



Special Educational Needs and Disability (SEND) Policy

This policy has been written in accordance with: The SEN Code of Practice 2014, The Equality Act 2010 and The Children and Families Act 2014 and our Local Offer www.gillblowersnursery.com

Our Ethos:

At Gill Blowers Nursery school we believe in achievement, ambition and progress for every child. We aim to meet the needs of individual children through highly effective teaching and learning. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning. Our Local Offer document, available on our website, offers a full and detailed insight into our provision for children with SEN and should be read in conjunction with this policy.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning. We use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

We work in a flexible way to develop effective partnerships between children and their parents/carers with the Special Educational Needs Coordinator (SENCO), experienced teaching and support staff both within the school and external professionals such as Speech and Language Therapists, Occupational Therapists, Physiotherapists, Autism Support Advisory Team and Educational Psychologists, to ensure that the school can meet a broad range of special educational needs.

We receive additional funding from the local authority to offer resourced places for up to 8 children with special educational needs and/or disabilities. Children can either come to us on a Resourced Place, or if we have concerns around a child once they have started with us, a Resourced Place can be applied for in consultation and agreement with parents/carers.

Definition:

The definition of Special Needs in accordance with the SEN Code of Practice 2014 is as follows:

- 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, 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 as 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).

Equality Act 2010:

Many children and young people who have SEN 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". This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and 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. Where a disabled child or young person requires special educational

provision they will also be covered by the SEN definition. The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people.

Aims of the Policy:

The aims of our Special Educational Need and Disability policy and practice in this nursery school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the nursery school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the Early Years Foundation Stage Framework relating to Special Educational Needs (3.67)
http://www.foundationyears.org.uk/files/2014/07/EYFS_framework_from_1_September_2014_with_clarification_note.pdf
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all nursery school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-

professional approach to meeting the needs of all other vulnerable learners.

The kind of special educational needs for which provision is made at the nursery school:

- Children with SEN have different needs but the general presumption is that all children are welcome to apply for a place at our nursery school. If children already have identified needs prior to joining us, information sharing sessions will be held with parents/carers and key members of staff to ensure that the best provision is made. Discussions will be held around determining whether we are the best setting available to meet a child's needs, and in certain circumstances, parents may also wish to consider a special needs nursery provision (e.g. Lady Zia Wernher School's nursery provision) for children with significant and complex needs.
- For children with an Education Health Care Plan (EHCP), parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
 - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

How do we know if our children need extra help?

We know when children need help if:

- Concerns are raised by parents/carers, external agencies - including health, teachers, other key members of class staff, or a child's previous setting regarding a child's level of progress or inclusion
- Their progress, when measured with the Early Years Foundation Stage Outcomes gives cause for concern

What should a parent do if they think their child may have special educational needs?

In the first instance, parents should discuss their concerns with either their child's class teacher or keyworker. Further discussions can then be held with our nursery school special needs coordinator. Parents are welcome to contact her or the head teacher directly if they prefer. Parents will always be listened to; their views and aspirations for their child will be central to the assessment and provision that is provided by the nursery school.

How will the nursery school support a child with SEND and how will the curriculum be matched to meet their needs?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments to overcome any barriers to learning and/or the environment
- Children at Gill Blowers Nursery School are supported at their correct developmental level.
- IEPs are written for children who require extra support. One to one support is given where required to deliver these programmes of support. Next steps are set that are developmentally appropriate for the child.
- The SENCO coordinates the support for children with SEND.
- Alternative language systems are put in place, examples include:
 - i) objects of reference, photos or symbols, communication books.
 - ii) Picture Exchange Communication System (PECS) is used for children where appropriate. PECS encourages children to communicate spontaneously, they exchange a picture for something they would like such as a piece of fruit or a preferred toy.
 - iii) Makaton signing is used across the nursery and Signing for Behaviour is used by all staff.
- Small group and 1:1 sessions are delivered in accordance with identified needs to develop children's attention skills, language skills, social skills and fine and gross motor skills. Intensive support to promote interaction between adult and child is used as a strategy where appropriate
- Outside agencies are called in when required to provide additional advice for IEPs, group work and children's next steps such as Educational Psychologists, SENS Advisory Teacher and Autism Support Advisory Team. Advice from the Speech and Language Therapist is included in children's IEPs.
- When the local authority agrees an Education Health and Care Plan (EHCP) for a child, Gill Blowers Nursery will call an implementation meeting. They will invite the child's parents and other professionals involved with the child. Together we will set targets for the child in accordance with the plan which will be taught and delivered daily.
- Delivery of physiotherapy programmes as set out by the Physiotherapy Service

- Access to specialist health services e.g. Speech and Language Therapy, Physiotherapy, Child & Adolescent Mental Health Services (CAMHS).
- Access to outreach support where appropriate i.e. Autism Support Advisory Team, Visual Impairment Service
- Access to 1:1 specialist in Therapeutic Play by qualified member of Gill Blowers Nursery staff
- All classes have a ratio which is higher than the required ratio
- Gill Blowers Nursery School provides a high ratio of staff to children at lunch time so that children who need extra support are able to sit next to an adult. They will support the child with feeding and developing independent eating skills if required. If a child's needs cannot be met in this way then an extra member of staff is employed.
- All staff working in the out of hours services have experience in working with children with severe and complex needs.
- Parents are informed of school trips to see if any special requirements are needed. Ratios are looked at carefully to see if 1:1 adult to child support is needed for children with SEND.

