

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

Adopted: Autumn 2018 Review date: Autumn 2019

Definition of Special Educational Needs and/or Disability [SEN/D]

At Kintore Way, we define special educational needs and/or disability [SEN/D] in accordance with the SEN/D 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 SEN/D 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 SEN/D. Staff work collectively to ensure inclusion of all pupils. The school is committed to ensuring that pupils with SEN/D can fulfil their potential and achieve optimal educational outcomes.

Our SEN/D 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 SEN/D. The rights and duties of the setting are recognised through implementation of the SEN/D code of practice.

Our Aims

- To identify children with SEN/D 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 SEN/D 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 SEN/D.
- To uphold and work within Southwark's Local Offer.

What types of Special Educational Needs and/or Disabilities do we provide for?

The four broad areas of Special Educational Need as defined by the SEN/D Code of Practice [2014] are:

Category of Need	Definition	Examples
Communication and Interaction	Some children have difficulties with speech, language and interaction.	Speech articulation, stammering, expressive and/or receptive language delay, social communication difficulties, e.g. autism)
Cognition and Learning	Some children have difficulties accessing, retaining and applying knowledge, understanding and skills.	Moderate learning difficulties, specific learning difficulties, [e.g. dyslexia, dyscalculia], severe learning difficulties, complex learning and profound

		multiple learning difficulties.
Social, Emotional and Mental Health Difficulties	Some children have difficulties which result in challenging or withdrawn behaviours.	Anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD).
Sensory and/or Physical Needs	Some children have sensory and/or physical impairments.	Visual impairment, hearing impairment, physical disability

Children may have additional needs that fall within one category or across several.

Roles and Responsibilities in Relation to SEN/D Provision

The SEN/D Team

- Deputy Head Teacher and SENDCo Sarah Lee
- SENCO Assistant Lisa Smith.

They work collaboratively to;

- Oversee and monitor the provision for SEN/D in the nursery.
- Support Key People in identifying and implementing nursery-based interventions for children with SEN/D and liaising with parents/carers.
- Make referrals to outside agencies who can offer additional support or assessment.
- Work closely with families and other agencies as part of a 'Team Around the Child' [TAC] approach and ensure recommendations and targets are incorporated into provision for individual children.
- Co-ordinate, complete and submit Education, Health and Care Plan [EHCP] requests and support Key People and SEN/D support staff in implementing these, once issued.
- Undertake Annual Reviews.
- Ensure that risk assessments and Personal Emergency Evacuation Plans are completed for children with SEN/D as required.
- Develop and monitor the quality of interventions across the setting.
- Ensure the nursery's SEN/D register is regularly updated and accurate.
- Deliver effective performance management and supervision of SEN/D support staff.
- Deliver training to support and develop high quality practice and provision.
- Oversee and manage effective transitions across settings.
- Ensure that the school applies for Disability Access Funding for any 3-4 year old in receipt of Disability Living Allowance.
- Complete and submit applications for Early Years SEN Inclusion Funding.

The SENCO and Assistant SENCO are also responsible for;

- Analysing and monitoring the progress of children with SEN/D.
- Updating the nursery's SEN/D Policy and School Information Report.

- Reporting on SEN/D to the Governing Body.
 - Providing accountability for the expenditure of Disability Access Funding and Early Years SEN Inclusion Funding.
 - Ensuring that the school complies with the SEN/D Code of Practice and upholds Southwark's Local Offer.
 - Maintaining an overview of new initiatives and policy changes at national and local level and disseminating this information to staff.
- **Key People** are teachers or Early Years Educators who are responsible for allocated groups of children, including those with SEN/D. They regularly observe, assess and develop pupils' learning using the 'Planning in the Moment' approach. They work closely with SEN/D 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 SEN/D team.
 - **SEN/D Support Staff** work with individual children on a daily basis, under the direction of Key People and the EYSL. They are responsible for delivering planned interventions and supporting children with SEN/D to access the Early Years Curriculum and the wider nursery. They regularly feedback information about children's progress to Key People and the SEN/D team that is shared with parents.
 - **The Early Learning Support Leader is Susan Carter.** She co-ordinates and delivers provision for children in receipt of Early Years' Pupil Premium. She is also responsible for supporting children who require extending because they have been identified as 'most able' and those who need short-term, targeted interventions to boost their progress.
 - **The Executive Head Teacher is Rebecca Sherwood.** She has overall responsibility for ensuring that appropriate SEN/D provision is implemented at The Grove and is supported by the Deputy Head Teachers, Sarah Lee and Terry Cole.
 - **The Governing Body** ensures that high quality provision is made for SEN/D pupils and that the school's statutory obligations are met. It is involved in developing, monitoring and reviewing SEN/D policy and understands how children with SEND are identified. The current linked SEN/D Governor is Teresa Ali.

