

Hindley Nursery School Special Educational Needs and Disabilities Policy (SEN/D)

“Supporting our Community to enable a positive start for children and their lifelong journey.”

At Hindley Nursery School, we believe that all children have a right to high quality education that promotes all areas of learning.

Aims & Objectives

1. All staff are committed to ensuring all children have equal opportunities whilst being fully aware of the learning range, nature and needs of young children including those with special educational needs or disability. All children are valued and our work with them is personalised, developing every child’s intellectual, social, emotional, physical, moral and communicative needs.
2. Resources and support will be made available and matched with the nature of each child’s individual needs.
3. Information about the child’s development and progress will be shared at the earliest possible opportunity with the staff and the child’s parents/guardians, before seeking Local Authority/outside agency advice.
4. To successfully implement the Code of Practice regarding the identification and assessment of special educational needs.

Definition

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of educational 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,’

(SEND Code of Practice 2014).

Procedure

Special Educational Needs and Disabilities Co-ordinator

- The SENDCO is Christine Emmett, who is the Qualified Teacher responsible for co-ordinating provision at Nursery.
- The SENDCO attends Senior Leadership Team and Governing Body meetings to give updates and reports.
- To aid communication there is regular liaison by the SENDCO during staff meetings and curriculum planning meetings when the staff as a team plan together to provide for the needs of different children.
- During Governors meetings the Governing Body are informed through the Headteachers Report of children who need special support and provision. The Governing Body may also ask for termly updates or presentations from the SENDCO.
- The named SEN/D Governor for Nursery is Suzanne Payne

Specialist Support / External Support Services

At Nursery we provide two resourced SEND places for children with complex physical needs, which are identified by the Local Authority Inclusion Team. Facilities are assessed, care plans are created and any additional training for practitioners is identified before these children begin their nursery provision.

The SENDCO at Nursery works in close liaison with parents and carers, the Local Authority Inclusion worker, specialist nurses, portage, social workers and other specialist support.

Agency & Named person	Contact
Local Authority Early Learning & Childcare Team Jo Keenan	01942 828849
Community Health Visitor – Joanne Swift	01942 482479/483891
Speech and Language Therapist. Longshoot Clinic	01942 483613
Educational Psychology Service	01942 486238
Occupational Therapy & Physio Therapy Service – Platt Bridge - Kerry Sheldon - Birch	01942 482457
Consultant Paediatrician – Dr McMahon	01942 482300
Nursery SEN/D co-ordinator. Christine Emmett	01942 488228
Portage Service – Janet Ebsworth	01942 828849
Special Educational Needs and Disability Team – Belinda Jones	01942 486136

Facilities and Resources

The Centre and Nursery School is a fully accessible building with specialist equipment for children with SEND.

Additional sources of funding to address the particular needs of some children may be sought as necessary via the Local Authority Early Learning & Childcare Team.

Access to the Early Years Foundation Stage

During their time at Nursery, all children access the Early Years Foundation Stage environment and activities, providing a good quality and balanced curriculum which is personalised to meet their individual needs.

Adult led focussed activities are delivered across the areas of learning and are differentiated to support or extend attainment groups.

Assessment in Early Years Provision.

ASQ's are completed by parents at the start of their child's nursery provision. The ASQ's are used by staff to contribute to the initial assessment of children's needs.

On entry to nursery the child's keyworker will carry out a Baseline Assessment to determine the level of attainment within all the areas of the EYFS. During the autumn term parents are provided with a short summary during parents evening.

Children who are aged between two and three, are also reviewed in the Autumn term using the Progress Check. Practitioners review progress and development and will inform parents about their child's development, focussing particularly on the three prime areas of learning.

Targets are set for each child in the Prime areas of learning; PSED, Language Development and Physical Development as well as Mathematical Development and Literacy. Each term this is closely monitored through observations and activities. At the end of each term the assessment tracker is updated to monitor the progress of each child.

The Training and Development Stage.

At Nursery, we follow the Graduated Response cycle of 'Assess, Plan, Do and review'. As set out in the SEN/D Code of Practice.

If an individual child is at risk of not making expected progress, intervention plans are put in place using the Nursery Intervention format. This is used for individuals or groups of children, who may be at risk and practitioners will pay particular attention to the prime areas of learning to establish strong foundations for children's learning and progress.

Children's progress is reviewed following intervention and if there are any significant concerns, practitioners will discuss further concerns with parents. The child will then have a further intervention and there is usually a discussion around the most appropriate actions and next steps.

Any discussions with parents are logged on an EyINC 4 form and signatures are sought where possible.

Parents as Partners.

