

Kenilworth Nursery School & Nurture Nursery



'Living and Learning Together'

S.E.N. Policy

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Kenilworth Nursery School

Special Educational Needs (S.E.N.) POLICY

The staff and governors are committed to providing an inclusive learning environment for all who attend Kenilworth Nursery School and Nurture Nursery

'Inclusivity means taking the perspective of similar learning, social and other needs of all children - at whatever developmental pace they progress' S.Wolfendale 2000

The EYFS curriculum advocates that:

'Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.' EYFS: Statutory guidance 2012

Parental Involvement:

"Parents have statutory rights to contribute to the decision making process about their child's education including in relation to assessments of SEN, provision for SEN, and the way that support is provided for SEN. Young people over 16 also have these rights'. SEN Code of practice 2014.

Aims

In order to promote inclusivity, the School will aim to ensure that every child:

- Has access to a broad, balanced and relevant accessible curriculum.
- Where Special Educational Needs and/or Disability (SEN/D) are known, has their needs met.
- Has staff working with parents in partnership to identify learning needs and to respond quickly to any difficulties.
- Has a clear process of observation, assessment, intervention and review for all children, so that identification of needs is efficient and intervention has effective impact.

In addition, the governors will seek to make the School building increasingly accessible to all, in line with the requirements of the Equality Act 2010. The Act ensures that children with a disability must not be discriminate against in anyway.

Definitions:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

"The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation." SEN code of Practice September 14

This Policy is to be read in conjunction with other policies in place, in particular:
The Behaviour Policy, The Toileting Policy, The Single Equity Statement.

Objectives

In line with the Early Years Foundation Stage Curriculum the School offers a safe and supportive learning environment where all children are recognised as unique and supported towards progress and development, at a level appropriate for each individual child so that they can fulfil their potential.

To fulfil the Aims and Objectives we follow the SEN Code of Practice 2014. This states that the governing body in co-operation with the Head Teacher determine the school's general policy and approach to provision for children with SEN, establish the staffing and funding arrangements and maintain a general oversight of the school's work. A SENCo (Special Educational Needs Coordinator) working with SEN, particularly through Early Support and Individual Plans, with the Head and fellow teachers should be closely involved in the strategic development of the SEN policy and provision. The SENCo has day to day operation of the school's SEN policy and for coordinating provision for pupils with

SEN support in the early years

In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children. Practitioners should particularly consider a child's progress in communication and language, physical development or personal, social and emotional development – the prime areas of learning and development and this should always be shared with parents.

Checking Progress at 2:

*"When a child is aged between two and three, early years practitioners **must** review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development."* SEN code of practice 2014

At Kenilworth Nursery School children who enter our Nurture Nursery provision and have not have a 2 year progress check will be observed carefully for 6 weeks before a summary of the child's current capabilities is written. Parental information that has been shared is also considered and contributes to this document which recognises the child as a Learning Child at 2.

*"This progress check **must** identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate. The summary **must** highlight areas where*

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)"

SEN code of Practice 2014.

In line with the above advice the Learning child at 2 document contains observations that identify the child's capabilities. Any concerns that may arise are then shared with parents and a period of monitoring may begin. If the concerns are significant a specialist may be involved to provide additional insight. The School works with the Health Visiting team to ensure a integrated approach to the 2 year old progress check liaising with the Health team.

Admissions

Places at Kenilworth Nursery School are managed in accordance with Warwickshire Local Authority admissions guidelines. A child will not be refused a place due to their special needs or disability and Kenilworth Nursery School has experience in meeting the needs of many children with complex learning, behaviour and health requirements. In exceptional circumstances it is possible that there may be some delay to the child starting their place due to the need for risk assessments highlighting the need for staff training, health care plans, handling plans or other paperwork which supports the Health and Safety of the child, staff and other children. In certain circumstances a longer induction period or reduced hours may be agreed to best support the needs of the child.

Parents are advised that if they know their child may have complex requirements this is discussed as early as possible, even if this is several months before the child is due to start.

Identifying needs in the early years 2014 Code of practice advice:

In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

.¹ SEN code of practice 2014.

Identification and Assessment in practice at KNS

At Kenilworth Nursery School all children are assessed as part of their daily access to the EYFS. All children develop differently and the curriculum is differentiated to meet the needs of most children. The SENCo will regularly attend meetings with Family Group Leaders (staff identified within the EYFS as Keyworkers) to establish any concerns they have with a child's ability to access the differentiated curriculum and environment offered or concerns with a child's progress. Issues raised would be in particular around social development, communication, learning, sensory needs and behaviour. A weekly Children's Meeting also allows discussion time for early concerns around identified behaviours.

Further time for monitoring of the child, if appropriate supported by the SENCo will then be undertaken. Additional assessments such as a Teaching Talking profile or WellComm tool, a universal communication assessment tool, may be undertaken to clearly identify needs.

A discussion with the child's parents/carers will take place to look at progress, the child's strengths and consider the need for additional intervention. Parents will be asked to sign a permission slip for their child's name to be entered on the SEN register. This register is confidential, with access only by staff in the setting working directly with the child, the Local Authority in ensuring that the needs of children are tracked effectively and by Ofsted in the monitoring of setting practice.

'Where a SEN is identified, early years providers, schools and colleges should put appropriate evidence-based interventions in place. These should be provided as part of a graduated approach, which includes regular review of the progress made and adaptations to the support provided as required.

Plans for the use of support should relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes should be tracked and reviewed regularly, at least termly.' Code of practice 2014

A Graduated Approach using evidence based interventions:

Once a difficulty has been identified and discussed with parents the school will seek to put support in place to develop specific skills and address the needs of the child. This will be recorded on a clear plan that is shared with parents and regularly reviewed.

The Individual Plan, will target just a few specific skills. Some children may require similar support and may have targets which are the same but they will be reviewed individually. Targets will be worked on regularly, as part of their usual session and possibly as part of a small group or individual work. Parents will be supported to work on these targets at home also.

If the child continues to find it difficult to access their environment or curriculum and progress to a specific target set in an Individual Plan is inconsistent then an additional referral to outside agencies may be appropriate. For the majority of children this will be referral to Warwickshire's IDS 0-5 team.

Involving Specialists:

The school will work with parents to involve specialists so that advice may be gained in how best to continue to support needs and to gain advice on successful interventions and evidence based programs.

All children, will continue to have the range of differentiated activities, monitoring and assessment that is offered to every child; their provision to address specific needs will be in addition to universal provision.

Some children may have the support of an outside agency and not need to be identified as having SEN. Where the child's needs can be met within usual differentiated provision and curriculum progress is good, then there is no need for the child to be identified as having SEN. This might include for example children who access physiotherapy, and with orthotics are able to access all equipment, or children who have a speech production delay but where their access to the social and learning opportunities in the Centre are well managed with usual provision.

For a very few children there may be further referral to the Local Authority. This is for children with high level needs which will be ongoing. For the majority of children they will have been through the above graduated response for some time before this and their needs will be well identified.

The SEN code of practice, 2014 [indicates that: 'For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan \(EHC plan\) replace statements and Learning Difficulty Assessments \(LDAs\)'](#)

Working With Parents

All parents are welcomed into Kenilworth Nursery School and we aim to work in partnership to meet the needs of their children. Parents are made aware who the SENCo is and how SEN children are provided for in the through School & EYTC newsletters, induction sessions, and parent consultation events.

Parents are invited to meet the SENCo at any point they have a concern with their child's progress or access to the curriculum.

For some parents of children with complex needs, including complex medical needs, this will require several meetings before the child begins in nursery. This will be to ensure that training, equipment, resources and possibly risk assessments, handling plans, Individual Health Care Plans are included in the Individual Plan (IP).

