



60. SPECIAL EDUCATIONAL NEEDS

NURSERY SENCO: Nicola Mawdsley

Our SEN policy has been developed in conjunction with our Lancashire Inclusion Teacher Justine Townsend and reflects the SEND Code of Practice 0-25 guidance.

Our Vision:

Our nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

We endeavor to ensure that all staff are able to identify and provide for those children who have special educational needs and are committed to providing an inclusive environment for all children. This policy is written with regard to the Special Educational Needs and Disability Code of Practice (January 2015).

Aims of the policy

As a setting we aim to raise the aspirations and expectations for all children with SEN, we will provide a focus on outcomes for children and not just hours of provision/support. We will work together to ensure that the unique personal and emotional needs and contributions of all children are recognised.

To achieve this we:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (January 2015) on identification and assessment of any special educational needs.
- Include all children and their families in our provision, adapting and modifying where necessary.
- We ensure that all children enjoy and achieve through a personalised, accessible and positive learning environment.



- Provide highly trained staff will support parents and children with learning difficulties and/or disabilities.
- We have a strong staff team who are provided with specific training relating to Special Educational Needs (SEN) and the SEN Code of Practice.
- Work with other agencies and providers by sharing information to support the early identification of children's additional needs, using CAF where appropriate.
- Build and develop supportive relationships with families to enable information to be shared about the development of their children.
- Share effective strategies with parents to support individual child development.
- Ensure that children who learn at an accelerated pace, e.g. gifted and talented children are also supported to enhance their learning potential.
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.
- Our Early Years SENCO is Nicola Mawdsley

Objectives of the policy

Parbold Douglas Nursery:

- Identifies needs as early as possible for those children with SEN to enable them to develop their skills, interests and capabilities to achieve.
- Works within the guidance provided in the SEND Code of Practice 2015
- Ensure that provision mapping is used as a working document to support the children's development within the setting.
- Provide specific support, advice and training opportunities for staff working with children with special educational needs and targeted training opportunities for all staff stemming from our provision mapping to raise standards across the board for children's learning and development.



- We ensure that our physical environment is accessible to all, we have wheelchair access, soft play areas and can adapt provision to ensure all children can access broad and balanced provision.
- Work closely with parents to create and maintain a positive partnership which supports their child(ren). Termly meetings [or more frequent in some cases] are held with parents and the SENCO to ensure that good partnerships are developed and both parents and children are supported. Targeted learning Plans and IPMs (Individual Provision Mapping) are written closely with parents, for children with learning difficulties and/or disabilities with specific and realistic targets.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, for example portage workers, our inclusion teacher (Justine Townsend), speech and language professionals and educational psychologists.
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- Uses a graduated response approach to meeting needs with four stages of action: assess, plan, do and review.
- Use a Common Assessment Framework (CAF) (England) to request further guidance and support from specialist services.
- Use Educational Health Care Plans (EHCP) to identify individual needs and objectives for individual children within the setting.
- Provide relevant in-service training for practitioners and volunteers working with children with SEN.
- Review and evaluate to ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints.
- Monitor and review our policy annually as well as reviewing and updating our Action Access Planning.



Identifying special educational needs

'The benefits of early identification are widely recognised- identifying need at the earliest point and then making effective provision improves long term outcomes for each child' (section 6.14 of the Code). So identifying children who may need extra support or an alteration of the curriculum to be able to access learning at their best is vitally important.

With the right early intervention, children make better progress, longer-term impacts are minimalised and many children even catch up. Working closely with the Code Of Practice (2014) we acknowledge that there are four broad categories of need: cognition and learning, communication and interaction, physical and sensory, social, mental and emotional health. We are able to identify specific areas of difficulty quickly and provide support which is embedded positively and practically within the setting.

Tracking and monitoring of all pupils' progress is fundamental in ensuring that all children can access the curriculum effectively, many children will experience difficulties at different times in their lives and it is important to note that sometimes identification of needs that are impacting progress and attainment may come from other factors, disability alone does not constitute SEN.

Some children are identified as needing intervention which is 'additional to or different from' that which is available within wave 1 provision.

Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN however any additional support will be recorded using an SEN support plan)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We do not consider behavior or disability alone to be an accurate way of describing SEN. When a child is identified as needing intervention that is additional or different from that available in wave 1 provision a SEN support plan is provided (this also links to our provision mapping for waves 2 and 3). It should also be noted however that it is possible for children to need a short term support plan for other reasons aside from SEN, for example disruptions in home environment, children from travelling communities, those with EAL or times of family crisis.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality



personalised teaching; However, the purpose of identification is to work out the best action to be taken to support the child, not to fit a child into a category.

A Graduated Approach to SEN Support

Nursery practitioners are responsible and accountable for the progress and development of all the pupils in the nursery.

- High quality learning and care is differentiated for individual pupils and is the first step in responding to pupils who have or may have SEN. A child is only identified as having SEN if they do not make adequate progress once they have had personalised early years practice taken from our provision mapping and had this consistently implemented.
- We recognise that additional intervention and support cannot compensate for a lack of good quality care.

The **process** by which our nursery identifies and manages children with SEN is by a **graduated approach**:

1. The decision is made to place pupils on the register by applying the ASSESS – PLAN - DO – REVIEW cycle. Practitioners, along with the Nursery SENCO will consider all information presented about a child's progress, along with expectations of progress before deciding whether to make special educational provision. This also includes high quality and accurate assessment, using effective tools such as Tapestry and home learning journeys where appropriate.
2. Parents, families and children are closely and continually involved in the steps of this process from the very beginning. Regular meetings are arranged depending on the level of need, but at least termly, and an Individual Education Plan is drawn up, with the help of all those involved, and then evaluated for success and adjusted accordingly.
3. Any intervention agreed highlights small achievable targets and a gives the child a reasonable length of time to achieve this (usually 4-6weeks).
4. Supervision meetings are held on a termly basis to discuss the progress of all pupils. The Nursery Manager meets with individual key workers and the progress and wellbeing of SEN children is prioritised for careful attention.
5. For higher levels of need, we draw on more specialised assessment and advice from external agencies. Parents are kept informed of any outside intervention and given the opportunity to meet specialists to discuss their child's progress.



The Nursery Manager/SENCO regularly review attainment of children with SEN, carefully monitor the strategies used within the setting and where necessary improve practitioners' understanding of SEN and strategies which are most frequently encountered (please see our provision mapping for more details).

Supporting Children's Needs on the Code of Practice

Children's learning is continuously assessed through formative and summative assessments, these are carried out by key workers and next steps are individually planned for and where necessary supported by the SENCO. Provision is evaluated weekly by all practitioners working with the children and gaps in learning and attainment are planned for. For children with SEN or specific TLPs written by the SENCO/parents/outside agencies, these are implemented seamlessly into provision by the child's key person and evaluated termly.

Our nursery draws upon services provided by the Lancashire SEND Learner Support team. With permission from parents/carers, we can call upon expertise offered by specialist Inclusion Teachers and HLTAs to support our work in meeting the child's educational needs. This is called a Request for Guidance. The Inclusion Teacher guides us through the process in order to access further support to meet the child's needs. This may/may not become Additional Inclusion Support and may or may not result in an Education Health and Care Plan.

Where necessary, additional support agencies/specialist services are requested and these work closely with both the setting and with the child at home for example through portage sessions, inclusion teacher link meetings and meetings with health care professionals to put Health Care Plans into place. Parents are involved in all stages of support and their voices and opinions are welcomed onto the Request for Guidance. Furthermore, if after making a Request for Guidance we feel that Additional Inclusion Support is needed, then a CAF is completed, with compliance from parents. This will clearly identify where the unmet need is, information regarding the child's needs from the Inclusion Teacher and who will need to be involved.

If after a period of time, a child with SEN begins to respond to support put in place and makes appropriate progress, which will be evidenced on their EYFS profile and tracker and also on Targeted Learning Plans, it may no longer be necessary to continue in smaller steps and they will be considered to be working under the wave 1 provision. This usually becomes apparent when key workers are planning next steps and targets from observations, assessments and when their targets are similar to those expected of children



their own age. At this point, with agreement from all involved, including parents, the child may exit the CoP record.

