

Bognor Regis Nursery School

Special Educational Needs and Disability Policy

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Bognor Regis Nursery School

Special Educational Needs and Disability Policy

Introduction

The purpose of this policy is to ensure that there is a whole School approach to supporting children with special educational needs including identification, assessment and provision. This policy has been reviewed to ensure that it complies with the Special Educational Needs Code of Practice 2014 and the Disability Discrimination Act 2001.

All children in this School are encouraged and challenged by the Staff to be successful learners and thinkers within a welcoming, caring and stimulating environment. Each child follows a broad, balanced curriculum suitably adapted to meet his/her individual needs. Some children have additional needs and we are committed to the provision of added support to ensure that these needs are met.

Principles

As a School we believe that:

- children of all abilities have the right to be educated in their local community setting if the appropriate provision can be made to meet their individual needs;
- all children, including those with additional needs, are entitled to a broad and balanced curriculum: children are encouraged and supported to participate as fully as possible in all areas of the curriculum;
- children are encouraged to build on their previous experiences and knowledge by capitalising on their own interests;
- children are encouraged to have a positive self esteem and to develop an empathy towards each others' needs;
- the early years is a crucial stage of the child's development: in order to maximise progress during this stage, early identification and support of children with additional educational needs is vital;
- the parents' and carers' knowledge and understanding of their child are of profound importance and an on going partnership is essential;
- all staff work as part of a whole School approach to meet each child's additional educational needs.

(Throughout the rest of this document 'parents' should be taken to include all those with parental responsibility.)

Definition of Special Educational Needs and Disability

“A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

Children have a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.” (*Special Needs and Disability Code of Practice 2014, p.4-5, I;xiii, xiv*).

A disabled person is someone who has a physical or mental disability which has an effect on his or her ability to carry out normal day-to-day activities. That effect must be:

- substantial
- adverse
- long term.

These specific needs could be related to:

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

(*Special Needs and Disability Code of Practice 2014, p.74*)

The Needs of Children

A positive self-image is encouraged in all children and especially in those who have Special Educational Needs and /or Disabilities as these children frequently have poor self- esteem. A positive atmosphere is created which is supportive and where all children are valued and respected. In order to do this it is necessary to be sensitive to individual children’s needs and encourage them to make use of their strengths and build on success. Praise and recognition are given for effort and “on task” behaviour. Individual attention is given whenever possible.

Children are encouraged to take on small areas of responsibility.

Children are only asked to perform tasks in front of others if they are confident in their abilities.

Children are supported in “risk-taking”.

Discussion involving negative statements about a child is not carried on within the hearing of the child or his/her peers.

The language used with special needs children is adapted to suit his/her level of comprehension.

Explanations of children’s disabilities are given to the other children as the need arises.

Opportunities for children’s work to be displayed are provided and brought to their notice.

Books, jigsaw puzzles, display pictures and photographs are provided which include reference to representations of people with special needs. An individual’s self- esteem is not promoted by

belittling others.

Admissions

The admissions Policy has been drawn up by the School Governing Body and ratified by the Local Authority (LA). Parents whose preference for a place for a child with special educational needs or a disability is Bognor Regis Nursery School have their preference considered in accordance to The Code of Practice 2014.

The Nursery School has devolved funding through the Early Years Single Funding Formula which includes a stream to support children who have SEND.

Access Plan and Disability Scheme

The Access Plan and Disability Equality Scheme is reviewed annually as part of the School Development Plan.

Staff Roles and Responsibilities

The Headteacher

The Headteacher is responsible for the day to day management of the School, including ensuring that adequate provision is made for children with special educational needs and disabilities. She will keep the Governors informed about children with Special Educational Needs and Disabilities in School and the provision made for them through a termly report.

The Headteacher and Inclusion Co-ordinator (INCO) will work closely together, particularly when liaising with other agencies and the LA. The Headteacher will be informed about children who are on the Additional Needs Register. With parents' consent children will be referred to the Early Years Planning and Review Meeting (EYPARM) for further assessment towards an Education, Health and Care Plan if appropriate, or to determine the child's need for SEN Support at primary school.

Inclusion Co-ordinator

The Inclusion Co-ordinator (INCO) is Nikki Stone. With the Headteacher she is responsible for promoting and implementing the Special Educational Needs and Disability Policy. This policy is aimed at securing high quality teaching and the effective use of resources to bring about enhanced levels of achievement for all children. The INCO maintains a register of children with additional needs, and ensures that appropriate records of the children are kept, including STAR Observations, Communication Monitoring Tools, One Page Profiles and Individual Plans (I.Ps). She liaises with other Nursery Staff and advises them of appropriate actions to meet the needs of the child.

An allocation of time is available to enable the INCO to carry out duties relating to the Code of Practice. Key responsibilities include:

- overseeing the day-to-day operation of the School's SEND policy;
- co-ordinating provision for children with special educational needs;
- liaising with and advising fellow practitioners;
- managing support assistants;
- overseeing the records of all children with special educational needs and disabilities;
- liaising with parents of children with special educational needs and disabilities;
- contributing to the in-service training of staff;

- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The Headteacher and INCO ensure that the School Development Plan incorporates strategies that are aimed at raising achievement and improving the quality of education for children with special educational needs and disabilities.

High Quality Teaching

The staff at Bognor Regis Nursery School believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential.

High quality teaching is the foundation for children's learning and development and is the starting point for any additional or different provision for children with SEN and / or disabilities.

High quality inclusive practice that is responsive to individual children across the School ensures that differentiated and personalised provision meets the needs of all children including disabled children and children with SEN.

Practitioners work together in teams within the Nursery School with the teaching staff taking overall responsibility for specific groups of children. To ensure consistency, weekly staff meetings are held so that each member of the wider Nursery School team is aware of individual children's needs and specific strategies to meet them.

The Orchard Room operates a similar system and the Lead Practitioner holds the SENCO role within that provision, supported by the School's INCO.

Every child has a Key Worker who monitors his/her progress and liaises closely with parents and outside professionals. The staff ensure that all children are provided with appropriate experiences targeted to meet their individual needs.

Whenever possible, children's and parents' / carers' views about their strengths and areas for development are sought. Children who find it difficult to express their views are given support to do this.

In-service training is available for all practitioners through Staff meetings, specific in-service training days, courses or visits. Further information about Disabilities and Special Educational Needs can be accessed in the Training Room Library and the SEND Resource File.

First Concerns and Early Identification

Medical needs: the EYFS requires all providers to promote the health of children attending the setting; and providers must have and implement a policy and procedures for administering medicines. Children with a range of medical needs may also count as disabled and providers will also be subject to the requirements of the Equality Act, see *Section 1: Statutory requirements*.

Where a child is covered by the SEN and Disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.

Note: difficulties related solely to learning English as an additional language are not a Special Educational Need or Disability.

Some children with known special educational needs are admitted to the Nursery School or Orchard Room. They may have been referred by outside agencies (e.g. Health Visitor, Paediatrician, Speech

and Language Therapist or Social Worker) or have been identified from information given by parents on the application form.

Other children are identified after entry, for example, by talking with parents at the initial parent conference or through the School's ongoing observation, assessment and record keeping procedures. Observations enable staff to make judgements about children's progress. It is recognised that children who make slower progress may not necessarily have special educational needs. However, children who make limited progress **over a period of time** may need additional support.

If a practitioner or parent raises concerns about a child's progress or development a phase of monitoring and information gathering will be initiated by the INCO.

The Graduated Approach

This describes the continuing cycle of *Assess, Plan, Do, Review as required by the Code of Practice (p.75)*.

Monitoring Phase

Bognor Regis Nursery School is committed to a holistic approach when considering a child's development. Where a child appears to be behind expected levels or where a child's progress gives cause for concern, practitioners will consider all available information with the child's parents / carers. This should include information about:

- the child's learning and development - within and beyond the setting including parental views and the voice of the child;
- formal checks such as the Integrated 2 Year Check;
- practitioner observations and assessments;
- EYFS tracking of progress in the prime areas: communication and language, physical development, social and emotional development;
- any more detailed assessment such as the Speech, Language and Communication Development Monitoring Tool;
- any specialist advice e.g. from Health professionals;
- EYFS tracking of progress in the prime areas: communication and language, physical development, social and emotional development;
- monitoring the 1 Page Profiles to ensure consistency of approach between home and school.

