



SEND Policy

Atherstone & Bedworth Heath Nursery Schools and Warwickshire Teaching School Alliance

Date initial Policy Written	January 2009		
Approved by Governors	January 2009		
Revision Due: January 2012	Date: January 2012	Head teacher <i>A.L King</i>	Chair of Governors <i>D Flowers</i>
Revision Due: January 2014	Date: January 2014	Head teacher <i>A.L King</i>	Chair of Governors <i>D Flowers</i>
Revision Due: January 2015	Date: January 2015	Head teacher <i>A.L King</i>	Chair of Governors <i>D Flowers</i>
Revision Due: January 2016	Date: January 2016	Head teacher <i>A.L King</i>	Chair of Governors <i>D Wainwright</i>
Revision Due: January 2017	Date: January 2017	Head teacher <i>A.L King</i>	Chair of Governors <i>D Wainwright</i>
Revision Due: January 2018	Date: January 2018	Head teacher <i>A.L King</i>	Chair of Governors
Revision Due: January 2021	Date: January 2021	Head teacher <i>N Burton</i>	Chair of Governors <i>J Ferraro</i>

Bedworth Heath Nursery School and Atherstone Nursery School

Special Educational Needs (SEND) POLICY

The staff and governors are committed to providing an inclusive learning environment for all who attend Bedworth Heath Nursery School and Atherstone Nursery School. This policy is written with due regard to Section 69, PART 3 of the children and families act 2014

'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:

Every child should be supported individually to make progress at their own pace and children who need extra support to fulfil their potential should receive special consideration

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 (SEND) are known, have their needs met.
- 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 increasingly accessible to all, in line with the requirements of the Equality Act 2010

This Policy is to be read in conjunction with other policies in place, in particular:
The SEND report Inclusion provision map and the Equalities Statement.

Objectives

In line with the Early Years Foundation Stage Curriculum the schools offer a safe and supportive learning environment where all children are encouraged 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 SEND Code of Practice 2014. This states that the governing body in co-operation with the 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) working closely with the Head and fellow teachers should be closely involved in the strategic development of the SEND policy and provision. The SENCo has day to day operation of the school's SEND policy and for coordinating provision for pupils with SEND, particularly through Targeted Support and Targeted Outside Support.

Where required a SENCO assistant will fulfil the day to day operation of the schools SEND Policy.

Admissions

Places at Bedworth Heath Nursery and Atherstone Nursery School are managed by Warwickshire Local Authority. A child will not be refused a place due to their special needs or disability unless governors feel that the level of need cannot be met safely. Bedworth Heath and Atherstone Nursery School have experience in meeting the needs of many children with

complex learning needs, Social and Emotional difficulties and health requirements. In exceptional 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 and staff.

Parents/cares 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.

Identification and Assessment

At Bedworth Heath and Atherstone 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 or SENCo assistant will regularly attend meetings with Family 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, concern about a child's ability to utilise their skills or concerns with a child's progress. Issues raised would be in particular around social and emotional development, communication and interaction, learning and cognition and physical and sensory needs.

Further time for monitoring of the child, if appropriate supported by the SENCo will then be undertaken. Additional assessments such as WellComm, a universal communication assessment tool, and Teaching talking profiles may be undertaken to clearly identify needs.

A discussion with the child's parents/carers will then take place to look at progress, the child's strengths and consider the need for additional intervention. This is Targeted Support. Parents will be asked to sign a permission slip for their child's name to be entered on the SEND register and for their information to be stored electronically. 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 by Ofsted in the monitoring of setting practice.

Targeted Support is

"When the early education practitioner who works day-to-day with the child or the SENCo identify that a child has special educational needs, together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum or strategies. An IIP will usually be devised."

At this point the child will have an Individual Intervention Plan, targeting 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.

If the child continues to find it difficult to access their environment, social opportunities or curriculum and progress toward specific targets set in an Individual Intervention Plan is inconsistent then an additional referral to outside agencies may be appropriate. If the advice of outside agencies is required to meet the needs of the child this is Targeted Outside Support. For the majority of children this will be referral to Warwickshire's IDS 0-5 team or SaLT.

Targeted Outside Support is

"When the early education practitioner who works day-to-day with the child and the SENCo are provided with support from outside specialists, so that alternative interventions additional to or different from strategies to those provided for the child through Targeted Support can be put in place. A new IIP will usually be devised."

All children, both at Targeted Support and Targeted Outside Support will continue to have the range of differentiated activities, monitoring and assessment that is offered to every child; their provision at Targeted Support and Targeted Outside Support will be in addition to universal provision.

Some children may have the support of an outside agency and no need to have an IIP in place. 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 a child with SEND. This might include for example children who access physiotherapy and children with orthotics who 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.

For a very few children there may be further referral to the Local Authority for an EHCP. This is for children with high level needs which will be ongoing. For the majority of children they will be at Targeted Outside Support for some time before this and their needs will be well identified.

Working With Parents/Carers

All parents/carers are welcomed into Bedworth Heath and Atherstone Nursery Schools and we aim to work in partnership to meet the needs of their children. Parents/carers are made aware of whom the SENCo/SENCo assistant is and SEND provision in the School through newsletters, induction sessions, and parent consultation events.