How will parents know how their child is doing?

- A Base Line Assessment is carried out within 2 weeks of starting Gill Blowers Nursery School; this shows each child's starting point.
- Children are assessed each term on the EYFS Tracker, which shows the progress that they are making.
- Children with special needs (SEND) are assessed with the SENS assessment tool on an on-going basis, which is broken down into small, specific steps to show progress.
- The children's assessments are carefully monitored to ensure that each child is meeting his or her potential.

Information is shared with parents regularly, both informally on a daily basis and formally through Parents Consultations which are held every term between the child's keyworker, parents, the SENCO or SEN Lead Practitioner. At these meetings, Individual Education Plans are agreed and developmental progress reviewed with parents, with previous targets discussed and new targets set - however, these can be reviewed sooner if targets are met. Additionally, a progress report is shared with parents/carers at the end of the each term.

Information is also shared on an on-going basis through the individual Profiles that each child has in their base classroom. The SENCO is available on most

days to talk through concerns, or appointments can be made when a longer session is needed. Additionally, children have home/school books to ensure that information is shared regularly.

How will parents be helped to support their child's learning?

Regular communication is key in supporting parents to support their children. We share both formally and informally through the methods listed above how parents can help. We aim to link up with parents to share information and advice between all professionals involved in a child's development to achieve the best possible outcomes.

The SENCO is available to support parents with visits to the Child Development Clinic at Edwin Lobo Centre and other health visits as appropriate, with the agreement of parents. The SENCO and the Family Worker can give support to parents with filling in forms for claiming benefits and advice on benefits which parents may be able to claim, if they wish.

Parents will be signposted by key members of staff, including our Family Worker, to other support agencies/organisations that can offer support or training to the child and family, either via our Children's Centre, Health or other i.e. feeding/sleeping support, parenting courses, Makaton training, CALM Autistic Support Team parent support groups etc.

The SENCO will make appointments to explain the process of Statutory Assessment and Education Health and Care Plans for children with severe and complex needs and will help parents to visit potential schools and assist with this process. When an Education, Health and Care Plan is applied for, a meeting is held with parents to discuss the process and parents are signposted to Parent Partnership Services.

What support will there be for children's overall well-being?

As a nursery school, where children are often separated from their parents for the first time, our whole ethos centres around creating a warm, caring, safe, stimulating environment for all our children.

Careful planning of each individual child's needs, by regular communication between parents and staff and by following Individual Education Plans (IEPs), helps to ensure that we meet the specific needs of our children with SEND. A particular focus is around ensuring that children who are unable to communicate

verbally are taught methods to communicate with staff in other ways i.e. through the use of signs, PECS and photocards. Children are highly supported in this area by experienced staff.

Gill Blowers Nursery School uses "Signs for Feelings & Behaviour" to support children's wellbeing; this involves teaching children a set of signs to describe feelings which helps them to express themselves and lessen frustration.

A low level of well-being can be an indicator of underlying issues which can impact on children's learning and overall development. The well-being programme has been developed by Ferre Laevers to support children's well-being and help them live through their different experiences and deal with them in a positive way. Gill Blowers Nursery School uses the Leuven Involvement and Well-Being Scale developed by Dr Laevers to identify children who have low levels of well-being. For further detail please see Gill Blowers Nursery School Well-being Policy.

Children who are not yet ready to be toilet trained will be checked and changed regularly to ensure their comfort, in accordance with our Personal and Intimate Care Policy.

We have a robust medical policy and will administer medication at school where it has been pre-agreed, working with the health visiting team where necessary i.e. to draw up Care Plans for children with epi-pens, ongoing conditions etc. Two members of staff will do this and a record is kept and signed by parents.

Our Family Worker is also available to support families.

The governing body oversees the work of the school in meeting the needs of our children with SEND and vulnerable learners.

What is in place to support pupils with medical needs? (statutory duty under the Children and Families Act)

Children with complex medical needs such as those at risk of allergic reactions, epilepsy, diabetes etc. will have a detailed Health Care Plan drawn up by either the School Nursing Service or the NHS Health Visiting Team in consultation with parents and nursery.

Children who require inhalers or other regular medication will have a consultation with the keyworker and the necessary paperwork completed by parents/carers on starting nursery. It will be the parent/carer's responsibility

to ensure we are kept up to date with any changes and staff will monitor the expiry date of medications kept in schools.

Generally, children on antibiotics are not considered well enough to be in nursery but this can be discussed on a case by case basis. Where necessary, staff members who volunteer to administer and supervise medications will have access to appropriate training as and when required.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within '*Supporting pupils at school with medical conditions (DfE) 2014* and identified in the School Administration of Medicines Policy.