Parents are consulted at every opportunity during the nursery year and as their child progresses through the stages of support that their child may require.

Parents are essential to the process of information gathering about the child. Practitioners work closely with parents to ensure consistencies between parent approaches at home and at nursery.

Parents are invited to small workshops with and sometimes without their child, in order to support and develop their understanding of the stages within the Early Years Foundation Stage.

The Pastoral Worker is available on a daily basis to support parents and children. For example, nappies, dummies, behaviour, absence and attendance, SEN/D and safeguarding.

Early Years Additional Needs.

Where it is felt that a child still requires more significant support, the SENDCO, along with the child's Key Worker, will complete a Support Plan (EYinc 3) which will include information on the following:

- The nature of the child's learning difficulties and perceptions
- The special educational provision and who/how this will be provided
- Support from parents
- The child's involvement
- Targets to be achieved in a given time
- Strategies to be used
- A Care plan developed with parents regarding any medical requirements
- Monitoring and assessment arrangements
- Review date

Where there is little or no improvement in the child's progress, more specialist assessment may be called for from Specialist Teachers or other agencies beyond the setting.

The SENDCO will also refer the child to the Early Years and Child Care team for further support using the EYinc 5 form.

The Local Authority Inclusion Worker will observe the child in nursery and records observations on an EYinc6 form.

People who may make a referral include;

- The SENDCO
- The child's own parent/carer
- A professional working with the family e.g. Doctor, Social Worker, Health Visitor

The Local Authority Inclusion Worker attends Nursery to meet with the SENDCO and will review the child's progress during termly inclusion progress meetings, where the next course of action can be decided.

Targeted Intervention Support (TIS)

For some children whose needs have been identified as more complex, and where there is multi agency involvement, Targeted Intervention Support can be sought from the Local Authority. (TIS)

This support is based on the level of need. For example, the child meets the criteria set by the Local Authority, evidence of intervention/support plans (EYinc 3) and the child's response to the interventions.

There are two levels of TIS: TIS 1 and TIS 2.

Tis 1 – This can take the form of support through a Targeted support worker From the Local Authority, the Specialist Sensory Education Team or specific support as a result of complex physical/medical needs.

At Nursery, the Tis 1 support is provided by Teaching Assistants under the supervision of the SENDCO.

A half termly TIS 1 review is held and the outcome may be that:

- The child continues with TIS 1 support
- The child no longer requires TIS 1 support
- The child is referred for Early Years Additional Resource i.e. Tis 2 support or an EHC needs assessment.

An Early Support Developmental Journal or EYFS Small Steps Profile may be used by families, practitioners and others as a way of recording and supporting children's progress if it is suspected that a child is unlikely to progress in the same way or at the same rate as other children. Individual support Plans will be continued at this stage and formal reviews will take place.

Transition in to Nursery and from Nursery in to Reception.

Children already attending our two year old provision will have taster sessions in the nursery during the half term leading up to their transfer to nursery.

Children and their parents are invited to attend Inspire sessions before entry to nursery and before entry to Reception, as part of their induction and transition process. Some children are offered home visits by nursery staff if further information about the family or child is required in order to support their transition.

Parents are also invited to Nursery and Reception open evenings where they can find out information and gain advice before their child begins.

Nursery practitioners hold transition meetings with Reception class teachers for all children. Children also attend visits to their primary school in the summer term as part of their transition process.

EHC needs assessment and Early Years Additional Resources. (TIS 2).

When a child is ready to move on to Reception, if they are still receiving support from other agencies or have had a diagnosis from the Paediatrician and it is likely that they will continue to need support, an application for an

Education Health Care Plan or Tis 2 funding is made by the SENDCO, depending on the following criteria;

The child has been in receipt of TIS 1 support for two terms

- The child has needed support over and above what the Nursery is able to provide through their resources
- The child's needs are long term, severe, persistent and complex

Further additional expertise would be sought when making an application for TIS 2 funding or an EHC needs assessment. The child will be observed by our Educational Psychologist, who will discuss his/her needs and progress with parents and produce a report.

The Educational Psychologists report, along with reports from other agencies will then be co-ordinated in an Education Health Care needs assessment that is compiled by the SENDCO and forwarded to the Local Authority, who will carry out assessments in line with the Code of Practice and the Wigan Education Health and care Pathway. They will then decide the necessity for an Education Health Care plan, depending on the severity of the child's need and the steps previously taken to meet those needs. This enables further specific support in to the Childs Reception year at Primary school, or in specialist provision if is this is needed.

Signed on behalf of the

Governing Body.....

Date.....**Reviewed May 2018 (Christine Emmett)**