



Pembury House Nursery School and Children's Centre

Special Educational Needs & Disability Policy (SEND)

Ratified by Governing Body on:	
Review Date:	

Rationale

'All children and young people should expect to receive an education that enables them to achieve the best possible educational and other outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood.'

(Schools: guide to the 0 to 25 SEND Code of Practice, 2014)

"Every child should be given the best chance to succeed in life" (DfE, April 2014)

Persons with SEND Responsibility:

SENDCo: Zurine Anllo

SEND Governor: Melian Mansfield

Dedicated SEND time: Tuesdays and Fridays

Under 3s Team Leader with responsibility for SEND: Amy Fenn

Local Offer Contribution: <http://www.haringey.gov.uk/index/children-families/send.htm>

Documents consulted:

- *Special educational needs and disability code of practice: 0 to 25 years July 2014*
- *Equality Act 2010*

List of Abbreviations

SENDCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
EHCP	Education, Health and Care Plan

This policy was written by the SENDCo and Head Teacher with contributions from the staff team and governing body.

Rationale

The Governing Body and staff at Pembury House Nursery School and Children's Centre believe that all children are unique, have something to offer and have individual needs. Furthermore, all children have the right to have full and equal access to an appropriate Early Years Curriculum. We are an inclusive setting and welcome all children whatever their needs. We work closely with children, parents, carers and other agencies to ensure the best possible education for all children.

Our Legal Requirement

Our legal requirement is to have a SEND policy that reflects and takes into account: the Equality Act 2010 and advice for schools DfE Feb 2013, The Public Sector Equality Duty 2011, The Special Educational Needs and Disabilities Code of Practice 0 – 25 that came into effect from September 2014, The SEND Information Report Regulations (2014), The Children and Families Act (2014), statutory guidance on supporting pupils at school with medical conditions April 2014, Teachers Standards 2012, our safeguarding policy, and our accessibility plan.

Definitions

Special Educational Needs

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

Special Educational Provision

'For children aged two or more, *special educational provision* is provision that is additional to or different from that made generally for other children of the same age by maintained nursery schools.'

Disability

Many children and young people who have SEND may have a *disability* under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

(Code of Practice 2014)

We provide a common understanding about what is meant by 'special educational needs and disabilities.'

A child at Pembury House is described as having special educational needs or a disability, if they have a significantly greater difficulty in learning than the majority of children of the same age or they have a physical disability, which requires specific support or equipment.

Four broad areas of need and support

Special educational provision should be matched to the child's identified SEND. Children with SEND are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Special educational needs and disabilities can include one or more of the following:

- Learning difficulties
- Speech and language delay
- Social and communication disorder
- Genetic syndromes such as Down's syndrome
- Emotional and behavioural difficulties
- Physical difficulties
- Medical concerns
- Hearing or visual impairment

The Code of Practice (COP)

The new Code of Practice (COP) came into force in 2014 and provides practical advice to settings on carrying out their legal duties to identify, assess and make provision for children with SEND. Our procedures are in line with this document, copies of which can be obtained from the SENDCo.

Equalities statement

In developing this policy, and in monitoring the planning, implementation and effectiveness of supporting children with SEND, practitioners have taken into account equalities issues as outlined in our equalities policy. We are very cautious about placing children on the SEND register as the spectrum of development for children under 5 is very wide. Gender, cultural background, learning styles and prior experiences all influence a child's developmental path. We pay due attention to such considerations when identifying potential additional need. However, if needs are clearly identifiable (after observation and consultation), then placement on the register would be a positive step in providing additional support to help the child to progress. Our flexible approach and active celebration of diversity helps to promote community cohesion.

Our Aims

- To offer a secure and positive environment that will promote the development of the whole child
- To identify any difficulties a child may have and to work with the child and their parents or carers to address those difficulties.
- To provide a common approach and use of language so that all practitioners are clear about our ethos and how this policy will be achieved.