Arrangements for coordinating SEN/D provision

The SEN/D team hold information on;

- Children who are receiving school-based interventions as part of Quality First Teaching
- Children identified by Key People as requiring school-based interventions [Early Learning Support Forms]
- Children who are receiving SEN/D support
- Children with EHCP requests and plans
- Children for whom the school is receiving Disability Access Funding
- Children for whom the school is receiving Early Years SEN Inclusion Funding
- Referrals made to specific agencies, e.g. Early Help, Sunshine House
- Early Help Delivery Plans [EHDP] for children with SEN/D;
- Reports from outside agencies
- Practical advice, teaching strategies, resources and information relating to a wide range of special educational needs and disabilities.
- Guidance on identification of SEN/D in the Code of Practice
- Information relating to Southwark's Local Offer

All documents are stored securely in children's individual files and electronically in a restricted access file. Referrals and Early Help Delivery Plans are also sent by secure electronic email to be actioned or stored in Early Help's records.

All staff have access to:

- The Kintore Way SEN/D Policy;
- Guidance on the identification of SEN/D and the graduated response;
- Information on their individual pupils with SEN/D, including support plans, referrals and Early Help Delivery Plans and any targets set by professionals [stored securely];
- Practical advice, teaching strategies, resources and information relating to SEN/D.

A Graduated Approach to SEND

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

Children are assessed when they enter the Nursery and at three further points throughout the school year using the Early Years Foundation Stage Framework. 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 and address these thoroughly, as part of the assessment process. Staff work closely with parents/carers, sharing information about children's learning, discussing concerns and implementing appropriate, school-based interventions that are monitored and assessed for impact. If evaluation shows that additional intervention is still needed, this is shared with parents/carers and with consent, children are referred to outside agencies for further assessment and/or intervention and added to the nursery's SEN register. Agencies commonly referred to include Speech and Language Therapists [SALTs], Community Paediatricians [Sunshine House], Dieticians, Occupational Therapists, Physiotherapists and Educational Psychologists. Where additional family support is required, referrals can be made to the Children's Centre or Early Help.

When a child applies to the nursery with SEN/D already identified, a member of the SEN/D team will attend the home visit with the Key Person and, with the consent of parents/carers, contact other agencies already working with the child to share information and facilitate a smooth transition to the setting.

The nursery maintains a register of children with SEN/D that is regularly reviewed and updated by the SEN/D team. The register contains details of all children who are receiving support from an outside agency. Names are removed when a child is discharged and the agency is no longer involved.

Plan

When children have been assessed and their needs identified, Key People and the SEN/D team work closely with parents/carers to draw up support that caters appropriately for their learning. A date is set for review. Whenever possible, targets identified by partner agencies are integrated into support. Parents and carers work in close partnership with staff and are consulted at every stage. They are fully informed of the provision their children receive and the progress they are making through regular 'Team Around the Child' [TAC] and Key Person meetings.

Do

Key People, supported by the SEN/D team, are responsible for the day-to-day implementation of children's support. They share information for the delivery of interventions and support with the SEN/D support staff. 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, Intensive Interaction, People Games and Commenting on Play 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, Key People review children's progress and development and this is shared with parents and carers. New targets are developed or existing ones adjusted. Where targets have not been met, explanations for this are explored and support is revised or adapted. Where appropriate, further referrals to outside agencies may be made with the consent of parents/carers.

Early Years SEN Inclusion Funding

The nursery is eligible to apply for funding for children who are receiving SEN/D support that is additional to universal provision. This is available for children who may not require Education, Health and Care Plans in the future but also those who will. As with all SEN/D processes, parents/carers are consulted and fully involved from the outset. There are three levels of funding that can be awarded.

A request form is completed, detailing:

- the child's strengths
- the impact of their needs on learning
- the additional provision already in place (including strategies recommended by other professionals)
- the additional interventions needed in the future (with timescales)

The completed request is submitted, along with supporting evidence, to the Early Years SEN Inclusion Fund panel who will discuss the information presented and decide which level of funding (if any) to award. This decision is then communicated to the nursery and parents and carers.

EHCP Needs Assessment

If, despite Quality First Teaching and appropriate intervention through SEN/D support, a child still 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, and specialist intervention. This is undertaken by the SEN/D team, in consultation with the family. The request focuses on the child's current strengths and areas of need and details the provision and resourcing that is necessary to ensure future progress. It also 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 each agency 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 issued with an EHCP, its medium term objectives are broken down into smaller steps and recorded on an Implementation Plan that is shared with parents/carers. This is reviewed at least termly with the child, parents/carers and other agencies. There is also an Annual Review meeting during which the child's progress is formally assessed, following which any significant changes to the EHCP are made.

Disability Access Funding

The nursery can apply for Disability Access Funding for any children aged three or four who attend the setting and are in receipt of Disability Living Allowance. This is an annual payment of £615 that is used by the school to improve access to provision.

Transitions

When a child leaves Kintore Way, all documentation is passed securely to the new setting. Staff from receiving schools are encouraged to visit children and attend transition TAC meetings as appropriate. The SEN/D team are responsible for liaising 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 SEN/D. Requests can be made by individuals to attend courses in Makaton, Communication in Print, Understanding Autism and Speech and Language Development. The EYSL attends regular SENCO forums and workshops, 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/D 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 SENCO, the Executive Head Teacher or the Deputy Head Teachers 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,

Signed _____

(Headteacher)

Date _____

Signed _____

(Deputy Headteacher SENCO)

Date _____

Signed _____
(SEN Governor)

Date _____