
- The level of progress the child has made towards their outcomes
- The views of teaching staff who work with the child

The key worker and the SENCO/Deputy SENCO will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents.

8.4 Levels of support

School-based SEN provision

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

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 with nursery provision in Oxfordshire, including maintained nursery schools, 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. On the school census these children will be indicated with the code K.
- 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 (see below).

Education, health and care (EHC) plan

Children who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

Provision for these children will be funded from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these children will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

We evaluate the effectiveness of provision for children with SEN by:

- Tracking children' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support

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- Gaining pupil voice and feedback through observation, as well as through conversations with children and asking questions (where this is appropriate)
- Monitoring by the SENCO
- Holding annual reviews for children with EHC plans
- Getting feedback from the child and their parents
- School self-evaluation

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support. We are proactive in supporting families and work together with them to remove barriers to children's attendance wherever possible.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

Please see our Child Protection and Safeguarding Policy for further information about our policy and procedures.

11. Expertise and training of staff

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.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every child. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Health Visitors
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

Admission arrangements for children with SEN or a disability are in line with our admissions policy, which can be found on our website.

13.2 Accessibility arrangements

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

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- systems for early identification of barriers to learning and participation
- high expectations for all children

The school's accessibility plan is available on our website, it covers how we will:

- Increase the extent to which disabled children can participate in the curriculum
- Improve the physical environment to enable disabled children to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled children

14. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the key person (group leader), Deputy SENCO or headteacher (who is also the SENCO). We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy, which can be found on our website: https://www.lydallsnurseryschool.co.uk/policies/ .

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

Government guidance about complaints can be found on the Department for Education (DfE) website here: https://www.gov.uk/complain-about-school

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

SENDIASS Oxfordshire provides impartial information, advice and support to parents and carers of children with SEND, including mediation services.

The SENDIASS Oxfordshire website can be found here: https://www.sendiass-oxfordshire.org.uk/

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of children with SEND
- How and when children are identified as having SEND
- Children's progress and attainment once they have been identified as having SEND
- Whether children with SEND feel safe, valued and included in the school community
- Comments and feedback from children and their parents

15.2 Monitoring the policy

This policy will be reviewed by the headteacher and governing board **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents

- SEN information report – available on our website

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- Accessibility plan – available on our website
- Behaviour policy – available on our website
- Equality information and objectives – available on our website
- Health and Safety Policy – available via the school office
- Safeguarding / child protection policy - available on our website
- Complaints policy - available on our website

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