

Garretts Green Nursery School



Special Educational Needs Policy

Safeguarding Statement

At Garretts Green Nursery School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Garretts Green Nursery School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

RATIONALE

Garretts Green Nursery School is committed to ensuring that the necessary provision is made for every pupil in the school community. Our school is passionate about Inclusive education and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all young children regardless of learning difficulty, disability, disadvantage or special educational needs.

The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best,
- Become confident individuals living fulfilling lives,
- Make a successful transition into adulthood.

At Garretts Green Nursery School we believe that all children with a Special Educational Need or Disability (SEND) must have their needs recognized, assessed and supported with appropriate and timely intervention.

All staff have due regard to general duties to promote disability equality. Garretts Green Nursery School strives to deliver an appropriate curriculum in order to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to learning

OBJECTIVES

Provision for pupils with additional learning needs is a whole school matter. In line with the new Code of Practice, our school aims to:

- Make early identification of the needs of the individual pupil.
- Take necessary steps towards accurate assessment of the child's needs.
- Ensure that referrals to appropriate external professionals are made as required.
- Take the views, wishes and feelings of the child into account, and involve them as fully as possible in decision making about their own education. (It is likely that parents and staff will express the views of the child when a child's needs prevent verbal communication)
- Address the additional learning needs of pupils through individualised planning, as required.
- Ensure that all children with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every child whatever their prior attainment.
- Ensure that the provision and the environment for children with SEN is appropriate and that the provision is monitored and reviewed.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education.
- Designate a teacher responsible for the coordinating of SEN provision i.e. SENCO

CONTEXT

A child is defined as having SEN if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from, or additional to, that which is routinely available to children of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age or that the child has a disability which hinders them from making use of educational facilities generally provided by our school.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into four broad areas. These areas are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and or Physical Needs.

The purpose of identification of need is to work out what action the school needs to take to support children with SEN in mainstream Nursery. The purpose of identification **is not** to fit children into specific categories.

IMPLEMENTATION OF THE POLICY

The overall aim of this policy is to improve the outcomes for every child with additional learning needs in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Ensuring that the ethos of the school, the attitudes and values of leadership and teaching staff is conducive to supporting pupils with additional learning needs.
- Making SEN provision an integral part of each School Improvement Plan.
- Enabling pupils identified with SEN to reach their full potential.
- Enabling successful transition of SEN pupils from home or from their previous setting to our school and from our school at the end of the year into their new settings.
- Removing barriers to achievement and offering alternative/ personalized curriculum to meet the needs of the individual.
- Arranging specialized provision to meet the needs of groups with low attainment
- Enabling all children with additional needs to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- The quality of teaching for children with SEN and the progress made by pupils is a core part of the school's performance management arrangements.
- Ensuring that the professional development of teaching staff in the area of SEN is key to the quality of Teaching and Learning.
- Ensuring that the progress and development of all pupils is monitored regularly.
- Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN within the limitations of the school budget.
- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the School's SEN provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy and of practice.
- Maintaining professional relationships with external professions to support pupils in our care.
- Building and maintaining professional relationships with parents to support them to develop their understanding of their child's needs and to make decisions regarding their provision.

SPECIFIC ROLES AND RESPONSIBILITIES

Garretts Green Nursery School named SENCo: **Claire Henebury**

Garretts Green Nursery School named Assistant SENCo: **Gaynor Harris**

Garretts Green Nursery School named SEND Governor: **Colin Cooper**

The Head Teacher assumes overall responsibility for the provision of pupils with SEND.

Enhanced Provision/Resource Base staffing:

Staffing is based on the needs of the children who are referred to the school by the Special Educational Needs and Review Service (SENAR) and consists of two permanent members of staff with additional staffing when the needs of the children determine that levels of support must be increased in order to manage complex needs of pupils.

STAFFING AND PROFESSIONAL DEVELOPMENT

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and outcomes within this policy. This will be reflected in the framework of professional development and staff training.

All staff are trained to a high level in order to manage the needs of pupils in our care, particularly in the support of pupils with autism or social and communication conditions or delay.

All teaching staff are trained to at least Autism Education Trust (AET) Tier 2 (Early Years) and complete the Competency Framework annually to identify training needs. All non-teaching staff are trained at Tier 1 level.

An overview of the quality of the provision across the school is ensured through evaluation against the AET Standards.