Parents are asked to contribute to their child's IP, in setting targets and reviewing progress. Sometimes they will be asked to support referrals, to Speech and Language Therapy or the IDS for example. No referrals will be made or discussions had with outside professionals without written parental agreement, except where there is a risk to the safety or well being of the child.

All parents have access to the SEN Policy and also the School SEN offer which outlines help available at the Nursery School. All parents are made aware of Warwickshire's Parent Partnership Services.

The Role of the Special Needs Co-ordinator

The Special Needs Co-ordinator is at present – Rachel Gillett with support from Lead Teacher Christy Ayllot-Mayor

It is the responsibility of the SENCO to:

- Establish an SEN register and keep it up-to-date.
- Lead on inclusion within the setting, coordinating the dissemination of SEN training as appropriate
- Promote effective relationships with all parents, especially those of children with SEN/D.
- To report to the Head Teacher and Governors on the day to day management of the Policy and provision, particularly for those children with SEN/D
- Support staff in the planning, monitoring and reviewing of inclusive provision across the setting
- Support staff in identification, planning, monitoring and reviewing the needs of individual children with additional needs
- To manage the work of staff where time is designated to meeting the needs of those children identified with SEN or additional needs.
- Liaise with other professionals/agencies.
- Ensure parents/carers are aware of Parent Partnership provision.
- To ensure where possible any significant training, adaptations, risk assessments and planning is in place before the start date for children with high level complex need.

In order to fulfil this responsibility - and to provide the most effective support - the SENCO will seek to undertake the following for all children on the SEN register.

- Collect and collate all known information about the child, ensuring it is kept securely.
- To write Individual Plans focused on outcomes for the child in collaboration with parents, staff and other professionals.
- Manage the work of staff designated to implement specific targets for children identified
- Liaise with outside agencies ie. Health/Social Services if involved and collect any relevant information.
- Set up and coordinate monitoring and review procedures in accordance with the Code of Practice recommendations – approximately every half term.
- Liaise with outside support agencies seeking appropriate advice and guidance to support parents/carers and colleagues on such matters as risk assessments, health care plans, manual handling training, specific interventions

Resources Provided for Children with Special Educational Needs

The staff will encourage children with Special Educational Needs to make the best possible progress by:

- Providing additional support from adults when needed.
- Adapting activities or environments where appropriate.

In line with the requirements of the disability sections of the Equality Act 2010, the School will seek to put in place any facilities or adaptations necessary as soon as funding is available.

- Supporting those who need help with communication, language and literacy skills by using:

- Alternative and augmentative communication eg. Signs and symbols.
 - Using visual and written materials in different formats eg. Large print, taped materials, ICT.
 - Using materials and resources that children can access through sight, touch, sound and smell.
- Supporting those who have particular difficulties with behaviour by:
 - Encouraging and promoting positive behaviour.
 - Putting a behaviour plan into place, agreed with parents
 - Supporting families in accessing support outside Centre resources if appropriate
 - Make assessments, record progress and development in line with EYFS curriculum alongside any individual education plan. If the child is on the SEN register, use the SEN Code of Practice in consultation with parents.
 - Supporting those with sensory/ physical difficulties by:
 - Completing an individual environmental audit to ensure awareness of needs
 - Making adaptations to existing provisions as necessary as soon as funding is available
 - To acquire specialist equipment as appropriate as soon as funding is available e.g. specialist seating

When necessary the Nursery School may employ additional staff with designated time to work with children in the identification, assessment and intervention of SEN/D. These staff are managed and supported by the SENCo. This staffing is however subject to funding constraints and cannot be guaranteed to be available.

It is hoped that for children with a high level of need adaptations would be discussed before placement began. In exceptional circumstances a child's start date may be delayed until the appropriate training, risk assessments, plans and equipment are in place. The only reason delay would occur is if there is a risk to health and safety; the health and safety of the child, other children and staff are paramount.