- To question and challenge attitudes and beliefs both inside and outside the setting through regular reviews, training, discussion and dissemination
- To ensure that every child is given full and equal access to a broad and balanced curriculum appropriate to individual need.
- To develop individual learning programmes to meet the specific requirements of children with special educational needs and to support development rather than just defining disorders.
- To provide care and a differentiated curriculum that supports the progress of all children in a way that is developmentally appropriate to the individual.
- To prevent segregation which can lead to fear, ignorance and prejudice, and to promote inclusion in order to support understanding, natural acceptance of difference and a sense of belonging
- To provide local nursery places for all children, in order that they make and maintain relationships with and be regarded as equal members of their local community

Our Objectives

We will:

- Work within the guidance provided in the SEND Code of Practice (2014)
- Publish an SEND Information Report on our website
- Direct parents to Haringey's Local Offer
- Maintain effective practices for identifying, observing and assessing children's progress by monitoring and updating each child's Early Years Assessment Summary and Learning Journey.
- Develop and maintain effective relationships with parents to build a good working partnership.
- To liaise with external agencies and build up good working relationships with other professional bodies.
- To plan effective transitions both when the child starts and leaves nursery, working in conjunction with other provisions, parents and advice services.

Role of The SENDCo

The role of the SENDCo is to:

- Liaise with the class teams about children who are not making the expected progress on the Assessment Summary. The SENDCo arranges to meet with parents and the Key Person, following this meeting.
- Observe the child at different sessions during the day.
- Collate information from class observations, the child's Learning Journey and any other information available. Then meet with parents and the Key Person to plan the next steps which the SENDCo will ensure are implemented
- Discuss children needing a SEND Support Plan in the 'Cause For Concern' staff meeting led by the SENDCo and ensure plans have targets that are specific, measurable, achievable, realistic and timely (SMART).
- Meet with parents and key person to discuss the SEND Support Plan and arrange a review date
- Prepare reports for formal assessments, and Education, Health & Social Care Plans.
- Involve, liaise and maintain good links with external support agencies.
- Enable all children to participate fully in the centre - when planning activities, staff make sure that all children can participate in a way that suits them and is appropriate to their developmental stage.
- Encourage a school ethos to help children to develop confidence and to value their own contribution to their learning, giving them a positive sense of themselves.

Admission Arrangements

Pembury House Nursery School and Children's Centre is one of three designated, resourced nursery schools in Haringey. We are resourced to meet the needs of children with severe and complex special educational needs of 3.5 FTE children. We are an inclusive setting and welcome all children, whatever their individual need. Some children join the nursery with already identified special needs and so many of their strengths and needs will be known. Children who are offered a resourced nursery place are usually allocated a place by the Integrated Additional Support Panel, which meets weekly. The office can provide details of our admissions criteria. The Code of Practice 2014 says that schools cannot stop a child from joining the school on the grounds of SEND.

Identification

We identify Special Educational Needs and Disabilities in the following ways:

- Initial assessment of all children within 2 weeks of entry and updates in November, February and June.
- Regular observations of all children and an ongoing Learning Journey to ensure effective monitoring of each individual child's progress.
- Discussion with parents if a child is having difficulties in any area of learning, then carrying out more detailed observations.
- Ensuring early identification and assessment of special educational needs and disabilities by following the guidance outlined in the Code of Practice which involves four stages of action: assess, plan, do and review. We recognise that children learn in different ways and can have different kinds of levels of SEND. So increasingly, step by step, specialist expertise can be brought in to plan strategies, interventions and concentrated support tailored to the child's needs.
- Extra or different help which may include a different way of teaching, help from an extra adult or use of particular equipment. Support for individual children is evaluated together with the parent with reference to the child's progress and development. If children continue to have difficulties we will involve external agencies as appropriate, for example, a specialist teacher, an educational psychologist, a speech and language therapist or other health professionals.
- If a child continues to require a high level of support the SENDCO or the child's parents could consider asking the Local Authority to carry out an Education, Health and Care Needs Assessment.
- Review of SEND Support Plans every 6 - 8 weeks. Progress is reviewed continually and Class Teams set weekly targets building on the strategies and targets set in the SEND Support Plans.
- We encourage parents to be active participants in their child's education. Review meetings are arranged to give parents the opportunity to discuss their child's progress, their SEND Support Plans targets and any other concerns they may have.
- Planning, linked to observations of the children, enables us to highlight specific areas of need and to plan additional interventions over and above the differentiation strategies planned as part of the curriculum of the nursery.
- The organisation of the school is such that all children have access to a differentiated curriculum according to their individual needs. Children with special educational needs and disabilities engage in all activities alongside their peers. Children with severe and complex needs will be given additional support, through adult interventions, the use of specialist equipment and the support of highly experienced staff to ensure they are able to access the curriculum appropriately.

