

# Kenilworth Nursery School & Whitnash Nursery School



*“Recognising and valuing the uniqueness of every child*

## S.E.N.D Policy 2021/22

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<b>Approved by Governors</b>	<b>Autumn 2014</b>		
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## Kenilworth & Whitnash Nursery Schools

### Special Educational Needs or Disability (S.E.N.D) POLICY

The staff and governors are committed to providing an inclusive learning environment for all who attend Kenilworth & Whitnash Nursery Schools.

*'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:

At 2 and 3 years old

*"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 2021

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 buildings are 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 discriminated against in anyway.

*"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 2014

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

## **Objectives**

In line with the Early Years Foundation Stage Curriculum the Schools offer safe and supportive learning environments 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 Executive Head Teacher determine the school's general policy and approach to provision for children with SEND, establish the staffing and funding arrangements and maintain a general oversight of the school's work. A SENCo (Special Educational Needs Coordinator) will co-ordinate support and approaches with SEN, particularly through Early Support processes and writes and implements Individual Plans (IPs). The Head and fellow teachers are also closely involved in the strategic development of the SEN policy and provision. The SENCo has day to day operation of the school's SEND policy and for coordinating provision for pupils with additional needs.

### **SEND 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.

*'Where progress gives cause for concern practitioners should work in partnership with parents and/or carers to develop a plan to ensure children with SEND receive the right levels of support for their future learning and development.'*

*Early years settings should adopt a graduated approach: a cycle of assessment, planning and reviewing their actions in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.*

*The graduated approach should be led and coordinated by the setting SENCO working with and supporting practitioners in the setting and informed by Early Years Foundation Stage materials, and Early Support resources.<sup>6</sup> Settings should draw on those with specialist expertise beyond the setting if, at any stage, a child is not developing as expected or is not responding to action taken by the setting. Settings should use it to help in identifying those children whose need for long-term support is such that an Education Health and Care Plan might be required.*

*'Where practitioners believe that a child has or may have SEN, and after discussing these concerns with the child's parent or carer, they should notify the local authority that is responsible for the child.'* SEN code of practice 2014.

## **Admissions**

Places at the Nursery Schools 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 the Nursery Schools have experience in meeting the needs of many children with complex learning, behaviour and health requirements. In some 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, handing 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. It is important that the child is accessing at an appropriate level and for an appropriate length of time based upon their needs. All children, including non verbal, display behaviours that indicate their tolerance levels. The Schools will make professional judgements in partnership with parents and other professionals who

may already be involved in supporting the needs of the child to develop individual approaches to settling in. It is hugely important to ensure this process is successful and appropriate as it can influence future separation and transition processes, we ask Parents to work with us and will share recommendations with them based upon our detailed knowledge and understanding of early years.

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.

There may be occasions during the current Covid 19 pandemic, where due to a child's vulnerable health needs a risk assessment is completed and the outcome of that assessment is that the child is advised to undertake distance learning to avoid the high risks as local rates increase or there are positive cases within the school community.

## **Identification and Assessment**

At the Nursery Schools 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 Colour 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 and around identified behaviours.

A discussion with Parents then takes place at the earliest opportunity. 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 interaction screen, or WellComm 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 reviewed by Ofsted in the monitoring of School 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. Progress towards these outcomes should be tracked and reviewed regularly, at least termly.'* Code of practice 2014

## **A Graduated Approach using evidence based interventions:**

If there is a concern about any aspect of a child's development, including their emotional health and well-being the SENCo will observe the child in school, using the 'observing to understand approach'. Learning from this observation will then inform a 'thinking together meeting' with Parents that will help to define the difficulty and its impact upon the child as a barrier to learning or progress. 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, known as an Individual Plan (IP)

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 and their response 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 or to the Speech and Language service, this could also include physiotherapy or occupational therapy.

### **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 School are well managed with usual provision.

In addition to external specialists the School also runs a research program that looks at ways in which emotional barriers to learning can be tackled. An Early Years Specialist is commissioned to work in an integrated way with the School supporting children and Parents, the specialist is a trained Child and Adolescent Psychotherapist. This work can help to identify SEND needs early and support referral for fuller assessment processes but may also identify certain symptomatic behaviours that could mistakenly be assumed to indicate a special need when in fact the barrier to learning is emotional. In these instances direct and effective work can take place to intervene and remove the barrier. At this point some of this work may take place virtually using video analysis with parental permission.