The information should be brought together and discussed by the child's parents / carers and the Key Worker to consider whether the child may have a special educational need or whether there are other explanations for the concerns or delay observed. Additional expert advice may be sought from other agencies in order to help decide whether or not the child has a SEN and / or Disability.

If a child is identified as having SEN and / or a Disability, the parents / carers must be informed and a graduated approach to action adopted.

SEN / Early Years Support

When the School has established that a child has Special Educational Needs, intervention through 'Early Years Support' is initiated. This involves additional or different support from that provided as part of the School's usual differentiated curriculum. The One Page Profile will be reviewed and an Individual Plan is written at this stage.

If Early Years Support intervention does not enable the child to make satisfactory progress, the INCO may seek further advice from external agencies. Key Workers and the INCO are provided with advice or support from outside specialists, so that alternative interventions, additional or different strategies can be put in place.

The INCO usually takes the lead when liaising with other professionals, although day-to-day provision continues to be the responsibility of the Key Worker. An Early Help Plan may be useful if the family would benefit from support with coordinating appointments, meetings, correspondence etc.

Any additional professional advice is reflected in a child's updated I.P.

Whatever the level of the child's difficulties, the key test of how far his/her learning needs are being met is whether they are making adequate progress.

Education, Health and Care Plan (EHCP)

For some children the help given at Early Years Support is not sufficiently effective to enable the child to progress satisfactorily. In consultation with parents and any external agencies already involved, it may then be necessary to consider whether a multi-disciplinary assessment is appropriate.

The Local Authority (LA) determines whether they should start a multi-disciplinary assessment. Parents or the School can make a request for an assessment.

Within six weeks of notifying parents that an assessment for an EHCP is being considered, or within six weeks of parents or the School requesting an assessment, the LA must tell the parents and the School whether or not it will make the assessment (for further information see chapter 9 of The Code Of Practice).

If the LA initiates formal assessment procedures, evidence is collected from parents, the School and all other professionals involved, over a period of six weeks. The LA is then required to follow the guidelines and procedures outlined in The Code of Practice regarding issuing an EHCP. The LA may then decide to write an EHCP which will describe the child and the special help he/she should receive in order to meet those needs. The process should take no more than twenty weeks. EHCPs are reviewed every six months for children under five.

Additional Resources and Support

Wherever possible, children are encouraged to develop their learning within the School's workshop context. However, it is recognised that some children may need additional provision, such as withdrawal to a quiet area for targeted activities. Friends are always encouraged to work alongside a child with special educational needs so that he/she does not feel isolated or different.

In most cases children can gain access to the curriculum using the existing resources (utilised at their level). Some children may need extra support, e.g. in communicating through the use of sign language or picture symbols. Outside agencies are available to advise staff as necessary. Other children may need specialised or adapted equipment. This is provided through a range of services including Health, the LA, Social Care, Registered Charities and the Play for All Inclusion Toy and Resource Library as well as through the School funding specific products.

In consultation with the Headteacher, the INCO will arrange for extra staff resources to be made available where appropriate.

Effective Partnerships

Parents/Carers

The Staff of the School are committed to building strong, effective partnerships with parents. It is recognised that this is a two way process with knowledge, information and insights shared equally. For some parents this may be their first opportunity of seeing their child alongside other children of a similar age. They may be coming to terms with their child's special educational needs or disability and some may need considerable support. The Staff recognise the personal and emotional investment of parents and are sensitive to their feelings.

Staff act as facilitator on some occasions when parents need information on local support groups, facilities or meeting other parents.

If a child's needs are such that the Staff consider that he/she would benefit from being referred to a speech therapist, educational psychologist or any other agency, the parents' views and consent are always sought.

Parents of children with more complex needs, who may be undergoing the assessment process for an EHCP, may need extra support. Staff advise parents about relevant groups such as the local SEND IAS who provide advice and information to parents including how to gain a 'named' person to guide them through procedures if necessary.

The Early Years Hub (situated on-site) has a Resource File for the parents of children with special educational needs which provides information about local and national organisations which may provide help. The School will help parents obtain modified versions and translations of all documentation if required.

