



Chertsey Nursery School and Children's Centre

Special Educational Needs and Disability Policy

Vision Statement

At Chertsey Nursery School and Children's Centre we have a strong commitment to inclusion, believing that 'Everyone is special in different ways.' We value diversity and aim to provide every child, every member of staff and every user of the School and Centre with an equal opportunity to succeed.

At Chertsey Nursery School every nursery practitioner is a teacher of every pupil including those with Special Educational Needs and Disability (SEND).

Definition of Special Educational Needs and Disability (SEND)

We subscribe to the definition for SEND and for disability from the SEND Code of Practice (2014). This states that:

*"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**. Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is **'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'**"*

Key Roles and Responsibilities

Special Educational Needs Coordinator (SENCO)

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs). Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEND and disabilities.

SENCO: Libby Payn (senco@chertsey.surrey.sch.uk).

SEND Governor: Rosemary Hucker

Designated Safeguarding Leads: Jo Green and Sue Nardoni (head@chertsey.surrey.sch.uk)

Deputy DCPOs: Libby Payn, Yvonne Pohlenan and Vicky Wilson

Responsibility for PP/ LAC funding: Jo Green and Sue Nardoni

Responsibility meeting the medical needs of pupils: Libby Payn

Context

This policy was created in partnership with the SEND Reference Group/ Parent Forum which includes the Headteacher, the SEND Governor, SENCO, representative staff, parents of pupils with SEND in Chertsey Nursery School SEND Cluster Group. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

It complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Schools SEND Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The Early Years (under 5s) foundation stage framework (July 2014)
- Child Protection and Safeguarding Policy
- Accessibility Plan (in the process of being up dated)
- Teacher Standards 2012

Aims and Objectives

Aims

At Chertsey Nursery School and Children’s Centre all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the school.
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
- To ensure that all staff working with pupils with special educational needs and disabilities are appropriately trained and supported to meet the children’s needs within the guidance set out in the SEND Code of Practice, July 2014

Identification of needs

In the SEND Code of Practice 2014, the 4 areas of need are:

1. Communication and interaction

Children with Speech, Language and Communication Needs (SLCN) have difficulty communicating with others. Children with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including

moderate learning difficulties (MLD); severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment.

Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

3. Social, Emotional and mental health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

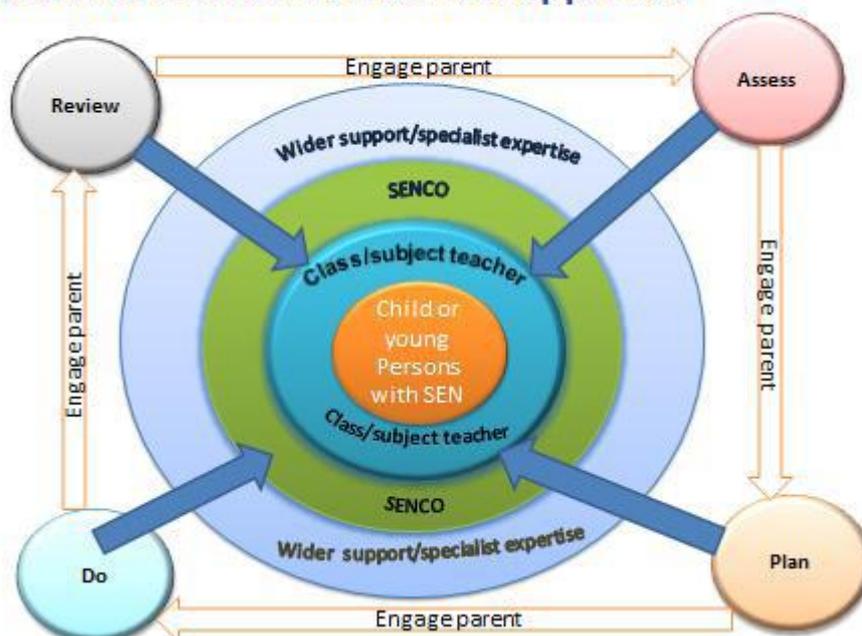
Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Chertsey Nursery school we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A Graduated Approach to SEND Support

At Chertsey Nursery School we identify and support children with SEND or disabilities and promote equality of opportunity for all the children in our care. These requirements are set out in the EYFS framework.

The new vision: A whole school approach



- At Chertsey Nursery School we know that early identification of SEND followed by high quality interventions improves the long-term outcomes for the child.
- Quality first teaching at Chertsey Nursery School is imperative for all the children and teaching and learning is monitored every term by a member of the SLT, to ensure differentiated expectations for all pupils and good quality personalised teaching.
- Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.
- Every child’s progress is assessed termly using our Assessment Records and then recorded onto the Individual Tracking Sheets.
- Regular staff meetings and INSET training is delivered to ensure all Teachers and SNAs are aware of new initiatives and processes, as well as strategies to identify and support children with SEND.

At Chertsey Nursery School we follow the following process to help us decide whether special educational provision is necessary:

Assess

When every child starts at Chertsey Nursery School an Entry assessment, which covers all areas of the EYFS, is completed within their first two weeks.