Planning and reviewing progress

Where both Pembury House Nursery School and Children's Centre and the family are concerned that a child has special educational needs, there is a process of joint planning to look at strengths and difficulties and to identify strategies to help the child progress. This joint plan is called a SEND Support Plan. It includes a small number of targets which are specific, measurable, attainable and time limited. They identify resources needed, what we can expect a child to be doing to show that the target has been met, and how the child can be supported both at nursery and at home. We review SEND Support Plans every 6 to 8 weeks (or more frequently if appropriate). Where a child has an Education and Health Care plan, the local authority must review that plan as a minimum every twelve months. When different professionals work to meet the needs identified for a child, and more than one agency is involved, Team Around the Family meetings are held. These allow practitioners to participate in joined-up working, information sharing and early intervention. Children identified as needing SEND support, on the SEND register, may not always have long-term special needs. In many cases, early identification and targeted support will enable a child to progress at a rate that is considered developmentally appropriate for their age.

Accessibility of our building, facilities and equipment

Pembury House Nursery School and Children's Centre is built so that all members of the community, including wheelchair users, are able to gain access to use it. We have a changing area with a hand held shower, sluice and changing platform. When buying equipment we aim to ensure that all children can use it. The books and pictures we use show images of all people playing, working and living together. We have a sensory room that is available for all children of the centre to use. All key persons and teachers will have children with SEND in their groups so that expertise is shared and capacity to meet individual need is met. If a child needs 1-1 support at key times such as group sessions, specific practitioners are given responsibility to provide this. Consideration is given to where key groups have their base to meet

individual need. Classroom organisation and access is continually monitored to meet individual needs e.g. making clear pathways for a child in a wheelchair. Most of the equipment in the centre is appropriate for all children but occasionally we will borrow or purchase specialist equipment to cater for an individual such as a standing frame.

Specialist Support and External Agencies

Specialists are able to give additional advice and support to children, parents and practitioners. Specialists include advisory teachers, educational psychologists and medical staff such as physiotherapists. The SENDCo, after agreement from parents, is able to refer children to services that may be able to look more closely at and support their needs. Specialists consult with the family, SENDCo, teachers and key person's, and may make observations and engage with the child in the nursery in order to support their needs. The SENDCo is able to provide staff and parents with information about groups who may be able to offer support and advice about different needs. Children who have been identified as having significant needs and who have been offered an 'early support place' will have an identified lead professional who is responsible for coordinating services. Haringey has a parental partnership scheme called 'The Markfield Project' which offers support, advice and a 'named' parental supporter who can go to meetings with the family. The parent of any child who has either an 'Education and Health Care Plan', a statement, or who is being assessed for one, is entitled to access to this service and the SENDCo can arrange contact.

Parent / Carer involvement

Working with parents is a key aspect of our approach to supporting children with SEND. The Code of Practice (2014) states that:

'Parents' early observations of their child are crucial'.

'Where a setting identifies a child as having SEND they **must** work in partnership with parents to establish the support the child needs.'