Supporting Children and Families

- Please see our LA local offer on:
<http://pda.lancs.sch.uk/wp-content/uploads/2014/08/PDN-Local-Offer2.pdf>
- Links to other agencies to support families are outlined in the local offer such as:

Social Care team, Health professionals such as Health Visitors, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Pediatricians, Children's Centre's, Learner Support Inclusion Teachers, Portage and HLTAs.

We welcome all children at Parbold Douglas Nursery and aim to respond appropriately to each child's background and individual needs. Before children start, we collect necessary information to ensure that all needs are met and ask parents/carers to give as much notice as possible if a child is disabled or has Special Educational Needs. This enables us to explore with parents/carers and with any outside professionals how we can provide most effectively for their child.

Following an initial meeting with parents' additional arrangements will be discussed with parents to meet the specific needs of the child, these could be a staggered start to nursery sessions, shorter sessions, adjusting staff ratios or making changes to setting access/changes to the physical environment.

Smaller concerns are usually discussed during initial meetings with parents where the child is welcomed to stay and play whilst key workers and families get to know each other. If a child's needs are seen to be above and beyond our wave 1 provision an Individual Action Plan or Health Care Plan may be created, this could be with parents alone or with additional agencies if necessary.

For children that access more than one setting, for example those that are cared for by child minders information is shared with parents via phone calls, meetings, home/school diaries and emails.



Supporting Children with Medical Conditions

Parbold Douglas Nursery makes arrangements for children with medical conditions in line with the EYFS Statutory Guidance (Health 3.42-4) and complies with the duties under the Equality Act 2010. Please see the below link to our settings policy on managing medical conditions within the setting.

<http://pda.lancs.sch.uk/nursery/>

Some children with medical needs may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Monitoring and Evaluation of SEN at Parbold Douglas Nursery

Consistent monitoring of progress for children who have SEN ensures that all children make progress and feel safe and secure within our nursery. Progress which is additional to or different from existing EYFS provision (as detailed within our provision mapping) is carefully monitored and evaluated termly, using children's TLPs, key worker tracking and parent support. We then use the AEN budget to enhance areas of provision and/or provide training for staff to ensure good quality provision for all. Other ways of monitoring and evaluating SEN progress include talking to practitioners, liaising with our Inclusion Teacher, regular staff meetings and parent meetings.

Parents are informed of their child's overall progress at least termly, we advocate the 'What To Expect And When' document and use this as a tool to help parents to know what progress their child should be making. We also use the 'early support links' provided by LA SEND team to help parents to understand and help us work toward small and specific goals.

Children's TLPs, SEN support plans and EHC plans are written by Nicola Mawdsley with the guidance and support of our Inclusion Teacher and where appropriate members of the local Health Care team. These are developed as soon as a specific need has been identified either by a practitioner, parent or health care professional and are put into place quickly and efficiently.

Our settings' SEN provision is reviewed at least annually by Nicola Mawdsley who completes the Access Action planning for our setting, and by discussing other settings SEN provision within the local area. Similarly our SEN policy is reviewed annually by the nursery SENCO Nicola Mawdsley.



Training and Resources

Our AEN budget is totaled termly to ensure that resources are allocated purposefully, ensuring quality provision is provided. As a setting we prioritize spending our AEN budget to ensure equality and inclusion for all children. This involved spending money on equipment and resources which aim to meet a range of individual needs, specific training for staff working with children who may need particular expertise (eg Sign Language) and staff ratio/deployment.

Roles and Responsibilities

Safeguarding Officers: Nicola Mawdsley

Staff member responsible for managing Children who are Looked After:
Nicola Mawdsley

Staff member responsible for medical needs of pupils: **Nicola Mawdsley**

Designated person responsible for co-ordinating behavior: **Nicola Mawdsley**

Designated person responsible for **coordinating equality**: **Nicola Mawdsley**

Designated person responsible for managing SEN (**Additional Educational Needs funding/Additional Inclusion Support Funding**): **Nicola Mawdsley**

Nursery SENCO: Nicola Mawdsley (roles and responsibilities)

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues.
- Ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting.
- Ensuring the SEN policy is reviewed and shared with all staff.

Please note however that Parbold Douglas Nursery has strong links with the local Area SENCO, SEND team and follows the advice and support of the local Inclusion Teacher (Justine Townsend).

Managing and Storing Information and Accessibility