The SENCo and Assistant SENCo are trained to deliver Cygnet, a support programme for parents and the SENCo and Head Teacher are Associate Trainers for the AET Tier 2 programme.

This policy will be reviewed every three years or more frequently to reflect changes in legislation.

APPENDIX 1

GARRETT'S GREEN NURSETRY SCHOOL PROCEDURES FOR SUPPORTING PUPILS WITH SEND

A child with additional learning needs may join the school via several routes:

- Through the usual admission process where a child attends our school either with needs not identified or with professionals already involved and support in place.
- Through referral from an external professional, for example, from the Child Development Centre.
- Through a placement request from SENAR, either into mainstream Nursery or into Resource Base.

In the first route, through the usual admission process, it is essential to ensure that early identification of additional needs is made to meet the needs of the child in the short term and to involve the appropriate professional agencies who can support the child, his/her family and the school to ensure effective learning and future provision.

IDENTIFICATION OF NEEDS

- When a Parent/Carer or member of staff has a concern regarding the possibility of additional learning needs, the child must be made known to the SENCO who will use experience and expertise to identify whether the child's needs may be met by the school's own systems of support or whether a referral to external agencies is required.
- The SENCO may wish to observe the child at play, make suggestions for practical support and implement specific strategies.
- These observations and the implementation of strategies for support may be prior to or alongside referral to the Child Development Centre, Speech and Language Therapy, Communication and Autism Team, or other agencies.
- The child's Key Worker will be supported by the SENCO to identify strategies to support the child which will be implemented through individualised planning.
- Where external professionals are involved, staff will liaise with the professionals to identify targets for the child and to review progress.

It is not the role of any member of staff in school to diagnose medical conditions, rather it is the role of the SENCO to refer children to the appropriate external professionals when the need arises.

CLASSROOM SUPPORT

- For children who are based in our Enhanced Provision (Resource Base), the learning is supported by highly qualified staff in a ratio of two adults to six children.
- Learning is further supported with additional staff when need arises
- The staff are trained to use Picture Exchange Communication System (pecs) as a means of developing a communication system for pre-verbal children.
- Good practice across the school, high quality first teaching with agreed systems in place to support all children includes strategies such as signing and the use of symbols, warnings to show the end of an activity, visual timetables, etc.
- Children in mainstream Nursery School are supported by Key Workers and, on occasions by additional staff, when the need arises.
- Individualised planning is in place for children who require additional support in order that they meet learning targets.
- Where additional funding is allocated, for example, through ISEY Funding, the support required will be determined by the nature of the need. For example, the additional funding may be used to provide an extra member of staff but equally, may be used to offer Speech and Language Therapist visits to up-skill staff to provide on-going support.

SUPPORT FOR PARENTS

When a child is identified as having additional learning needs, it can be a time of deep trauma for parents who may be grieving for the loss of their hopes and ambitions for their child's future. It is also essential that parents are supported at a time when new information is being shared regarding the support for their child but also at a time when they may be in the early stages of acceptance of life-long conditions. Sensitivity is essential at this time and the SENCO and/or Assistant SENCO will arrange meetings between parents and professionals.

- In the early stages of identifying a complex need, parents may refuse to accept the condition. This is a common reaction and parents will be supported by staff and by our Educational Psychologist to understand and accept the nature of the needs. Although timely intervention is beneficial, it is essential to recognise when parents are not yet ready to process the information and care will be taken to offer support.
- Parents whose child has a diagnosis of Autistic Spectrum Condition may be included in Cygnet Group sessions. Staff are trained to deliver the Cygnet programme for parents.
- Parents may be accompanied by a member of staff when attending appointments relating to their child's diagnosis or support, if requested.
- Parents may be supported on visits to potential primary schools by a member of staff, if requested.
- Completion of documentation may be supported by a member of staff.
- Strategies for supporting the child at home will be discussed and resources will be provided wherever possible.
- Parents may require attention of staff beyond the usual levels of communication and addressing their concerns must be a priority.
- The SENCO and Assistant SENCO will complete required documentation to support pupils' request for an Education, Health and Care Plan and will liaise with parents throughout the process in order to share relevant information.
- Staff will provide support for transition between home and Nursery and between Nursery and primary schools.