We value parents as an important source of information and advice. Similarly, we aim to share our experience and knowledge with parents in a way that is clear, helpful and supportive. We recognise the pressure and anxiety that parents can experience when they first consider the idea that their child may have some kind of special need and offer sensitive support. We understand that parents are entitled to be partial to their own child and that it is appropriate for parents to seek advice from independent agencies and experts, in addition to that which we offer. We are happy to attend appointments with parents and their children, if they would like our support. We invite parents to take part in Individual Education Plans review meetings with the Key Person and SENDCo.

Transition

A transition meeting, involving parents and all practitioners currently working with a child with SEND is held before they start primary school to share information. Reception Class Teachers are invited to spend some time in the nursery to meet children who may be transferring to their school. The SENDCo will arrange for a child to make extra visits to their new school or have additional support to help them cope with moving on. We want parents to choose what they believe is best for their child and support their right to make choices. Parents of children with SEND are invited to attend a 'Choosing Positive Futures' meeting to inform them of the choices available. We will provide a range of information to support this choice but acknowledge that different people may offer different perspectives.

Complaints

We have an open door policy and parents / carers are welcome to speak to their child's key person, class teacher (Team Leader at our Under Threes Site) or SENDCo. We ensure that parents are signposted to our complaints procedure and given a copy on request. If a parent feels unhappy about how we meet special educational needs and disabilities issues, they should talk to the Key Person or SENDCo. Parents can also call on support from 'Markfield', the parent partnership scheme. If the nature of the complaint is still irresolvable, or is about LA procedures, then there is a formal complaints procedure that can be followed. Details of this are available in reception.

Storing and managing information

The SEND policy is available to read in reception area and a copy to take away is available on demand. Children's SEND information is kept on the Senior Leadership 'N' drive on our system in a restricted electronic folder. The SEND information report is published on our website.

Training and Resources

- We ensure that practitioners receive regular training in order to develop the quality of provision for children with SEND, and are kept updated with current practice. Training is provided, both externally and in house when applicable.
- Health care plans are displayed in the utility room with specific practitioners having training around individual procedures or administering prescribed medication.
- The SENDCo attends the Local Authority SENDCo network meetings. Network meetings for Children Centre SENDCos is organised by the local SEND advisory teacher. Network meetings ensure the SENDCo is up to date with local and national SEND updates
- New staff meet with the SENDCo as part of their induction

Roles and Responsibilities

- The SENDCo is the main coordinator and is responsible to the Head of Centre
- The Speech and Language Therapist comes into the setting 1 day a week.
- The Educational Psychologist comes into the centre on an appointment basis.
- The link SEND governor is responsible for meeting with the SENDCo and reporting back to the governing body. The Governing Body are responsible for ensuring that the centre carries out its statutory duties in relation to the Code of Practice and for monitoring the effectiveness of SEND provision and the progress of children.
- We speak to a wide range of specialists whose expertise covers a variety of needs.

Relevant school policies underpinning this SEND Policy include:

- Accessibility Policy
- Admissions Policy
- Child Protection Policy
- Complaints Procedure Policy
- Learning and Teaching Policy
- Parental Involvement Policy
- Positive Behaviour Policy
- Special Educational Needs and Disabilities Information Report
- Supporting Pupils with Medical Conditions Policy

S. Moss.

APPENDIX 1**Criteria checklist for annual evaluation of the school's SEND Policy****Date:** **Evaluated by the SENDCo and SLT:**

Criteria	Yes	Partly	No	Comment
Children with specific needs are identified				
Children's progress is regularly monitored				
Children have a good self-image and are not made to feel different because they have a special educational need or disability.				
Staff have awareness of the Equality Act 2010, Schools Accessibility Plan and The Children and Families Act (2014) and the Code of Practice (2014).				
Staff know which children have special educational needs and disabilities and the type of difficulties they have.				
All staff are involved in discussing and writing SEND Support Plans.				
SEND Support Plans are used as ongoing documents that inform planning.				
Staff receive appropriate training for specific special educational needs and disabilities, as required.				
Staff are consistent in meeting the needs of the children.				
The SENDCo keeps staff fully updated on developments in children's progress and reports from other Professionals.				
Parents are informed if their child has SEND and is on the SEND register				
Parents are informed and involved in the request for an Education, Health & Care Plan.				
Parents take part in regular planning and review meetings.				
Parents feel confident to participate in their child's education and contribute their views.				
Parents feel that the school is doing their best for their child as an individual.				
Governors are given opportunities to become familiar with the Special Educational Needs and Disabilities Policy. The Head Teacher will provide a summary statement in the Head Teacher's Report to the Governors				
The SEND Governor undertakes an annual focus visit.				

