



## **Chertsey and Dorking Nursery Schools and Mole Valley Family Centre**

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

#### **INTRODUCTION**

##### **How this policy was put together**

This policy was originally created in partnership with the Special Educational Needs Coordinator (SENCo), the Executive Headteacher, the Head of School (Chertsey) and the Special Educational Needs and Disability (SEND) governors. It includes input from staff and from parents.

##### **Access to the Policy**

This policy can be accessed in a number of ways:

- On our websites [www.dorkingnurseryschool.co.uk](http://www.dorkingnurseryschool.co.uk) or [www.chertsey.surrey.sch.uk](http://www.chertsey.surrey.sch.uk)
- In the form of a hard copy which is available in a policy folder available on in both schools and staff work rooms

Please let us know if you need it made available in a different format e.g. another language, large font etc.

##### **Context**

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (April 2015) 3.65 and has been written with reference to the following related guidance and documents:

Government -

- Equality Act 2010: advice for schools DfE Feb (2013)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (August 2017)
- The Early Years Foundation Stage Framework (2017)
- Teachers standards 2012

CNS and DNS -

- Admissions Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Teaching and Learning Policy
- Forest school/ Woodland Policy
- Behaviour Policy
- Appraisal Policy
- Medical Needs Policy
- SEND information report

#### **VISION AND ETHOS**

Chertsey Nursery School (CNS) and Dorking Nursery School (DNS) respect the unique needs and development of every child and seeks to ensure that whilst their learning aspirations are supported to the highest level, their individual differences are not only recognised but celebrated and used as

the basis for their continuing development. At CNS and DNS every practitioner is a practitioner of children with SEND.

## **DEFINITION OF SEND**

At CNS and DNS we use the definition for SEN and disability from the SEND Code of Practice (2015). This states:

SEN – A child or 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 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.

Disability – Many children and young people who have SEN 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**’.

## **AIMS AND OBJECTIVES**

### **Aims:**

At CNS and DNS all children, regardless of their particular needs, are provided with an inclusive education so as to enable them to make the best possible progress.

We aim:

- To ensure we are identifying and meeting the needs of all children with SEND at CNS and DNS through the provision of a broad, balanced and relevant curriculum, following the statutory revised Early Years Foundation Stage (EYFS)
- To foster mutual empathy and understanding between children with SEND and their peers
- For all children to meet or exceed the high expectations we set for them based on their age and starting point
- To ensure the safeguarding of all our children is of the highest priority
- To promote inclusion and equality of opportunity throughout CNS and DNS
- To work in partnership with parents in order to best meet the needs of their child and where possible, depending on capability and maturity, to seek and take into account the views of the child
- To ensure all staff have opportunities to develop and extend their understanding and skills in working with children with SEND

## **KEY ROLES AND RESPONSIBILITIES:**

**SENCo** (DNS) – El Davis (3 days per week)

Contact:

[senco@dorking.surrey.sch.uk](mailto:senco@dorking.surrey.sch.uk) or 01306 882397

- The SENCo is a member of Senior Leadership Team, responsible for the implementation of this policy and the named member of staff to lead on Behavioural. The SENCo has oversight for children and families within the specialist class and children with SEND in the mainstream. The SENCo is the Line Manager for the specialist class staff team. The SENCo has the National SENCo Award.

**SENCo** (CNS) Julie Brown (2 days per week)

Contact: [senco@chertsey.surrey.sch.uk](mailto:senco@chertsey.surrey.sch.uk) or 01932 562225

- The SENCo is a member of the Senior Leadership Team, responsible for the implementation of this policy and the named member of staff to lead on Behavioural Issues. The SENCo has oversight for children and families within the specialist class and children

with SEND in the mainstream. The SENCo is the Line Manager for the specific identified SEND assistants. The SENCo is working towards the National SENCo Award.

### **SEND Governor**

The named SEND Governor is Jo Suchy. She is responsible for the specific oversight of the SEND arrangements at CNS and DNS.

### **SENCo responsibilities:**

The SENCo's are responsible for:

- the quality of SEND provision across CNS and DNS
- monitoring teaching and learning including SEND interventions across CNS and DNS
- the line management of staff as allocated by the Executive Headteacher
- leading SEND team meetings
- reporting on special needs and inclusion to the Governing Body
- chairing formal reviews and ensuring all necessary paperwork is in place
- the day to day operation of this SEND policy
- advising staff on meeting a range of needs
- maintaining effective record keeping
- ensuring the full involvement of parents in decision making about children with SEND.
- Liaising with external agencies including the Educational Psychology Service (EPS), health services, social care, Surrey County Council's special needs administration and where appropriate, the named representatives of voluntary organisations.

### **IDENTIFICATION OF NEEDS**

All staff work with our children with SEND as all children are included in our schools. All staff are trained to assess the needs of the whole child which leads to the setting of educational arrangements. Any SEND arrangements are made under the following 4 categories although it must be noted that the categories are not exclusive as some children's needs may fall into more than 1 category:

1. Communication and Interaction – Children with Speech, Language and Communication Needs (SLCN) have difficulty communicating with others either having problems with their understanding, their ability to express themselves or a difficulty with the social rules involved in communication. This group can include children with Autism Spectrum Disorder (ASD)
2. Cognition and Learning – Children with learning difficulties often learn at a slower pace than their peers despite appropriate differentiation. The level of need can range from moderate (MLD) to severe (SLD) to profound and multiple (PMLD). Children can also have specific learning difficulties (SpLD) such as dyslexia, dyspraxia or dyscalculia.
3. Social, Emotional and Mental Health – These difficulties can manifest themselves in many ways. Children may become withdrawn or display challenging and disruptive behaviours. There may be underlying mental health issues or disorders such as attention deficit hyperactivity disorder (ADHD) or attachment disorder.
4. Sensory and/or physical – Children with a sensory impairment could have a visual impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) which requires them to have specialist support and/or equipment. Some children may have a physical disability (PD) which also requires them to have additional support or specialist equipment. Some children can have sensory processing difficulties which can include children with ASD.

At CNS and DNS we use a range of strategies to identify children with special educational needs. These are as follows;

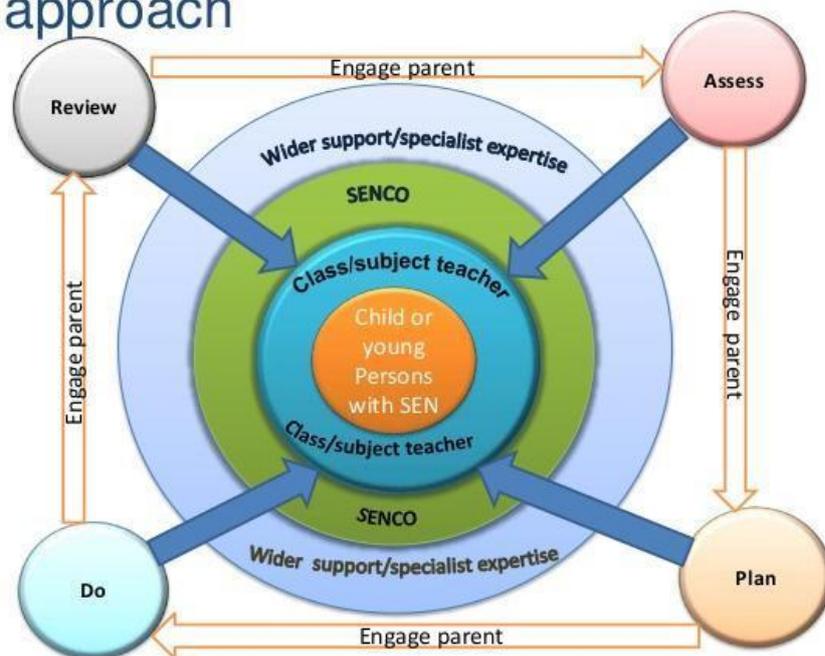
- Liaison with health visitors, learning support services, speech and language therapy service, community paediatric team, Educational Psychologists (EPs), Specialist Early

Education Service, other health professionals e.g. OT, physiotherapists, dieticians and SEND administration

- Liaison and information exchange with previous pre-schools and nurseries attended by the child (nursery staff will visit the pre-school group wherever possible)
- Expressions of concern e.g. from parents, health authority etc.
- Observations by members of the nursery team and through individual child assessment
- Early Help Assessment (EHA)
- Tracking developmental milestones using an Early Years assessment system called OPAL
- Surrey Early Language Monitoring Tool
- Surrey SEND Support Notification

## A GRADUATED APPROACH TO SEND SUPPORT

### 3. The reform vision: A whole school approach



At CNS and DNS we believe in quality first teaching and all our practitioners endeavour to provide this. All our key workers use a holistic and differentiated approach to working with each child. They let the children lead their own learning and go with the pace of each child as an individual. All our key workers are responsible for monitoring the progress of their key children and are accountable for their development including those who may need access to specialist staff or support assistants.

The mainstream children have their development tracked using an assessment system called OPAL which tracks children against 6 monthly developmental milestones, showing whether they are 'on track' or not. All children on the SEND register are assessed using an adapted version of OPAL that is structured in 3 monthly increments. This is monitored by the Executive Headteacher, Head of School and SENCOs. Children who are identified as needing intervention have this intervention planned and delivered by staff when appropriate funding is gained or appropriate staff are made available. This may involve 1:1, small group activities and/or enhancing the ratios within the setting. On some occasions the intervention may be delivered by an individual supporting 1:1 adult. Staff undertake regular training to develop their own professional skills and understanding ensuring they have strategies they can use and apply to children who may be vulnerable or have any additional needs.

**How do you decide whether to make special education provision?**

Using the data we collect and regular staff meetings/parent meetings, staff are able to decide when a child needs further provision. If there are any concerns raised the following actions take place:

The child's key person will:

- discuss with the child's parents, and ask them about any concerns
- observe the child and record as much as possible
- liaise with the parents and where possible, the child, to lead the writing/editing of a 1 page profile (Level 1 of a Surrey Support Plan - SSP)
- monitor the child's progress through observation and summative assessment (progress tracker)

If a child is not making sufficient progress then staff will involve the SENCo. The SENCo will:

- ensure all known information about the child is collected by the key person, including any new, relevant information from parents
- observe the child and informally meet with the parents where necessary
- liaise with outside agencies, such as health or social services, that may already be involved with the child, and collect any relevant information from them
- liaise with the EP, where appropriate, and enable them to give advice and support to parents and colleagues
- continue to document the child's needs using a Surrey Support Plan (SSP) ensuring levels 1 and 2 are completed, in collaboration with the key person and parents
- monitor the SSP and the child's progress towards their outcomes.
- continue the SSP to level 3 if outside professionals become involved with the child.
- make sure parents are aware of the Local Authority's (LA's) parent service SEND advice Surrey
- ensure a review meeting is arranged at least once a term which involves the parents and those who have been working with the child

## HOW IS A DECISION MADE TO PUT PUPILS ON THE REGISTER?

At CNS and DNS for children who require SEND support we follow the 'Assess Plan Do Review' model.



**Assess** – We regularly assess the child's needs by drawing on information from key workers, parents and any specialist professionals who may be involved with the child.

**Plan** – When we decide to put any SEND support in place we ensure parents are notified. The key worker, SENCo and parents decide together what adjustments or interventions need to be put in place.

**Do** – the key worker and supporting adults are responsible for working with the child on a day to day basis and put into place any agreed actions/interventions whilst liaising with any staff who may also be working with the child/providing the child with extra support e.g. 1:1 supporting adults.

**Review** – Each term the child's progress including the effectiveness of any interventions is reviewed at a meeting between the key worker, SENCo and parents. Where possible this will involve any outside professionals working with the child and/or an update report from their perspective. This review meeting will then inform future planning.

Children requiring a high level of provision may have an Educational, Health and Care Plan (EHCP) in place. This is a legal document and the LA is responsible for this. They involve the following review process as written in the SEND code of practice:

- **Annual Reviews:** EHCP's are reviewed every three to six months (for children under 5), or earlier if deemed necessary by any involved parties, including the parents. The SENCo will inform all concerned and request current reports and/or attendance at the review meeting. They will ensure that all participants, and in particular the parents, are given the opportunity to express their opinions at the review and to participate in the recommendations made. They will send a summary of the review to all relevant bodies and the LA.

Children who have an SSP in place (level 2 or above) are put on the SEND register. The SEND register is kept and monitored electronically by the SENCo.

## **HOW ARE PARENTS, FAMILIES AND CHILDREN IN THE NURSERIES INVOLVED IN THE SEND PROCESS?**

It is essential that parents are fully involved in all aspects of their child's time at CNS and DNS. We aim to create a welcoming atmosphere and if parents have a particular concern they are encouraged to informally discuss this with the key person or any other member of the staff team. We also hold regular parent/ key person meetings in which we discuss the child's development and share information.

We begin liaising with parents before the child starts at nursery, throughout their time at nursery and hope to maintain links once the child has left. All the children in the nurseries are usually visited at home by their key person and one other member of staff prior to admission. A child who has SEND identified before they start will be home visited by the SENCo, where possible.

We feel it is vital to involve parents of all children who are on the SEND register and to maintain an on-going dialogue of our aims and strategies. It is hoped that, where appropriate, these strategies are reinforced at home. Parents are invited to attend regular termly reviews and are given copies of all documentation for formal reviews. They have full access to all documentation and may have photocopies or information shared electronically if they wish.

## **SEND PROVISION**

### **What does Additional Support mean?**

SEND support can come in many forms. Some of the ways we support children at CNS and DNS are as follows:

- Supporting the children with their development of self-help skills e.g. toileting, dressing
- Making changes to the materials/equipment a child is using
- Observing the child and keeping records
- Working with the child in a small group
- Providing specialist tools and equipment
- Using a range of different questioning techniques to ensure a child has understood
- Use or increased use of particular facilities e.g. soft play
- Providing 1:1 support from an additional adult
- Use of visual support strategies such as Makaton, pictures, photos, Now and Next boards, objects of reference etc.

At CNS and DNS children within the mainstream nurseries who have been identified with specific needs will be targeted for additional intervention to address these needs.

### **SPECIALIST CLASS: CNS**

CNS has developed particular expertise at working with children who have complex speech, language and communication needs and other identified conditions e.g. Autism, global developmental delay. There is a specialist class for up to 12 aged children. This class is based in a separate classroom set aside from the main Nursery building. The specialist class has space for up to 12 children each half day session, and is staffed by an EY class teacher, a Level 3 Apprentice, a part time Speech and language Therapist and a team of Nursery Assistants. Children attend for their 15 hours funded entitlement (8.45am – 11.45am or 12.15pm-3.15pm) or 30 hours (9am-3pm) if they are eligible.

### **SPECIALIST CLASS: DNS**

DNS has developed particular expertise in working with children with speech, language and communication needs and with other identified conditions, including autism and global development delay. There is a specialist class for up to 12 children in each half day session.. The specialist class have their own room and garden. The specialist class team consists of a full time qualified lead, a qualified Level 3 practitioner and a team of Nursery Assistants, a part time Speech and Language Therapist and a part time Speech and Language Therapy Assistant. Children attend for their 15 hours funded entitlement (9am-12pm or 12.30-3.30pm) or 30 hours (9am-3pm), if they are eligible.

The teams all work very closely and flexibly together so that they can best meet the needs of individual children. They use the same methods and paperwork for recording information on the development of the children. The SENCo has overall responsibility for all SEND provision within both schools and meets with the lead practitioners. The leads meet with the Speech and Language Therapists when possible to monitor, evaluate and plan as well as attend weekly staff meetings. There is a speech and language therapy programme for all the children, and the Speech and Language Therapist works on an individual or group basis according to the children's needs. The children have full access to a mainstream curriculum, adapted to suit the needs of the children, and are included into the life of the school, whenever possible and when appropriate to their needs.

### **Placement within the classes**

Any parent wishing their child to be considered for a place in our specialist class will need to complete an Application Form and submit directly to the school in line with the deadline set each academic year.

Applications will be considered in line with the schools Admissions Policy. Any parent submitting an application under Criteria 2, Exceptional social, special educational or medical need, will also need to provide relevant supporting evidence prior to the application deadline.

Once a place at the school has been considered, or offered, the school will work with the family to organise relevant funding from Surrey County Council in order to meet need. The school will work with the family to ascertain the most suitable class to educate their child.

We strongly urge all families with children with additional needs to visit the school. Please contact the school office, to arrange a time for a tour with either the Headteacher/Head of School or SENCo.

A place may be terminated in any of the classes, either because a child has made progress that he/she no longer requires the place or if the placement is considered unsuitable for the child. This is a joint decision made by the specialist class staff, Senior Leadership Team (SLT), Headteacher, SENCo and any other appropriate professionals in conjunction with the parents.

All the children in our specialist classes are admitted to the Nursery after the Headteacher, Head of School and/or SENCo has deemed their needs to be complex. Some of these children will have already undergone statutory assessment or will be put forward for statutory assessment by the Nursery as soon as is appropriate. During their time in the, class decisions about future schooling will be made by parents with support from the Nursery, the LA and any other relevant professionals e.g. EPs. The nursery will supply the LA with all relevant records and information and advice from appropriate agencies.

### **Managing the needs of pupils on the SEND register**

At CNS and DNS we see every child as an individual and we tailor our approach to accommodate each individual. If we feel a child needs support that is additional to and different from what we offer every child then we will put them onto the SEND register.

The key person will:

- discuss the situation with the child's parents and then where necessary involve the SENCo who will arrange and chair a review meeting
- collect any relevant information such as classroom observations
- plan a SSP (levels 2, 3 or 4) with the SENCo, the parents, possibly external specialists and where possible the child
- agree appropriate outcomes for the child and the teaching strategies/resources needed to progress towards these outcomes.

The SENCo will:

- make sure the parents are fully involved and informed about the child's SSP
- make sure that all relevant records/information are up to date and available for the external specialists to use
- review and update the SEND register once a term including removing children from it should they achieve their outcomes and/or meet Age Related Expectations
- liaise with the external specialists (including the EPs) and make sure their advice and support are made available to the keyworker and the child's parents
- work with the specialist agencies, the key person and the child's parents to write a SSP including: the outcomes, targets and the teaching strategies
- monitor the continuous updates and additions to the SSP ensuring parents are kept fully informed
- ensure that all the SEND stages are followed according to this policy and that parents are involved at all stages
- monitor actions and progress
- arrange meetings with parents as requested
- chair formal reviews of children with SEND as needed.
- apply for Early Intervention Funding where appropriate to support a child's development
- develop and write an individual intervention plan for any child who has a 1:1 support adult with them
- organise the timetable of any supporting adults who are working with more than 1 child.
- Ensure children with EHCP's have the appropriate provision as stated in their plan.

### **Resources**

Staff will inform the SENCo of any resources needed and this will be discussed in line with the CNS and DNS centre priorities and allocated funding accordingly.

### **Support services**

CNS and DNS works with the following support services, as necessary:

Educational Psychology Service (EPS), Physical and Sensory Support service (PSSS), Speech and Language Therapy service, Physiotherapy, Occupational Therapy, Specialist Early Education

Support, Health service, Social services, Autism outreach, REMA (Race, Equality and Minority Achievement), Early Support Team, Surrey Early Years Advisors and any private professionals parents employ, where appropriate.

We have access to the EP service for all statutory and non-statutory needs. As part of this we are allocated a link EP for each school.

All children with identified additional needs can access Early Intervention Funding provided by the LA.

### **Supporting parents/carers**

- Our CNS and DNS SEN Information Report can be accessed on our website and by request from reception or by contacting our SENCo
- Parents/carers can also access wider information about the support services in Surrey via the local offer website: [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk)
- Our admissions policy can be accessed on our website or requested from the office
- Information about specialist organisations and agencies, including SEND Advice Surrey, can be obtained from the SENCo
- CNS and DNS staff work very closely with every family to ensure smooth transitions into the nursery and out of the nursery going on to primary school

### **Supporting pupils with medical conditions**

CNS and DNS recognise that children with medical conditions might need support so that they can participate fully in their education, including nursery outings, outside play, cooking etc.

- 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
- Access to any spaces including changing and toilet facilities is ensured

Please refer to Medical Needs Policy.

### **Monitoring and evaluation of SEND**

The SEND provision at CNS and DNS is monitored regularly by the SENCo, the Executive Headteacher, Head of School (CNS), 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
- Regular review by the Executive Headteacher and the Governing Body
- Development Plan priorities
- Questionnaires and surveys of parents/carers
- External audits by Surrey e.g. SEND Monitoring visits by Surrey School & Centre Improvement personnel, OFSTED inspections
- Developing best practice e.g. moderation of child progress through SENCo networks and local partnerships

## **TRAINING AND DEVELOPMENT**

### **Staff development**

The professional development of all staff is a high priority at CNS and DNS. The team is committed to take part in further training to extend their knowledge and understanding of special educational needs, and endeavour to do this within a limited budget. All learning support staff are actively encouraged to participate in any relevant staff training. Staff training priorities are identified through a comprehensive professional development programme and linked to centre development plan priorities.

The SENCo, in consultation with the CNS and DNS teams, will endeavour to ensure that relevant in-service training is provided for all staff including leading induction on SEND policy and practice for new staff. Where necessary, members of the learning support service and EPS are invited to provide in-service support to staff.

The Executive Headteacher ensures that the SENCo's professional development is kept up to date by attending network meetings, relevant courses/conferences. The DNS SENCo holds the National SENCo Award. The CNS SENCo is working towards the National SENCo Award.

### 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
- Documents are stored until they need to be transferred onto a future setting/school. Any documents not needed are shredded in line with the retention policy for Surrey schools.

### REVIEWING THE SEND POLICY

This policy will be reviewed on an annual basis and will be formally reviewed in November 2023.

**Approved by the Governing Body:** November 2022

**Review by:** November 2023

### COMPLAINTS PROCEDURE

We follow Surrey County Council's and Ofsted's policy for parental complaints - see Complaints Policy. Advice can also be obtained from the SEND advice Surrey on 01737 737300 or [SENDAdvice@surreycc.gov.uk](mailto:SENDAdvice@surreycc.gov.uk)  
Please refer to our Complaints Policy.

Relevant for:-

<b>Nursery:</b> Yes	<b>Parents:</b> Yes	<b>Family Centre:</b> No
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### Key:

AFASIC Association for all Speech Impaired Children  
 CNS Chertsey Nursery School  
 DNS Dorking Nursery School  
 EP Educational Psychologist  
 EPS Educational Psychology Service  
 EYFS Early Years Foundation Stage  
 I CAN A communication charity supporting children with speech, language and communication difficulties  
 ISP Individual Support Plan  
 LA Local Authority  
 LSA Learning Support Assistant  
 NAS National Autistic Society  
 NHS National Health Service  
 PECS Picture Exchange Communication System - used with children on the autistic continuum  
 PODD Pragmatic Organisation Dynamic Display  
 PPT Pupil Progress Tracker  
 PSLCN Pre-School Speech, Language and Communication Needs  
 SaLT Speech and Language Therapist  
 SEN Special Educational Needs  
 SENCo Special Educational Needs Co-ordinator  
 SEND Special educational Needs and Disability

SI Sensory Integration  
SLT Senior Leadership Team  
SNSC Special Needs Support Centre  
SSP SEND Support Plan  
SSA Surrey SEND Support Arrangements  
TEACCH Treatment and education of autistic and related communications in handicapped children and adults