Links with other Settings

Many children attend the 'Stay and Play' sessions at the School's Early Years Teaching Centre before starting at the Nurture Nursery. This allows staff to make initial contact, relationships with parents and also to note any special educational needs that have already been identified.

Joint placements are sometimes organised between Specialist Nursery provision and Kenilworth Nursery School. This may be to allow a child to experience mainstream provision, prior to transferring to full time mainstream nursery or school age provision or it may be to allow the child to develop social interaction with their local community. Children accessing a dual placement are welcomed and where possible joint IP reviews, assessment and planning will be encouraged. In these instances the specialist setting takes the lead in determining targets and Kenilworth Nursery School interprets this for our setting.

Parents, for many reasons may choose to access more than one nursery. Where possible links will be made, particularly for those children identified with SEN to ensure effective assessment, target setting and review.

On transfer to Primary Schools, Kenilworth Nursery School sends learning stories and final reports to receiving Schools. Details of any SEN records are included with this profile and the nursery welcomes the opportunity to discuss SEN needs with staff of receiving Schools through their visits to the nursery or through liaison visits by nursery staff at the start of the Autumn term. The child's Family Group Leader, with support from the SENCo will coordinate liaison.

Links with other Support Agencies

The Nursery School and Early Years Teaching Centre (EYTC) has long standing links with many support agencies.

The Speech and Language Support Service visit the regularly and offering a drop in facility for our parents who may have early concerns is provided at the local children's centre. In the Nurture Nursery and Nursery School we screen children in the Autumn term with Teaching Talking interaction screens to help us to identify any communication concerns at the earliest point and where a concern arises staff will also use the WellComm screening tool. In liaison with parents we then make a referral for assessment and possible support. A therapist may then visit to provide input for regular sessions throughout the year and reports are sent to the Nursery as well as to parents to ensure we are supporting in the most appropriate ways for each child with identified needs.

The School is allocated access to a named Educational Psychologist, who discusses with the Head/SENCO those children who have been identified at Early Years Action Plus. Where appropriate and with parental permission observations are carried out and advice given regarding IPs for these children.

An Integrated Disability Services (IDS) O-5 teacher is allocated to the Centre. This specialist teacher can be contacted for advice and support for children who are at the stage of Early Years Action Plus.

The School also has informal links with local health visitors who are able to offer information and advice about a range of issues.

No outside agency is consulted without the prior written parental consent.

Monitoring and Evaluation

The SEN policy is monitored and evaluated by the designated member of the governing body.

The designated member of the governing body is Alison Paveley

The designated member of the governing body visits the School each term to discuss the arrangements for SEN children with the SENCO. The learning environment and the curriculum are also monitored for evidence of inclusion and meeting the needs of children on the SEN register through the termly visit. This is then reported back at the next full governors meeting.

The SEN governor along with the Health & Safety governor will be supporting the Headteacher with any necessary planning for ensuring that the Centre is accessible to all and meets the requirements of the Equality Act 2010.

Training needs will be identified in three ways:

- through the Nursery School's self evaluation framework
- through individual CPD requests
- through meeting the needs of individual children. This may include meeting health and care needs, requiring the training by Health staff in, for example, managing a gastrostomy feed, suctioning or by an IDS MH trainer in manual handling.

Any issues with Policy, practice or provision should first be discussed with the SENCO or Head Teacher. Further advice can be found in the Complaints Policy.

The new SEN code of practice, in line with the developments of the Education Act 2011, is in place since 2014. The centre is committed to a policy of inclusion for all and therefore this policy will remain until after the Local Offer is fully in place and will next be reviewed in January 2015, maintaining good practice and will be rewritten to reflect the new legal requirements as appropriate.

Bibliography

Special Educational Needs Code of Practice DFES 2001

Special Educational Needs Code of Practice DFE September 2014 based upon part 3 of the Children and Families Act 2014

Early Years Foundation Stage DfES 2012