Other Professionals and Outside Agencies

The Nursery School has established close links with other professionals who help staff to meet the needs of the children. Regular Drop-in clinics are run by the Speech and Language Therapy service, the Occupational Therapy Service and the Health Visiting team. These can be accessed by parents (along with key workers if required) for advice regarding any specific concerns.

A Speech and Language Therapist regularly works with the children in the Special Support Centre and conducts assessments and reviews as well as giving advice on programmes to meet children's specific needs. She/ he may also lead staff training sessions if requested (please see SSC Policy for further details).

The School liaises with the Child Development Centre in Chichester. Children attending the Theraplaygroup have access to a Paediatrician, Physiotherapist, Occupational Therapist and a Speech and Language Therapist. As a group of professionals and parents we regularly share information and support strategies related to individual children's needs.

Following the EYPARM meeting an Educational Psychologist may visit the School to give advice or assess a child. He/she may also provide relevant in-service training if requested.

The School liaises with other agency representatives and voluntary groups when appropriate. These include the Ethnic Minority Achievement Teams, Special Needs Officer, the Sensory Support Team, Health Visitors, Social Workers, Paediatricians, Child and Family Support Services and Home Start.

Transition Arrangements

Transitions within the Nursery School are carefully planned as children become old enough to access different groups. For example, a child may initially be introduced to the Play and Learn Plus Drop-in group by an outreach worker. From here they may secure a place in the Orchard Room and the Drop-in staff and Orchard Room staff will work with the family to ensure a smooth transition. Similarly, once the child reaches the age of three, the Orchard Room Keyworker will liaise closely with the Nursery School keyworker, parents and the outreach team (if they are still involved) and an individual and appropriate programme of visits will be agreed.

An INCO network for local Early Years settings meets termly: this is led by an Early Years and Childcare Advisor. Similarly, Bognor Regis Nursery School belongs to a family group of schools from the local area and staff who hold specific areas of responsibility meet regularly. A group of teachers concerned with special educational needs and disabilities share experiences, information and resources on a termly basis.

Close contacts are maintained with the other schools that our children move on to. These include mainstream Primary Schools, Special Support Centres and Special Schools. An individual transition plan is co-written by the parents, the Nursery School and the receiving school to ensure that the child's transition into primary school progresses as smoothly as possible.

Receiving schools are sent a record of achievement for each child. Copies of related special needs documentation, including reports, assessments or information that will be useful to them in understanding the child, are also sent. Staff from the receiving school are encouraged to visit to see the child in the Nursery School setting before transfer. Records are sent on as early as possible to enable the receiving school to make suitable arrangements.

Parents are informed of their right to nominate a Special School, a Support Centre or Mainstream Placement for their child if an EHCP is in place when reaching statutory school age. School staff may accompany parents or arrange visits to local and specialist provision if they wish.

The Role of the Local Authority / The Local Offer

The Code of Practice emphasises a continuing 'essential function' for LAs in making effective arrangements for special educational needs. The Nursery School liaises regularly with the Authority on relevant issues.

The Local Authority is obliged to publish a Local Offer that sets out clear and comprehensive information about the provision they expect to be available across education, health and social care. Each school or setting must also publish their own Local Offer that makes clear their provision for children with SEND and how to access it. The Local Offer can be accessed via WSCC website and BRNS website.

Governors

The Governing Body endeavours to ensure that the necessary provision is made for any child who has special educational needs or a disability. It is committed to ensuring that all children are fully included in all aspects of school life.

There is a Governors section on the School's website which identifies the Parent Governors, and parents are encouraged to discuss any issues with them. Parents can contact governors through the School office.

Complaints Procedures

If parents have concerns about the special educational provision made by the Nursery School they first consult the child's Key Worker. If concerns persist they are referred to the Headteacher. Following this, if parents have a formal complaint to make they should make their written complaint to the Governing body who will respond within 10 days.

After consulting the Governors, if parents are still not satisfied, a complaint can be made to the LA. The LA has arrangements in place to resolve disagreements between parents, the School or LA. The Parent Partnership Officer will be involved in dealing with this procedure.

Review of Policy

This Policy is reviewed and updated as necessary.

Updated: July 2017

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