The majority of staff members are First Aid trained and this training is updated regularly. There are always qualified first aiders on site in each class and during our extended sessions.

What specialist services are available at the school?

The school has access to a range of specialist support and works closely with many outside agencies.

- Some are from the Local Authority; our regular support comes from the Educational Psychology Service, SENS Advisory Team and the Autism Support Advisory Team.
- Additionally, we can refer to other local authority services as needed i.e. Visual Impairment Service, Hearing Impaired Advisory Service, Learning Support Service.
- We work in close contact with, and can sometimes refer children to, health professionals such as Speech and Language Therapy Service, Physiotherapy, Occupational Therapy and Child & Adolescent Mental Health Services (CAMHS).

We have regular liaison with the local authority Special Educational Needs Assessment Team - responsible for the approval and writing of Education Health Care Plans.

What training does staff supporting children with SEND undertake?

- All staff members have ongoing training to keep their skills and knowledge up to date through Training Days.

- Training is also sourced from outside agencies regularly to keep staff skills up to date in accordance with the needs of individual children within the nursery.
- All staff members are given the SEND policy as part of their induction.
- All staff members are trained regularly on Safeguarding to ensure the safety and protection of children in our care.

Staff members have access to Supervision, where concerns can be shared, and support given as required.

How accessible is the nursery school environment?

- The nursery is accessible to wheelchairs and ramps are in place where needed.
- There are disabled toilets available for adults who require this.
- We have pushchair parks for parents to leave pushchairs when bringing their children to nursery.
- Most staff have training in either Makaton or PECs
- Pictures are made for children to use with PECs from both photos and symbols depending on the needs of the child.
- Visual Timetables are in place and Individual Schedules are made for children who need them.
- Any changes to the building are looked at with regard to ensuring accessibility for wheelchair users and other physically disabled children and adults.
- We are always happy to discuss individual access requirements when necessary
- We seek support from the local authority for translation purposes for families with English as an additional language who may require this service.

*For further information see **Access & Disability Plan***

How will the school prepare/support my child when joining or transferring to a new nursery or school?

- Information is shared with other nursery schools when children move to another nursery setting. Visits are encouraged for staff to see the child in our setting and for children to become familiar with the new setting.

- Parents of children with SEND who are moving to the next key stage are offered accompanied visits to several schools including special schools. This allows the parents to make an informed decision about which school would best suite their child.
- The SENCO will meet with parents as many times as is necessary to discuss schooling options in accordance with a child's progress and individual needs.
- Transition meetings are held with parents, key member of nursery and receiving school staff in a timely fashion once a school place is confirmed, to ensure the best possible transition for the child.
- A programme of visits for the receiving school to visit the child in nursery and the child to visit their new school is made.
- Information is shared with the receiving school and all documentation passed on at the end of the term the child is leaving.

How are the nursery school's resources allocated and matched to children's special educational needs?

- As a Local Authority Resourced Place Nursery, we are given additional funding to support children with SEN. This is used as follows:
- A high ratio is maintained.
- A SENCO is employed to oversee the individual progress of all children with SEND. They monitor the delivery of IEPs and the child's developmental progress. They also ensure that next steps are identified to ensure continued progress. They help the family to ensure a smooth transition to an appropriate school, with the support of an EHC Plan where appropriate.
- A SEN Lead Practitioner is employed to support all the classes across the sites and to ensure high quality practice is being delivered. The SENCO, in consultation with the class teacher and by taking advice from involved professionals and parents, will determine the level and amount of support a child should receive i.e. a balance of whole class, small group and 1:1 support, and how often, in accordance with each individual child's needs. Parents will be regularly consulted and kept updated through formal and informal discussions via the channels listed above. Parents are always welcome to discuss this and request involvement from the head teacher.

- Appropriate equipment is purchased to support the needs of individual children.
- To ensure that the building is accessible to all children.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs, or any issues regarding the nursery school's response to meeting these needs, please contact the following:

- Your child's class teacher or keyworker in the first instance, if necessary they will direct your query or concerns to the SENCO
- The SENCO
- The Head teacher
- For complaints that you don't feel have been addressed, please contact the Chair of Governors- details on our website.

Additional support services for parents of children with SEN include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The contact details for the local PPS can be accessed at www.luton.gov.uk/parentpartnership
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters can be found here: <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here: <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here: <http://preview.tinyurl.com/ovg4so3>
- The Luton Parent Carer Forum. This is a forum for local parents of children with SEND who wish to be involved in sharing opinions to improve outcomes for local services, for both existing and for future planning by uniting with other parents.

- Contact a Family. This is a very useful organisation that exists to provide parents with children of SEND with a whole host of useful information, support and further contacts. Their website is: <http://www.cafamily.org.uk/>

Where can details of the Local Authority's Local Offer be found?

The Local Authority's Local Offer can be found at:

<http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>

This policy was ratified by the Governing Body on February 2015

Signed : Sheila Roden Chair of Governors