Parents/carers are invited to meet the SENCo at any point they have a concern with their child's progress or access to the curriculum.

All parents have access to the SEND Policy and also a leaflet, Inclusion and Special Needs which outlines help available at Bedworth Heath and Atherstone Nursery Schools. All parents are made aware of Wawickshire's SENDIAS – a support service for parents.

For some parents/carers of children with complex needs this will require several meetings before the child starts at nursery. This will be to ensure that training, equipment, resources and possibly risk assessments, handling plans, and Health Care Plans are in place.

Parents/carers are asked to contribute to their child's IIP, in setting targets and reviewing progress every 6 weeks. Sometimes they will be asked to support referrals, to Speech and Language Therapy, IDS, Physiotherapy and Occupational Therapy 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.

The Role of the Special Needs Co-ordinator/SENCo assistant

The Special Needs Co-ordinator is the Head of School at Bedworth Heath and Atherstone Nursery Schools.

It is the responsibility of the SENCo/SENCo assistant to:

- Establish a SEND register and keep it up-to-date.
- Lead on inclusion within the setting, coordinating the dissemination of SEND training as appropriate.
- Promote effective relationships with all parents, especially those of children with SEND.
- To report to the Head Teacher and Governors on the day to day management of the Policy and provision, particularly for those children with SEND
- 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 SEND or additional needs.
- Liaise with other professionals/agencies.
- Ensure parents/carers are aware of SENDIAS.
- To ensure where possible any significant training, adaptations, risk assessments, Health Care plans 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 or SENCo Assistant will seek to undertake the following for all children on the SEND register at Targeted Outside Support and Targeted Outside Support.

- Collect and collate all known information about the child, ensuring it is kept securely.

- Write IIP's in collaboration with parents, staff and other professionals.
- 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.

In line with the requirements of the disability sections of the Equality Act 2010, the Schools will seek to put in place any facilities or adaptation's 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 through CiP in visual timetables, choice boards and cues for instructions and demonstrating Makaton signs.
 - 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 social and emotional skills by:
 - Encouraging and promoting positive behaviour through adult directed activities with now and next, consistent approach to rules and boundaries, routine and familiar staff and support with turn taking.
 - Supporting families in accessing support outside Centre resources if appropriate
 - Make assessments, record progress and development in line with EYFS curriculum alongside any individual intervention plan. If the child is on the SEND register, use the SEND 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

There are staff given designated time to work with children in the identification, assessment and intervention of SEND. These staff are managed and supported by the SENCo/SENCo assistant. 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 began. In exceptional 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.

Links with other Settings

Joint placements are sometimes organized between Specialist Nursery provision and Bedworth Heath Nursery School and Atherstone Nursery School. 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. Children accessing a dual placement are welcomed and where possible joint IIP reviews, assessment and planning will be encouraged.

Parents/carers, for many reasons may choose to access more than one nursery. Where possible links will be made, particularly for those children identified with SEND to ensure effective assessment, target setting and review.

On transfer to Primary School, the nursery sends transfer profiles to receiving Schools. Details of any SEND records are included with this profile and the nursery welcomes the opportunity to discuss SEND needs with staff of receiving Schools through their visits to the nursery or through school liaison visits by nursery staff at the start of the Autumn term. The child's Family Leader/Keyworker, with support from the SENCo/SENCo assistant will coordinate liaison if required.

There is a transition meeting in the Summer to discuss actions that will need to be in place for when the child starts school in September.

Links with other Support Agencies

The Nursery Schools have long standing links with many support agencies.

The Speech and Language Support Service visit regularly to support those children identified for therapy. A therapist then visits to provide input for regular sessions throughout the year. The SENCO submits referrals to Speech and Language Therapy as appropriate.

The Schools can request support from an Educational Psychologist, who discusses with the Head/SENCo those children who have been identified at Targeted Outside Support. Where appropriate and with parental permission observations are carried out and advice given regarding IIPs for these children.

An IDS 0-5 teacher is allocated to the Schools. The teacher can be contacted for advice and support for children who are at the stage of Targeted Outside Support.

The Schools also has informal links with local health visitors who are able to offer information and advice about a range of issues and sign off Health Care Plans.

No outside agency is consulted without the prior written parental consent.

Monitoring and Evaluation

The SEND policy is monitored and evaluated by the designated member of the governing body. The designated member of the governing body is Jean Ferraro for Atherstone Nursery School and Jean Ferraro for Bedworth Heath Nursery School.

The designated member of the governing body visits the Schools each term to discuss the arrangements for SEND 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 SEND register through the termly visit. This is then reported back at the next full governors meeting.

The SEND governor along with the Health & Safety governor will be supporting the Headteacher with any necessary planning for ensuring that the Schools are 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, Head of School or Head Teacher. Further advice can be found in the Complaints Policy.

Bibliography

Special Educational Needs Code of Practice Dfe 2014

Early Years Foundation Stage Dfe 2017

The School has attained the Warwickshire Inclusion Kitemarking scheme award which recognises its excellent practice in this area.

During COVID-19 all government policy regarding SEND practice has been implemented. Please see school's Covid Risk Assessment found on each of the schools' websites.