

Kintore Way Nursery School and Children's Centre: Special Educational Needs and/or Disabilities Policy

Definition of Special Educational Needs and/or Disability [SEND]

At Kintore Way, we define special educational needs and/or disability [SEND] in accordance with the SEND Code of Practice: 0-25 years, Children and Families Act [2014]. Children have special educational needs if they have a learning difficulty that requires special educational provision to be made for them.

A child has a learning difficulty 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 making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c) is under compulsory school age and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Where a child who speaks English as an Additional Language is not making progress, we recognise that there may be a range of causal factors and explore these fully prior to an identification of special educational needs.

We recognise that some children will need support for SEND on a temporary basis, whilst others will require longer-term, more intensive intervention.

Definition of special educational provision

For children aged two years or older, this constitutes educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools and settings maintained by the LA, other than special schools, in the area.

Our Ethos

At Kintore Way we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and offer a safe and well-equipped learning environment that is fully accessible and caters to the individual needs of every child. We are committed to inclusion within the school curriculum and participation in every aspect of school life.

Kintore Way adopts a 'whole school approach' to SEND. Staff work collectively to ensure inclusion of all pupils. The school is committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.

Our SEND provision takes into account the statutory requirements of the Early Years Foundation Stage (2014) and the Equalities Act (2010), aiming to end discrimination and support the welfare and all-round development of children from different backgrounds, including those with SEND. The rights and duties of the setting are recognised through implementation of the SEND code of practice.

Our Aims

- To identify children with SEND at the earliest opportunity, implementing appropriate provision in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure all children have access to the EYFS curriculum, based on their own interests and differentiated where appropriate.
- To make reasonable adjustments to ensure that all children with SEND are provided with full and equal access to the curriculum and all aspects of nursery life.
- To ensure that every child is safeguarded from harm and neglect and that every effort is made to enable pupils learn and grow independently.
- To work closely with children and parents/carers, listening to and respecting their concerns and ensuring that they are fully involved and consulted at all times, using a Person-Centred approach.
- To work closely and effectively with partner agencies to achieve optimum outcomes for children with SEND.
- To uphold and work within Southwark's Local Offer.

Roles and Responsibilities in Relation to SEND Provision

- **SEND Support Staff** work with individual children on a daily basis, under the direction of class teachers, the Early Years SEND Leader and the Assistant SENDCO. They are responsible for delivering planned interventions and supporting children with SEND to access the Early Years Curriculum and nursery life. They regularly feed back information about children's progress.
- **Key People** are teachers or Early Years Educators who are responsible for allocated groups of children, including those with SEND. They regularly observe, assess and develop pupils' learning using the 'Planning in the Moment' approach [see Teaching and Learning Policy.] They work closely with SEND support staff, ensuring that they are fully informed about children's next steps in order to enable effective interventions to take place. Key people are supported by the Early Years SEND Leader and the Assistant SENDCO.
- **The SEND Team** consists of the Early Years SEND Leader, Sue Howlett, who works across three nursery schools and is responsible for;
 - Co-ordinating, completing and submitting Education, Health and Care Plans [EHCPs] and ensuring identified targets are met and funded accordingly
 - Working closely with other agencies as part of a 'Team Around the Child' [TAC] approach
 - Monitoring the quality of interventions across the setting
 - Supervision of SEN support staff
 - Delivering training to support and develop high quality practice and provision
 - Ensuring that the school complies with the SEND Code of Practice.
 - Maintaining an overview of new initiatives and policy changes at national and local level and disseminating this information to staff
 - Reporting to the Governing Body

- The Assistant SENCO is Lisa Smith. She is responsible for;
 - Managing the day-to-day implementation of SEND provision in the school
 - Liaising with the Early Years SEND Leader to support the completion and submission of EHCPs
 - Working closely with other agencies as part of a 'Team Around the Child' [TAC] approach and ensuring that information is disseminated as necessary
- **The Head Teacher** has overall responsibility for ensuring that appropriate SEND provision is implemented at Kintore Way.
- **The Governing Body** ensures that high quality provision is made for SEND pupils and that the school's statutory obligations are met. It is fully involved in developing, monitoring and reviewing SEND policy and understands how children with SEND are identified. It reports annually to parents on SEND, including the allocation of resources from the school's devolved/delegated budget and the use of the Early Years' Pupil Premium. The designated SEND Governor is Teresa Ali.

Arrangements for coordinating SEND provision

The Early Years SEND Leader and the Assistant SENDCO hold information on;

- Children about whom there are initial concerns who are receiving school-based interventions, recorded by key workers using the Early Learning Support referral form;
- Children who are receiving SEN support;
- Children who have requested, or are in receipt of, an Education, Health and Care Plan [EHCP];
- CAF Forms and referrals to specific agencies.

All staff have access to:

- The Kintore Way SEND Policy;
- Guidance on the identification of SEND and the graduated response;
- Information on individual pupils with SEND, including support plans, CAF review plans and any targets set by professionals;
- Practical advice, teaching strategies, and information about types of SEND.

Categories of Special Educational Need and/or Disability

There are four categories of SEND. These are;

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Some children may have SEND across several categories while for others, it may be singular.

