



Woodcroft Nursery School

Policy for Special Educational Needs

This policy is in line with the Special Educational Needs and Disabilities Code of Practice 0-25 Years {January 2015}. It is part of a whole school strategy to promote the inclusion and effective learning for all pupils. Below is the definition of Special Educational Needs {SEN} as stated in the Code of Practice.

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them {Section 20 Children and Families Act 2014.}"

At Woodcroft we strongly believe in the concept of inclusive education and strive to put this into practice at our school. The children are each given the appropriate level of emotional, social, physical and intellectual

support to allow them to take part in the life of the school and to go on to achieve in their learning. The children's needs are individually assessed and where needed the curriculum is suitably differentiated. Children are valued for their individuality and differences are respected. Staff are highly committed to ensuring that all children have access to a broad and balanced curriculum and that the children's development is recorded and built upon.

It is through offering the children wide learning opportunities with high expectations that we will see our children develop and flourish.

What are our aims for Special Educational Needs?

We aim for children to be able to:

- Fully take part in nursery school life.
- Enjoy, benefit and achieve success from the learning opportunities that are provided.
- Become increasingly independent.
- Develop a positive self-image and an awareness of the needs of others
- Make their individual contribution to British society.

The Nursery will:

- Work in partnership with children, parents and other professionals from outside agencies e.g. NHS staff/therapists, social services, other local/special schools.
- Support children according to their need.
- Take account of the Early Years Foundation Stage and the Special Educational Needs and Disability Code of Practice: 0-25 Years {January 2015.}

How do we achieve our aims?

- Assess needs in consultation with the children, parents, other staff in the nursery and support from outside agencies including health, social services and education.
- Plan individual programmes of need for the children to address their specific needs e.g. Early Support Plans, One Plans and Positive Intervention Plans to support children's behaviour and emotions, as appropriate

- Adopt a variety of teaching styles to meet the learning needs and interest of our children.
- Provide materials and support that will help individual children to consolidate and practice the skills they need.
- Review and add resources and strategies to further individual children's development and progression.
- Provide additional one to one support either for the whole session or for part of the session, as necessary.
- Provide small group work, pairs, 4-6 children or larger group activities so that those children with particular learning needs are fully integrated into nursery life whenever possible or appropriate.
- Whole school planning, communication and awareness between adults.
- Regular SEN team meetings to discuss individual children's needs.
- We regularly review children's progress and plan appropriate targets to further extend their learning experiences and skills.
- We support parents through the process of applying for an Education and Health Care plan when children have significant needs and will require further support once they transfer to primary school.

How will we know we have been successful?

For the children:

- Are happy and active participants in the life of the nursery school.
- Are confidently taking part in the activities on offer to them.
- Make progress towards independence and learning.
- Feel valued.
- Are able to contribute at their own level.

For the parents:

- Parents and carers feel welcome.
- Have confidence in the school and are willing to share experiences/knowledge with nursery staff.
- Feel valued and come to recognise that their input into meetings are appreciated and welcomed.

For outside agencies:

- Other professionals consider our input as helpful and supportive to the child's development.
- Suggested intervention plans are carried out with the children.

How will we develop and improve?

- Sustain and continue to develop good relationships with other agencies and with parents.
- Provide further in-service education/training for all staff.
- Maintain organisation and teamwork throughout the school.

SPECIAL EDUCATIONAL NEEDS SUPPORT STAFF

- The SENCo, Louisa Battersby, is responsible for the provision and day to day organisation of education for children with Special Educational Needs.
- The SENCo heads a team of nursery nurses who work throughout the school. She plans and liaises regularly with class teachers and nursery nurses. The Special Educational Needs team meet regularly to plan and evaluate provision for children with Special Educational Needs and consider access to the curriculum.

CHILDREN

- The school admits children from their waiting list who may later be found to have Special Educational Needs.
- The school admits children referred to them by educational psychologists, doctors, health visitors, other health professionals, specialist teachers and social services who may have been identified as having Special Educational Needs.
- The school admits children who may have attended the Little Woodcroft group or the Woodcroft Family Toddler group who may have been identified as having Special Educational Needs.

ASSESSMENTS, RECORDING AND REPORTING FOR SEN CHILDREN

- If we are aware of a child's Special Educational Needs before they come to us we will try to gather information from parents and outside agencies already involved with the child. We will also liaise with the staff who run the Family Toddler group and the Little Woodcroft group.
- School staff assess, evaluate, plan and liaise together regularly as well as having regular contact time with parents and carers. If any member of staff has concerns about a particular child they will speak to parents/carers, staff and the Senco. Further observations and assessments will be carried out, together with further liaison with parents. If appropriate, other professionals such as a paediatrician or speech therapists are referred to.
- If a child is identified as having Special Educational Needs information is gathered by a key worker that is allocated to that child. The child's name is placed on the SEN register.
- An Early Support Plan {ESP} is written by the Senco/ Class teacher in consultation with parents, the class staff and the key worker. The key worker spends as much time as necessary to carry out the programme in consultation with the Special Educational Needs team and the class team.
- Early Support Plans are reviewed and evaluated termly by Special Educational Needs staff and parents when children's contributions are taken into account.
- Where many professionals are involved with a child and they have a greater level of need than an Early Support Plan, a One Planning document will be drawn up. This One Planning document incorporates the child's views, the views of the parents and the professionals involved in the care and education of the child. Involving professionals enables us to further help support children in the nursery and will also help parents to access information, advice and support as early as possible.
- Sometimes it is agreed that a higher level of support is needed once a child is due to start primary school. In this case, a request for an assessment can be made to the Local Authority for an Education and Health Care Plan {EHCP.} The request can be made from either the child's parents or by the staff at the nursery. This assessment process is expected to be completed within 20 weeks. It is therefore important that discussions between staff and parents take place at least six months before their child is due to start school so that

support can be put in place before the child transfers to their chosen school.

- An Education and Health Care Plan will normally be provided where, after a Statutory Assessment, the Local Authority considers the child requires provision beyond what the school can offer.
- The Nursery recognises that a request for Statutory Assessment does not inevitably lead to an Education and Health Care Plan. Local Authorities may feel that the transferring primary school are able to meet the child's needs with the resources they have. On occasions the Local Authority has issued Individual Pupil Resourcing Agreement {IPRA} funding to the transferring primary school. This enables the primary school to support the child's needs until further evidence is gathered and considered. Once further evidence is gathered the child's case may then be reconsidered for an Education and Health Care Plan.
- Not all children on the school's special needs register will have an Education and Health Care Plan {EHCP}. Some children may leave our school with no further support required, some may need continued support from education and/or health.

FACILITIES AND RESOURCES

The special needs policy is firmly linked to the following policies:

- Personal, Social and Emotional Development.
- Equal Opportunities.
- Behaviour.
- Inclusion Policy.
- Safeguarding.

ACCESS TO THE CURRICULUM

- All children with Special Educational Needs spend most of their time in the nursery which operates a free flow structured activity time for a large part of the session. The free flow structured activity time is based upon The Early Years Foundation Stage. During this time children have access to rooms inside the nursery and the garden. For some of this time, depending on their need, they may have some individual support. All activities are differentiated so that each child can access those they choose or can be encouraged to choose.

- Some children with Special Educational Needs may need access to a quiet area for short periods of structured activities during the week. Some children may need some small group support and arrangements are made for this.
- If children have been seen by the speech and language therapy team they will sometimes have a speech and language intervention plan issued from the therapy team. This intervention plan is provided to parents and the therapy team will often forward a copy on to the nursery. It is expected that we will work jointly with parents on the advice suggested within the intervention plan. The staff in the nursery will work with the child on the advice suggested. This work may involve the staff working one to one with the child or within a small group. On occasions this work may take place in a less distracting area of the nursery to ensure that the child is able to focus their attention on the speech and language tasks.

LIASING WITH PARENTS AND PROFESSIONAL

- All our parents are consulted on a regular basis. Parents of children with Special Educational Needs tend to be consulted more frequently and discussions tend to be longer. Time is allocated for this important liaison work as well as regular termly meetings for Early Support Plans, reviews and Team Around the Child {TAC} meetings. Parents have the opportunity to speak to other professionals here at school.
- If parents have any query about their child's education they have access to a class teacher, Senco and Headteacher. Parents will be made aware of the school governor for Special Educational Needs and can seek further information or support as needed.
- Views of parents and other professionals are valued.
- Visits to the school are made by a wide variety of outside agencies including Specialist Teachers, Speech Therapists, Educational Psychologists, Occupational Therapists and Physiotherapists. They will advise us and this advice is written into the children's Early Support Plans.
- Early Support Plans are shared with parents. They sign them giving their consent for us to distribute the plans to the staff involved in their child's care and education.

- We are forming good links with the local special schools and useful visits and discussions have taken place between us.
- When children are due to move onto primary school we liaise closely with that school, inviting the staff to come and meet the child at the nursery. Once the primary school staff have visited our nursery we often take the child on a series of visits to their new school, supported by the child's key worker and if appropriate the Senco.

TRAINING

- Training needs are evaluated through the collection of staff questionnaires, performance management reviews and the school development plan.
- Courses are allocated in consultation with staff.
- Where there is a school wide need for training this is arranged on one of the INSET days and includes all staff.