

Special Educational Needs and Disability Policy (SEND)

The SEND policy of the nursery is to welcome any child with special needs and provide an appropriate learning environment. This nursery provides a balanced learning environment for all children, planning that meets the specific needs of group and individual children is implemented.

The nursery has a nominated Special Educational Needs Coordinator (SENCO).

Our Aims are:

- Children with special needs follow the usual admission procedure alongside consultation between parents, SENCO and senior staff.
- Our aim is to provide for the developmental needs of each child, encouraging wherever possible and appropriate to participate in all the groups' activities and access all areas of nursery.
- Our system of observation and record keeping which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.
- Our groups SENCO and Nursery Manager monitors the needs and progress of children who have special educational needs.
- An adult within the child's class is especially responsible for and close to the child identified with SEN.
- We work closely with the parents of all children with special educational needs to ensure that:
 - The setting draws upon the knowledge and expertise of parents in planning provision for the child.
 - The child's progress and achievements are shared and discussed with parents on a regular basis.
 - Parents are aware of the arrangements for the admission and inclusion of children with educational needs.
- If it is felt that a child's needs cannot be met in our setting without additional personnel and or equipment, this will be discussed with the parents.
- We will work in liaison with relevant professionals and agencies outside the nursery to meet children's specific need.
- Our staff attend in service training and our SENCO attends training in special needs.

Procedure

- A SEND register is coordinated by our designated SENCO or Nursery Manager.
- It is the responsibility of the SENCO to oversee the records of any child starting our nursery that has already been recognised as having SEN.
- Once a child has been identified as possibly having SEN, all staff refer to the Special Educational Needs file, which outlines the identification and assessment procedure to follow.
- Individual Educational Plans are written for each child ensuring a broad and balanced curriculum. These are monitored and reviewed on a timescale depending on the individual case.
- Details of the resources used and or needed are identified on the IEP.
- Any complaints relating to SEND policy should follow the standard grievance procedure.

Identification/Assessment

Early intervention is key and the class teacher will inform the parents and SENCO at the earliest opportunity that there is a concern. When additional support within the class setting does not have any impact upon progress a pupil, referral is made to the SENCO/other professionals for additional assessment.

Assessment takes place for pupils to establish where they are in line with their peers. This is used alongside Developmental Levels, National Curriculum/Foundation Stage levels.

The SENCO is responsible for creating and updating all individual files and IEP's in relation to the nursery. The nursery SENCO is responsible for monitoring the progress of all children on the SEND register.

The SENCO and class teachers will monitor the child's progress in line with existing school practices.

Support/interventions

All pupils identified as having special educational needs are placed on the SEND register to initially monitor the child. The child's progress will be monitored using SEN support if in the Early Years.

Class targets are set and additional intervention is put in place to support the pupil. The pupil profile is shared with the parent and the pupil (where appropriate). The parent will receive feedback on their child's progress against the targets from the class teacher at parent evenings. If progress against the targets is not being made then a meeting will be arranged sooner.

As part of the review process, the SENCO and class teacher, in consultation with the parents/carers, may conclude that despite receiving concentrated intervention for a considerable period, insignificant progress has been made. If a pupil is identified for not making significant progress following these interventions then advice will be sought from outside agencies. The SENCO will gather and produce evidence and data.

A review meeting will take place with class teacher, SENCO, parent and Nursery Manager to decide the next step and support. Specific programs and extra provision are put in place to meet their additional needs.

When a pupil is placed on the SEN register, they will receive support from specialist services depending on their need, i.e. (ESPD, SLCN, Hearing Impaired, etc) Educational Psychologist, Occupational Therapist, Speech Therapist. A variety of support can be offered by these services, such as advice to the nursery about targets and strategies, specialized assessments or some direct work with the child. The specialist services will contribute to the planning, monitoring and reviewing of the child's progress. The IEP is shared with the pupil (where appropriate) and the parent who also receive a copy.

Monitoring/measuring progress

Assessment will be carried out on a regular basis by the class teacher, recorded regularly using the school's assessment procedures. The SENCO will look at the half termly assessment and monitoring information and will make adjustments to the provision for the child, if appropriate.

IEP reviews will be arranged for any SEN pupils who have a EHC plan. The SENCO will carry out pupil reviews.

Parents are invited into nursery to review the IEP with the SENCO or class teacher. The pupil is usually present at these reviews (if appropriate) which take place before or after nursery. Send Services also monitor the IEP's, provision and assessments during meetings with the SENCO.

For a child who is not making adequate progress despite a period of support, (in agreement with the parent/carers), the nursery may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Education Health, Care Plan (EHC). Parents of children who attend the nursery will be requested to meet the cost of any specialist professionals if necessary.

A child who has an EHC plan will continue to have arrangements made and additional support that is provided will use the funds that are made available through the statement.

The Nursery's Arrangements for SEN and Inclusion In-service Training

The SENCO attends regular SEND forums to update and revise developments in Special Education and Inclusion.

Meeting additional needs and inclusion issues are targeted each year through the setting's Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.

The SENCO should regularly meet with any teachers who have children in their class with special needs. Where necessary the SENCO will update the support staff/teachers on recent developments within SEN. It is an opportunity to discuss training requirements, look at resources and share good practice.

Behaviour

Identification/Assessment

Pupils whose behaviour is falling below the norm of acceptability will be identified by the class teacher who will then liaise with the SENCO and parents. Discussions will take place about the different strategies that can be used. The pupil will be referred to the extended services/learning mentor (if in EYFS). Liaison will take place with the parents throughout this process.

Support/interventions

Pupils will be given intervention and strategies to assist their behaviour. If following interventions, the behaviour persists then the pupil will be put on to the SEND register. An IEP will be written where appropriate, targets and strategies will be introduced and a reward system put in place.

The pupil will be monitored and reviewed. If no progress is seen, then outside professional help will be sought from the inclusion service/access to learning team/ education psychologist and the pupil will move to an action plan.

Monitoring/measuring progress

The IEP will be reviewed by the SENCO, class teacher and parent termly or earlier if needed. The SENCO and Nursery Manager are to have termly meetings to assess the impact of the settings policy and practice in terms of pupil progress.

The nursery's arrangements for behaviour training

All staff will undertake behaviour training provided by the SENCO or attend East Riding training courses.

The school follows the SEN code of Practice 1996 amended (2001)

EYFS Statutory Framework March 2017 (effective April 2017)