Inclusion and SEND Provision Map

Name of School: Pembury House Nursery School and Children's Centre		Date : January 2015	
Year group: Nursery			
Provision / resource available	Costs (time and money)	Accessed by	Pupil outcomes
<u>Assessment and planning</u> <i>Differentiated curriculum</i> <i>Differentiated delivery e.g. simplified language, slower pace, adapted visual aids, modelling, resource box (sensory, etc.)</i> <i>Differentiated outcomes</i>		<i>All pupils.</i> ↓	<i>Individual learning priorities via learning stories and special books (learning journals)</i> ↓
<i>Individual assessment – Target tracker</i>	<i>Cost of assessment and admin time.</i>	<i>All pupils and pupils on SEN Support and EHCPs under review through SENCO network.</i>	<i>Next steps of learning/planning.</i>
<i>SEND support Plan's written</i>	<i>Time for SEND support meetings. Time for deliver. Time for monitoring and reviewing x2 per year Admin time.</i>	<i>Pupils on SEND Support + and EHCPs.</i>	<i>Pupils' progress monitored and reviewed via support plans. New targets set.</i>
<i>Behaviour support logs and plans written</i>	<i>Time for meeting with parents, admin time</i>		
<i>Individual assessments via SLT, EP, OT, Physiotherapist and other professionals.</i>	<i>Admin time, home visits and setting visits.</i>	<i>Pupils on SEN Support+ and EHCPs.</i>	<i>Pupils' progress monitored and reviewed by professionals. Informed IEP's.</i>
<i>Cause for Concern</i>	<i>Once every half-term.</i>	<i>All pupils.</i>	<i>Monitored by Key Persons and SENCo.</i>

<u>Grouping for teaching purposes</u> <i>In class support for broad curriculum.</i> <i>Small group or 1:1 support during session.</i> <i>Small group. Language and Communication groups.</i> <i>1:1 Intensive Interaction</i> <i>Sensory Room</i> <i>Behaviour support. Small group or 1:1 support during session.</i>	<i>IASP funded additional support.</i> <i>Additional planning and arrangements for specific times e.g. transitions, singing time, group time.</i> <i>3 differentiated groups.10-15 minutes, am and pm session. Language → Communication → Sensory →</i> <i>1:1 work on programme devised by SLT</i> <i>Focus work – sensory/IT programme</i> <i>Additional support.</i>	<i>Pupils on IASP placement.</i> <i>All pupils. Identified at planning or cause for concern meetings.</i> <i>Pupils with SLT referrals. Speaking and listening 3/4 level instructions ASD social skills group</i> <i>Pupils with ASD</i> <i>Identified pupils.</i> <i>Identified pupils.</i>	<i>See assessment records and special books.</i> <i>Individual arrangements monitored by teachers and key persons. Parent discussions.</i> <i>See language and communication group assessment. Language and communication assessment by SLT.</i> <i>SLT assessment</i> <i>Assessment records and special books.</i> <i>Positive behaviour log and plans.</i>
<u>Curriculum and Teaching Methods</u> <i>Differentiated resources in all subjects</i> <i>Makaton signs</i> <i>Objects of reference</i> <u>Wider Support Services</u> <i>Family Support Services</i> <i>Markfield</i>	<i>Budget.</i>	<i>All pupils.</i>	<i>All teachers/key persons take responsibility for SEN.</i>

<i>Barnados</i>			
<i>Haringey Involve</i>			
<i>PIPs consultations</i>			