“In identifying a child as needing SEND support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil’s needs” (6.45 COP)



We ensure that we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. EPs, PSS and from health and social services where appropriate.

At Chertsey Nursery School includes a 10 placement Speech and Language Cluster Group. Spaces are allocated through a panel in the summer term prior to the year in which children are 4 years old.

Children admitted to the Cluster Group are assessed by the SENCO on entry and any necessary implemented thereafter. A meeting with the parents takes place within the first few weeks in the Autumn term and a Pathway Plan written during this meeting. If a child meets the criteria then an application for an EHCP will be made within the Autumn Term.

Plan

Where SEND Support is required the teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning

Do

The class teacher is responsible for working with the pupil on a daily basis. She will also liaise closely with SNAs/TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review

The plan, including the impact of the support and interventions, is reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support. For pupils with an EHCP the LA must review the plan at least annually.

Involving families, children and young people involved in this process

Parents/carers are involved in meeting with the class teacher and the SENDCO each term to set objectives and review the progress made by their child. This process is a partnership approach between home and school.

- If a teacher has a concern they will discuss it with the parent/carer so that agreement is reached on how best to meet the child's needs.
- If concerns are alleviated then no further action will be needed and the child's progress and development will continue to be monitored alongside their peers.
- If not, the teacher will then complete an Ann Locke assessment to help identify specific areas in which the child is not working at age expected level.
- The teacher and the parent will meet to complete a One Page Profile and begin to complete an Individual Support Plan with identified outcomes and targets.
- The child will then be placed on the school's SEND Register at SEND Support level.
- At Chertsey Nursery School every child on an Individual Support Plan presently receives one to one support from a SEND Teaching Assistant for 15 minutes a day. The intervention will focus on specific targets related to outcomes in the Individual Support Plan.

SEND support can take many forms including:

- a special learning programme
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working in a small group
- classroom observations and record keeping
- supporting children to take part in the class activities
- ensuring children understands by encouraging them to ask questions and to try something they find difficult
- helping other children to work with the child, or play with them in the outdoor environment
- supporting the child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Meeting the needs of Pupils on the SEND Register

- When a child meets criteria to be placed on the SEND Register it is the responsibility of the class teacher and SENCO to ensure they have an individual support plan to meet their specific needs.
- The Individual support plan has 3 long term outcomes for each child, which are agreed at the first meeting with the parents/carers. It is then the responsibility of the class teacher to write short targets for each of the outcomes, including resources needed and steps to achieve these targets. These are sent home for parents/carers to agree and support at home.
- A provision map is also written to ensure the child is receiving the correct kind of provision and this is costed for resources and adult support.
- Every child is assessed against their targets and these are discussed and updated at a meeting once a term with the parents/carers and the class teacher.

- Should a child not make progress against their targets/outcomes, then the SENCO will collect evidence from outside agencies to support an additional funding request and/or an application for an EHCP.
- It is the responsibility of the SENCo to keep the SEND register up to date and review it once a term.
- The SEND Information Report is available on the schools' website and is linked to the LA Local Offer. This outlines the provision provided for the children at Chertsey Nursery School.
- If a child has achieved their outcomes then they will be removed from the SEND register after a discussion with the parents/carers.

Supporting parents/carers and young people

The class teacher or SENCo supports parents/carers by making them aware of how to access :-

- The SEND Information Report
- Surrey's Local Offer which includes other agencies who provide a service
- Chertsey Nursery school's admission arrangements
- Transition to Primary school

Supporting pupils at Chertsey Nursery school with medical conditions

Chertsey Nursery school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. If a child has a medical condition an individual healthcare plan will be written and agreed with the parents. Training is given to staff when necessary e.g. Anaphylaxis awareness and Epipen training. We ensure that there is appropriate access to any spaces including changing and toilet facilities

Monitoring and evaluation of SEND

The SEND provision is monitored regularly by the SENCo, the SLT and the SEND Governor. This then informs future developments and improvements.

The SEND provision is also monitored by:-

- Monitoring & review of SEND funding
- SEND is kept under regular review through Full Governing Body Meetings
- SDP priorities
- Questionnaires and surveys of parents/carers
- Any external audits by Surrey e.g. SEND Monitoring visits by Babcock4S and OFSTED inspections
- Developing best practice e.g. moderation of pupil progress through SENCO networks and local partnerships

Training and development

Chertsey Nursery school ensures that all staff keeps up to date with developments in teaching and provision to meet the needs of pupils with SEND. These include:

- Identifying training needs of staff during the Appraisal process
- INSET and training for staff delivered by the SEDCO and others e.g. health professionals, Babcock 4S consultants
- Induction led by the SENCO for new staff in school in relation to SEND policy and practice
- The SENCO's own professional development e.g. attendance at SENCO networks, courses, conferences and specialist knowledge and experience.

Storing and Managing Information

Information will be securely managed within the school's own data management system and confidentiality policy. Documents are stored securely in locked cabinets.

Complaints – see Chertsey Nursery School Parent Complaint Procedure on our website

Parents can also contact Parent Partnership for any support or advice. If there is a disagreement between parents and professionals then Global Mediation can be contacted.

Approved at Governing Body Meeting: 30th January 2018

Date for next review: Spring 2019