

Reading Early Years Schools Federation



Special Educational Needs and Disabilities (SEND) Policy

Date: March 2024

Chair of Governors: Terry Hardie

Executive Head teacher: Joanne Budge

Next Review: March 2027

Key Information:

Inclusion Manager name:

Kate Wiggins

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Senior Leadership team:

Inclusion manager is a member of the SLT

Governor with responsibility for Inclusion:

Sam Clifford

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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 a special educational need 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 (C&L)
- Sensory and/or Physical (S&P)
- Communication and Interaction. (C&I)
- Social, Emotional and Mental Health (SEMH)
- Medical needs which 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 believe that children with a special educational need or disability attending one of our schools should be given the right support in order to access the same learning opportunities as ALL children and be given the best start to their education.

As part of this we will ensure:

- Welcome and provide appropriate learning opportunities for all children and have regard to the Special Educational Needs and disability Code of Practice (2014).
- That safeguarding our children with SEND will always be our priority
- That children feel safe and valued with an inclusive culture across all schools and in the wider community
- That children get the help and support they need towards overcoming the barriers that other children do not face
- That provision is welcoming, accessible and inclusive so that it meets the needs of all children with SEND
- That children with SEND are identified at the earliest possible stage, providing timely assessment and appropriate interventions to meet their individual needs
- That the voices of children and their families are at the centre of everything we do

- That we work in partnership with all education, health and care services to provide a joined-up approach to provision
- That we communicate in an open and honest way with all parties involved and promote collaborative working and partnerships
- That we are committed to ensuring there is collective responsibility across all roles within the schools
- That expertise, skills and resources are shared across settings and are used effectively and creatively.

4. Responsibilities

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

A Governor is appointed to have specific oversight of the Nursery's arrangements for meeting SEND. Our appointed Governor is Sam Clifford.

The Head of School:

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

- Work closely with the Nursery Operations Manager (Blagdon and Caversham)
- 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 that all 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 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 One 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. All staff are trained in the identification of SEND and plan to use alternative approaches to learning where a need has been identified. Staff will use the REYS Ordinarily Available Provision Document (OAP) to help them to plan for this. 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 and to document this in a One Page Profile which will be shared with the team and parents. If there are ongoing concerns with the child's development and progress, this 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.

Early Support Request

Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in the Nursery and a child's key person will request additional support and advice from the Inclusion team by filling out an Early Support Request. This may lead to an Individual Support Plan (ISP) being written as part of the graduated response -assess, plan, do, review cycle. The ISP will set out targets for the child, outcomes for success and how the child can be helped to achieve these targets. ISPs 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 a new ISP planned and put into place, if appropriate.

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 or Social Services or an educational support service, the Inclusion Manager, with parental consent, should build on this existing knowledge.

Multi- agency support

If the ISP and the specified interventions 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, coordinated approach for the provision of the child's needs.

The SEND Register

A child will be placed on the SEND register if high quality, universal teaching strategies and reasonable adjustments (as set out in the SEND code of practice 2014) fail to meet the child's needs and the Inclusion Team become involved as part of the graduated response. We are constantly reviewing the impact of provision so a child may come off the SEND register during their time with us.

Educational Health and Care needs assessment (EHCNA)

If the child continues to demonstrate significant cause for concern, despite interventions of support, a request for an Educational Health and Care Needs Assessment 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 (Education, Health and Care Plan) 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.

6. Monitoring

SEND Support is designed to provide a graduated approach based on a cycle of action that can be revisited with increasing detail, frequency and 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 or SEND team.
- 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 for Early Years Inclusion Funding to attain additional resources for individual children who are in need of extra support above which can be ordinarily available through the nursery.

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/SENCO 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 the Inclusion Manager. If parents remain unsatisfied they should 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 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 Children with medical conditions policy and 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: March 2027

Authorised by: Terry Hardie (Chair of Governors)