### **Education, Health and Care Plans:**

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. There may be some circumstances in which the child is known for a relatively short period of time and has not been through the above graduated process when the school decides that it is necessary to begin the EHCP process, this may be because the child has missed a block of time in which assessment would have been taking place due to ill health or lockdown processes and so this has not been possible but to delay application would delay the plan being in place before the transition to primary school.

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).'*

To begin to prepare for an EHCP the School will seek to link with other professionals who may be supporting or assessing the needs of the child. A meeting with the child's Parent(s) and the professionals will be arranged so that everyone is clear on how to proceed should an EHCP be required. Paperwork to apply for an EHCP is detailed and it is important that records are up to date and support and impact is specific. Generally where needs are known the School will seek to initiate an application for an EHCP in the Autumn term. It is important that the needs of the child are known and clearly considered and identified and there may be occasions when the evidence gathering and linking of professionals continues into the Spring term before the application can be made.

## **Working With Parents**

All parents are welcomed into Kenilworth or Whitnash Nursery Schools 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 School through 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 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, 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 of the child.

All parents have access to the SEN Policy and also a leaflet, Inclusion and Special Needs which outlines help available at the Nursery School. All parents are made aware of Wawickshire'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 Christy Aylott-Mayor at KNS who has now completed her NASENCo qualification and Amy Gullis at WNS, each completing the NASENCo qualification this academic year.

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 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 IP's in collaboration with parents, staff and other professionals.
- Complete chronologies of interventions and discussion and referrals so we may document the process of support.
- 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.
- Providing appropriate blended learning or distance learning experiences where necessary

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 School 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 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 begins. In certain 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 and staff are paramount. This may occur because the level of the child's need requires a ratio of adult support that needs to be organised with funding applied for.

### **Links with other Settings**

Children will receive a visit from staff at home before starting at the Nursery. This allows staff to make initial contact, relationships with parents and also to note any special educational needs that have already been identified. In some circumstance an Early Support meeting may have already been arranged and taken place, the home visit will still take place.

Joint placements are sometimes organised between Specialist Nursery provision and the Nursery Schools. 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 peers. Children accessing a dual placement are welcomed and where possible joint IP reviews, assessment and planning will be encouraged and if this occurs the Specialist setting will take the lead in the preparation of paperwork and organisation of meetings as 'expert advisors'. In these instances the specialist setting takes the lead in determining targets and Kenilworth or Whitnash Nursery School interprets this for our School.

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, the Nursery Schools send transfer information to receiving Schools with Parents permission. Details of any SEN records are included 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 Colour Group Leader, with support from the SENCo will coordinate liaison. It is usual practice that a transition meeting is arranged by the School to support the receiving Primary School with Parent's permission and that all professionals involved with the child attends the meeting to share a current and accurate pictures of strengths and needs.

### **Links with other Support Agencies**

The Nursery School has long standing links with many support agencies and is aligned with the Warwickshire Local Offer (<https://www.warwickshire.gov.uk/send>).

The Speech and Language Support Service visit the School regularly and the School offers space for speech and language sessions to provide local access to services for our parents who may have early concerns. In the Nurture Nursery and Nursery School we observe children in the Autumn term as they settle in to help us to identify any communication concerns at the earliest point. 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, or may offer access to a local phonology group, 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.



In addition the School has developed its own research pathway, exploring emotional barriers to learning and as a result a Child Psychotherapist works in an integrated way in School one day per week. This can be very supportive in terms of identifying underlying needs and supporting staff to understand children's needs at depth. If the School identifies that a formal observation by the Child Psychotherapist maybe be helpful then they will liaise with Parents to seek permission for this to take place. The observation can then contribute to specialist evidence and advice in support of the child and family.

An Integrated Disability Services (IDS) O-5 teacher is allocated to the School. This specialist teacher can be contacted for advice and support for children who require additional support Individual Plans. To involve a specialist teacher the School must make a referral that outlines the areas of support needed, which Parents sign permission for.

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 Tanya Spiers.

The designated member of the governing body liaises with 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 School is accessible to all and meets the requirements of the Equality Act 2010.

Training needs will be identified in three ways:

- through the 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/ Lead Teacher/Head Teacher. Further advice on raising concerns can be found in our KNS and WNS Complaints Policy.

The School is committed to a policy of inclusion for all and therefore this policy will be reviewed annually, 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  
Early Years Foundation Stage DfES 2021