WORKING WITH EXTERNAL SUPPORT AGENCIES

It is the role of the SENCO to ensure that appropriate external professionals are involved when a child is suspected of having additional needs or has a confirmed diagnosis. Relationships with professional agencies have been established over time and staff strive to maintain and extend those relationships to ensure the breadth of knowledge which underpins what we offer.

- The SENCO and/or Assistant SENCO will complete the relevant referral form dependent upon the needs presented by the child.
- Consent will be sought from parents to involve or refer to external professionals.
- Contact will be made with professional agency staff and observation of the child will be arranged.
- Parents will be informed of dates for appointments and, if not present, will be given feedback following visits.
- Liaison with professionals is essential and contact with paediatricians and Speech and Language Therapists, for example, will be made by the SENCO.
- Written reports will be completed and submitted according to agreed time frames.
- Formal review meetings will be arranged with families and external professionals as required.
- When an EHCP is in place, Review schedules will be followed and supporting professionals will be invited with documentation provided prior to meetings.

REQUESTING AN EHCP

When the needs of a child dictate that he or she requires an EHCP, the SENCO will liaise with external professionals and the child's parents to begin the process of making a request.

- The SENCO will arrange a Team Around the Child meeting (TAC) between the child's family and any outside agencies that are involved.
- TAC Reports will be completed by the outside agencies prior to the meeting and discussed during the TAC meeting with all concerned and a decision will be made whether to request an EHCP.

- The SENCo/Assistant SENCo will complete an Education Health and Care Assessment Request (EHCAR) collating all the information from the TAC reports and discussion held which is submitted to SENAR along with additional information.
- The child's family will be kept up to date with the progress of the request and will be supported to complete documentation as required to complete the EHCAR. The SEND team will also refer parents to the Local Authority website (www.mycareinbirmingham.co.uk) for support and information.
- It is likely that parents will need to make visits to schools during the process in order to make an informed decision when their preference is requested.

REVIEWING AN EHCP

- An EHCP will be reviewed annually or prior to a change of setting.
- The SENCO will arrange a Review meeting, inviting the child's family and any professionals involved in supporting the child's needs.
- All documentation will be prepared and sent to those attending the Review prior to the date of the meeting.
- Review documentation will be submitted to SENAR following the meeting to ensure that updates are made.

TRANSITION-HOME TO NURSERY

- **In the event that a child has been identified with additional needs prior to admission, staff will:**
 - Carry out a Home Visit and arrange a play session in Nursery with parent/s present.
 - Seek parents' consent to contact professionals.
 - Contact professionals already involved to arrange a handover of documentation.
 - Provide materials to support transition, such as a social story or booklet showing staff photographs and names, for example.
 - Complete any documentation required and support parents to complete consent forms.
 - Ensure that written consent is given to administer medicines, etc.
 - Display information regarding medical needs or allergies in the staff room
 - Complete a one-page profile.
 - Complete an Individual Evacuation Plan
 - Support family during transition period.
- **Where a child has already attended an educational setting, the SENCO will complete the above steps as well as liaising with the professionals from the previous setting, most likely through a multi-agency meeting to ensure smooth transition and effective handover of information.**

TRANSITION-GARRETTS GREEN NURSERY SCHOOL TO PRIMARY SCHOOL

- **When a child with additional learning needs transfers to primary school every effort will be made to support the family.**

Staff will offer support to parents for visits to primary schools during the decision-making process.

When a school has been selected and a place offered, the child will be supported to make the transition through carefully planned activities which may include:

- A visit or visits to the school to become familiar with the environment and staff
- A transition book with photographs showing basic routines (such as hanging up coats, where the classroom is situated, etc) and staff photographs. This will enable the child to return to the book over a holiday in preparation for the start at the new school.
- Staff from the school will be invited to observe the child at GGNS
- Meetings will be arranged as appropriate with staff, parents and professionals to share information.
- Most primary schools have their own induction procedures which Garretts Green Nursery School will support.
- In some cases, there are no transition arrangements, with the school preferring a clean break. Staff will attempt to arrange support for the child at this time through contact with the school, mindful that their own arrangements should be respected.

Supporting Documentation

- *The Statutory Framework for the Early Years Foundation Stage 2014*
- *Children and Families Act 2014*
- *Sen Code of Practice September 2014*
- *Munro Review of Child Protection*
- *Equality Act 2010*
- *The Special Educational Needs and Disability Regulations 2014*
- *The Special Educational Needs (Personal Budgets) Regulations 2014*