A Graduated Approach to SEND

At Kintore Way, we use a graduated approach to identify and meet the needs of children with SEND. In line with the SEND Code of Practice, we;

Assess

Children are assessed when they enter the Nursery and at regular points throughout the school year [in line with the Early Years Framework and the 'Planning in the Moment' approach as detailed in the Teaching and Learning Policy.] All children receive Quality First Teaching and expectations are high. Any child not making appropriate progress is closely monitored to establish possible causes. It is important to recognise that there can be a number of reasons why a child does not make progress and to explore these thoroughly, as part of the assessment process. Staff work closely with parents and carers, sharing information about children's learning and discussing concerns. Where necessary, children are placed on the SEN Support register and referred to partner agencies for further assessment, via the Common Assessment Framework [CAF]. These include Speech and Language Therapists [SALTs], Community Paediatricians [Sunshine House], Health Visitors, the Early Help Team, Family Support Workers, Dieticians, Occupational Therapists, Physiotherapists and Educational Psychologists. Where children apply to the nursery with SEND already identified, the Early Years SEND Leader and the Assistant SENDCO may home visit and gather information from other agencies to facilitate a smooth transition to the setting.

Plan

When children have been assessed and their needs identified, key people and the SEND leadership team work closely with parents and carers to draw up support plans that cater appropriately for their learning. A date is set for review. Whenever possible, targets identified by partner agencies are integrated into support plans. Parents and carers work in close partnership with staff and are consulted at every stage. They are fully informed of the planned provision their children receive through regular 'Team Around the Child' [TAC] and key worker meetings.

Do

Key people, supported by the Early Years SEND Leader and the Assistant SENDCO, are responsible for the day-to-day implementation of children's support plans. They share information for the delivery of interventions and support with the SEND support staff. Evidenced-based interventions that have been evaluated for effectiveness are implemented. Individual members of staff have training in speech and language development, Autism, tracheostomy tube changing, gastrostomy feeding tube management, global developmental delay, Makaton and Picture Exchange Communication System and this is utilised when delivering interventions to children with SEND. The school has a number of additional facilities that are used, including the PDC, sensory garden, sensory room, Ellen Brown and the hall, for music therapy or language groups. Staff understand their duty towards children with SEND and recognise that delivering quality provision is everyone's responsibility.

Review

Once support plans have been implemented, teaching staff review children's progress and development and this is shared with parents and carers on the review date. New targets are developed or existing ones adjusted. Where targets have not been met, explanations for this are explored and support plans are revised and delivered.

EHCP Needs Assessment

If, despite Quality First Teaching and appropriate intervention through SEN support, a child does not make expected progress, a request can be made to the Local Authority for an Education, Health and Care Plan [EHCP] Needs Assessment. Requests are also made when children have complex medical needs, requiring long-term, specialist intervention. This is undertaken by the Early Years SEND Leader and the Assistant SENDCO, working jointly with the child and parents or carers. The request focuses on the child's long term goals and current strengths and areas of need. It details and costs the provision that has already been put in place. The LA then decides if a Needs Assessment should be undertaken and may request further information from the agencies involved with the child. Parents and carers have the right to appeal if a request for an EHCP is rejected. More information about EHCPs can be found at <http://localoffer.southwark.gov.uk/education--health-and-care-plan/>

EHCP

When a child is given an EHCP, information regarding the targets set out in the plan is shared with staff and any specific interventions are timetabled. The plan is reviewed at least annually with the child, parents and carers and other agencies supporting the child at the Annual Review meeting and is adapted to reflect the child's development and changing needs.

Transitions

When a child leaves Kintore Way, all documentation is passed on to the next setting. A Communication Passport is produced if required. This provides the receiving school with information about the child's preferences and successful strategies for supporting learning and behaviour. Whenever possible, staff visit schools with the child and parent or carer in order to support the transition process. The Early Years SEND Leader and the Assistant SENDCO are responsible for liaison with other settings when children move on.

Continuing Professional Development

We ensure staff maintain their knowledge and skills with relevant training in relation to the needs of pupils with SEND. Requests can be made by individuals to attend courses in Makaton, Communication in Print, Understanding Autism and Speech and Language Development. The Early Years SEND Leader attends regular SENCO forums and workshops and visits other settings, disseminating new information and initiatives and sharing good practice. Wherever possible, training is matched to school development priorities and performance management, as well as individual children's needs.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes any child receiving SEN support or in possession of an EHCP.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Key Person, the Head Teacher, the Deputy Head Teacher or the Early Years SEND Leader who can advise on formal procedures for complaint [see the complaints policy.]

In supporting this policy, the governors confirm that the requirements of the 1996 Education Act and any subsequent legislation/regulations will be fully complied with. In implementing the policy, staff and governors will have due regard to the government's Code of Practice, particularly in relation to the identification and support of any pupil with SEND and the correct accounting of any funding allocated for that purpose.

Links with other policies

Health and Safety, Safeguarding, Transitions, Admissions, Behaviour, Equality, Teaching and Learning

Signed _____ **(Headteacher)**

Date _____

Signed _____
(Early Years SEND Leader)

Date _____

Signed _____
(SEN Governor)

Date _____

Kintore Way Nursery School & Children's Centre

Policy Name

Special Educational Needs and Disabilities Policy

**Adopted and signed on behalf of the Centre by the Governing
Body at the meeting on**

Name of Governing Body Representative

Signature of Governing Body Representative

Date signed _____

Date to be reviewed: