

Reading Early Years Schools Federation



Special Educational Needs and Disabilities (SEND) Policy

Date: November 2020

Chair of Governors: Caroline Wharton

Executive Head teacher: Joanne Budge

Next Review: November 2023

Key Information:

Inclusion manager name:

Kate Wiggins

Contact details:

inclusionmanager@reysfederation.org

Senior Leadership team:

Inclusion manager is a member of the SLT

Governor with responsibility for Inclusion: Sara Sidorowicz

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1. Principles

The SEND Code of Practice states: 5.12 all Early Years' providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

This policy sets out how our teaching and learning policy is to be made fully accessible to all of our children to help them to reach their full potential. All children should have full access to a learning environment which is best suited to their needs.

This policy also details how we identify, monitor and provide for those children with Special Educational Needs.

2. What do we mean by the term 'Special Educational Needs and Disability' (SEND)?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.' SEND code of practice 2014

We understand that learning can be hindered by a range of factors, such as:

- Cognition and learning
- Physical and sensory issues
- Communication and interaction.
- Social emotional, and mental health or medical and can be short term with a sudden onset of difficulties while for others their difficulty may vary over time and require continuous monitoring.

3. Our Aims

We recognise that each child is unique and as children's strengths and interests unfold, practitioners can plan responsively to this, providing activities and experiences that are relevant, meaningful and tailored to the individual child, as stated in The National Strategies guidance, 'It is through listening to young children that gifts and talents emerge'

Our Federation aims to:

- Welcome and provide appropriate learning opportunities for all children and have regard to the Special Educational Needs and disability Code of Practice (2014).
- Provide a broad, balanced curriculum based on The Early Years Foundation Stage (EYFS) and that which creates an environment that meets the special educational needs of each child. For example, if a particular piece of equipment or a special toy is needed to match the child's individual needs, we will endeavour to contact a toy library or special school, to borrow these or share across the federated Nursery Schools. Smaller pieces of equipment may be purchased from school own funds
- Fully integrate children with special educational needs and disabilities, recognise their achievements and celebrate their successes;
- Establish procedures which facilitate early identification of special educational needs and disabilities (SEND),
- Monitor provision to help the child to reach their full educational and personal potential.
- Create a climate in which self-esteem and confidence can grow.

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- Work together in partnership to ensure that parents are involved in supporting their child's education and wider professional support is sought when needed.

4. Responsibilities

The whole school is involved in the provision for children with special educational needs. The Governors, the Head of School, the Inclusion manager and all the other members of the staff have day to day responsibilities.

A governor is appointed to have specific oversight of the Nursery's arrangements for meeting SEND. Our appointed Governor is **Sara Sidorowicz**.

The Head of School:

The Heads of each School have overall responsibility for the day to day management of all aspects of the Nursery's work, including the provision for pupils with Special Educational Needs. In particular, the Heads of School will;

- Work closely with the Inclusion manager.
- Keep the Executive Head teacher and Governing Body fully informed of the SEND provision within the school
- Ensure, with the Inclusion manager and practitioners are equipped with up-to-date knowledge, skills and understanding of SEND.

The Inclusion manager:

The Inclusion manager, is responsible for the day to day operation of the SEND policy. The key aspects of the role of the Inclusion manager are;

- Responsibility for coordinating the provision for children with SEND, particularly through consultation with Nursery staff, parents and other supporting professionals.
- To work closely with the Head of School and Senior Leadership Team, in strategic development of SEND policy and provision.
- To work closely with colleagues, supporting them in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support
- Conduct Annual reviews as required by Code of Practice for children with an EHCP (Education, health and care plan).
- Maintain an up to date register of all those children who have Special Educational Needs.

All Practitioners:

All practitioners are to be fully aware of the procedures for identifying, assessing and making provision for children with special educational needs. This will be achieved by;

- Working with the child on a daily basis.
- Planning and delivering Single Page Profiles/Individual Support Plans (ISPs)
- Monitoring and reporting on outcomes of ISPs.
- Liaising with parents to discuss ISPs.
- Alongside the Inclusion Manager, consulting on children's level of need and progress with supporting professionals visiting Nursery
- To be involved in the development of the SEND policy.

5. Organisation

This section outlines the graduated response that our Nursery follows, in keeping with the Special Educational Needs Code of Practice (2014).

Early Identification

We aim to identify areas of special need as early as possible. We carefully record our initial concerns, assessing individual children's progress. All staff are trained in the identification of SEND and if they have a cause for concern it will be shared with the Inclusion Manager and parents at the earliest opportunity. We work in partnership with parents at every stage, to share in the identification of needs and to plan together activities to foster the child's development.

Additional Group Support

If the team feel that the child's needs are not being met within the normal range of differentiation, adaptation of teaching methods and consideration of learning styles, then it may be necessary to present different opportunities or use alternative approaches to learning.

Expression of concern

Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in the Nursery. Support for the child will be set initially in a single page profile which highlights to all staff any needs that the child has. It also states what the child feels good at so considers the child's thoughts about themselves. After this if staff feel that the child needs personal targets to help their development, an Individual Support Plan (ISP) is put together by the practitioner with support from the Inclusion manager. This is a tool for planning, teaching and reviewing a programme of intervention and support for an individual child. It sets out targets for the child, outcomes for success and how the child can be helped to achieve these targets. ISP's are working documents which are continually under review. They are more formally reviewed at least three times a year alongside parents (where possible) when outcomes will be recorded and new ISPs planned and put into place, if appropriate. This additional or different action is used to enable the child to learn more effectively. All known information about the child should be collected and new additional information from the parents should be sought. If outside professionals are already involved with the child, such as health, social services or the educational psychology service, the Inclusion manager, with parental consent, should build on this existing knowledge.

SEND Support

If the intervention does not enable the child to make satisfactory progress, the Inclusion Manager, with parental consent, may need to seek advice and support from external agencies. These external specialists may act in an advisory capacity, provide additional specialist assessment or be involved with teaching children directly. External specialists regularly consult our school, such as our Educational Psychologists, Portage, Occupational and Physiotherapy, Berkshire sensory consortium and Speech and Language Therapists.

Those services will need to see the records on the child held by the Nursery, in order to establish which strategies have already been employed and which targets have been set and achieved. They will usually then observe the child, in the Nursery, if that is appropriate so that they can advise on strategies. These recommendations are then incorporated into the ISP targets. We regularly review, with the parents and any appropriate professionals, the child's progress and the way forward, which will ensure a planned, co-ordinated approach for the provision of the child's needs.

The SEND Register

A child will be placed on the SEND register if high quality wave 1 teaching and reasonable adjustments (as set out in the SEND code of practice 2014) fail to meet the child's needs. We follow an 'assess, plan, do, review' cycle which means we are constantly reviewing the impact of provision so a child may come off the SEN register during their time with us.

Educational Health and Care needs assessment

If the child continues to demonstrate significant cause for concern, despite interventions of support, a request for an Educational Health and Care Needs Assessment/*Plan* (EHCP) may be made to the Local Authority. A range of written evidence about the child will support the request. The Local Authority may then grant an EHCP for the child. This will give guidelines on how to support the child using any extra resources that may have been allocated during the Statutory Assessment. This process normally takes no more than 20 weeks to complete if an EHCP is to be granted.

Supporting children with medical conditions

We follow the guidelines of the Equalities Act (2010) to support children with medical conditions who are disabled. We support children who have medical conditions following our school's medical policy.

6. Monitoring

SEN Support is designed to provide a graduated approach based on a cycle of action that can be revisited with increasing detail, increasing frequency and with the increased involvement of parents. The Graduated Approach incorporates four stages of action: assess, plan, do and review. This cycle of action:

- Is usually led by the key person, supported by the Inclusion Manager.
- Parents are engaged throughout the process.
- Action is informed by the child's views (where available) throughout
- The cycle can be revisited in order to identify the best way of securing good progress

As part of this cycle:

- a) We monitor and track all children's progress termly using Early Years' outcomes and talking to parents/carers and other professionals, where appropriate.
- b) We review and plan for individual needs through daily staff discussions including parental/carers and professional input.
- c) Children of nursery age with an EHCP have a statutory six monthly review involving all appropriate professionals. This is called an Annual Review.

7. Liaison

Support in Nursery

Support is sought and provided by the various external agencies that have been outlined above through telephone conversations, meetings with parents and visits to the nursery to observe the child. Referrals can be made by the nursery to Educational psychologists, Speech and language therapists, Portage and CAMHS (Child and adolescent mental health) in agreement with the parents as well as many other professionals. Reports will be sent to be shared with Nursery and parents and recommendations given if further support is needed. Nursery

can apply to Early Years Intervention panel to gain funding for individual children who are in need of extra support.

Transition

We have good communication between our feeder Primary schools and our Nurseries and work closely to ensure children transition with the right level of support in place when starting school. Meetings are organised between parents, both school's Inclusion Manager and teachers to pass on the relevant information and to arrange transition so that children have a positive start in the next phase of their education.

8. Complaints

If parents are at all dissatisfied with the provision for their child, they should discuss with their key person and follow the school's complaints policy.

9. Staff development

Appropriate training is made available and offered to all staff. Courses provided by the Local Authority (LA) will be offered to staff when supply cover can be funded. Staff will be encouraged to establish relationships with other local settings to share expertise and training.

10. Parental Partnership

We work in partnership with parents at every stage. When a child is identified as having Special Educational Needs and before any further action is taken, there will be full and ongoing discussion with parents. We strongly value and encourage parents to contribute their knowledge and understanding of their child. Parents are encouraged to offer full support in helping their children with learning programmes and attending meetings.

11. Supporting children with medical conditions

We follow the guidelines of the Equalities Act (2010) to support children with medical conditions who are disabled. We support children who have medical conditions whilst following our Administering medicines policy.

12. Able, Gifted and Talented Children

The DFE defines gifted and talented children as those 'with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)' A special ability or talent is regarded as an individual difference for which we would aim to make provision.

Our aim is to realise children's full potential and to extend their learning and develop their gifts and talents further through:

- Differentiation – the management of both teaching and learning to ensure that the curriculum meets the needs and abilities of all children.
- Enrichment and extension –intended to broaden and deepen skills or understanding, such as extension phonics groups; encouragement to broaden abilities by introducing reasons where they are required to think more deeply, introducing higher order skills, concepts and language.

13. Storing and Managing Information

Documents are stored in line with the school's GDPR policy on information management and our confidentiality policy.

14. Reviewing the Policy

This policy is reviewed every three years. This review will include all staff and Governors, including parent representatives.

Updated by: Kate Wiggins (REYS Inclusion Manager)

Date: 17.09.2020

Authorised by: Caroline Wharton (Chair of Governors)