

SEN policy and information report



Approved by: Governing Body

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by Deb Thwaites

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Ronald Tree Nursery is a fully inclusive school, committed to meeting the needs of all children, including those with special educational needs and disabilities.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Jackie Wilson Tel: 01536 514240 e-mail: teacher@ronaldtreenursery.co.uk

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who require EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Key Workers

Each key worker works with the nursery teacher and is responsible for:

- › The progress and development of every pupil in their key worker group
- › Working closely with any early years assistant specialist staff to plan and assess the impact of support and interventions
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

We provide provision for a wide range of needs, but have particular expertise (staff qualified in sign language) and appropriate facilities (acoustically treated rooms) for the hearing impaired.

Other needs currently catered for include:

- Speech, language and communication difficulties
- Developmental delay
- Children on the autistic spectrum
- Physical disabilities

5.2 Identifying pupils with SEN and assessing their needs

We ask parents to inform us of any concerns they may have regarding their child's development, prior to starting nursery. Once children are in the nursery, parents and staff (especially key workers) may share their concerns with each other. The Head teacher and the SENCO (Special Educational Needs Co-ordinator) work together to evaluate these concerns

We will assess each pupil's current skills and levels of attainment on entry. Key workers will observe regularly and assess progress for all pupils. They will work with the nursery teacher and head teacher to identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This will include progress in all EYFS areas of development

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

With information from both home and school, a decision can be made as to the best way to support the child. This may be additional support within nursery from an early years assistant, or referral to another service, such as Speech Therapy or Portage (Specialist Support Service).

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the observation cycle of **assess, plan, do, review**.

- › All children are observed, both formally and informally, on a daily basis by practitioners in the setting

- › Children’s experiences are recorded via an electronic learning journey, “Tapestry”, to which parents have immediate access
- › Children’s learning is tracked in formative data x3 a year and also as part of our focus child programme which concentrates on individual need and offering specific provision
- › If a child is identified as having SEND, we will provide support that is “additional to” or “different from” our normal differentiated provision.
- › All staff are qualified to level 3 or above; the SENCO and head are qualified teachers. All staff work together to support all children. However those identified with additional needs will receive targeted differentiated support, either one-to-one or in small groups, in line with their needs.
- › Targets are set for children with additional needs and reviewed by the SENCO, keyworker and early years assistant working with those children. Supporting pupils in transition to nursery and onward to school

All staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

5.5 Supporting pupils in transition to nursery and onward to school

- › Prior to the child starting nursery, keyworkers carry out home visits where parents can discuss any concerns. Keyworkers are a first point of contact for parent and child alike. They will call the parent regularly and arrange to meet in person when needed
- › Parents may need to stay with their child at initial settling in sessions, and the length of time can be adjusted according to individual need.
- › Reception teachers from Primary schools may visit the nursery during the summer term to meet the children and talk to staff about individual children and their needs. Staff from primary schools will be invited to transition meetings (involving parents and any other outside agencies) for those with additional needs.
- › Additional transition visits, or differentiated transition arrangements, may be made for children with SEND. On occasion, nursery staff may support the child with transition visits to the new school.

5.6 Our approach to teaching pupils with SEN

- › All pupils have access to the full EYFS curriculum on offer in the nursery. Staff plan provision to cover the seven areas of learning in the EYFS and all children are able to access these. Children have free choice of activities (both indoors and out) for much of the time and may come together for a more focused small group time with their key worker at the end of the session.
- › Pupils identified as having SEN may receive some additional 1:1 or small group support with an identified member of staff.

5.7 Adaptations to the curriculum and learning environment

- › Practitioners plan to meet all children’s needs through providing activities which can be accessed by all children and can be differentiated according to need.
- › There is a quiet room which is acoustically treated for use by the hearing impaired, also visiting professionals, such as the educational audiologist.
- › Depending on need, some pupils may remain in our younger, quieter Teddy Bear room to ensure their safety and well-being
- › Some children will not be required to join in with whole class sessions and will play in a smaller group with an adult at this time

5.8 Information about how equipment and facilities to support children with SEN are secured

- The building is on one level, with doors of appropriate width for wheelchairs (DDA).
- The school has a disabled toilet for adults, and one of the children's toilets has a support rail.
- Where specialist equipment is needed, the nursery will liaise with parents and outside agencies to secure this. Additional funding from the LA via "High Needs Funding" may be sought.

5.9 Expertise and training of staff

Our SENCO has experience in this role and has worked as a Foundation Stage teacher for many years.

They are allocated half a day a week to manage SEN provision and are supported by the head teacher, who is currently the deputy SENCO

We have a team of experienced teaching assistants, who are trained to deliver SEN provision and who meet with specialist provision to support their practice.

One member of staff has level 2 British Sign Language, and training in the use of cochlear implants.

5.10 Evaluating the effectiveness of SEN provision

- Children's progress will be assessed against age related expectations three times during the year, as with all children in the nursery. Assessments which are broken down into smaller stages (portage profile and Tapestry SEND assessments) may be used for these children to reflect their progress more appropriately.
- Those children identified as having additional needs will have their targets and progress reviewed on a termly basis, and adjustments to the type or frequency of intervention may be made. If necessary, in consultation with parents, support or advice from outside professionals may be sought.
- All pupils at Ronald Tree are unique. Our focus child observations, alongside our daily interactions should show progress in the child's individual learning journal. This will be considered alongside group data snapshots throughout the year.
- We use provision maps to measure progress

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All children have access to the range of activities in the nursery. All children mix with one another during the nursery session, choosing their own friendship groups and activities.
- Children identified as having SEN may engage in small group work with an early years practitioner, where children without SEN may be included in the group to act as role models to encourage the development of social skills or cognitive development. Support for improving emotional and social development (including extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying)
- The well-being of all children is of paramount importance in the setting. Development of personal, social and emotional skills has always been an important part of the nursery's work, as at this age this forms the basis for all other kinds of learning.
- Safeguarding and child protection procedures are in place to ensure the safety of all children, and staff are aware of the reporting process.
- All children are treated respectfully and inclusively.
- Children with additional needs are supported to develop alternative means of communication to express their emotions.
- Our school's accessibility plan can be found on our website

5.12 Working with other agencies

Where it is deemed necessary, referrals will be made to outside agencies, such as Speech Therapy, Portage (Specialist Support Service) or paediatrician. This will be with the consent of parents.

Close consultation with the child's health visitor supports the link between school and home

Parents may be signposted to appropriate local support groups (eg National Deaf Children's Society) or relevant websites.

Parents may be signposted to the local parent partnership service.

With agreement of both parties, parents whose children have similar needs will support each other.

5.13 Complaints about SEN provision

Parents will first approach their child's keyworker with any complaint, and if necessary they will refer parents to the Head teacher and governing body, in line with the school's complaints policy.

Our complaints policy can be found on our website

5.14 Contact details of support services for parents of pupils with SEN

Our local authority's local offer is published here:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by Deb Thwaites, head teacher and Jackie Wilson, SENco **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions