



Special Educational Needs Policy

Rationale

- Each child will have equal access to a broad and balanced provision within a caring social environment.
- We shall provide differentiated care and provision appropriate to the individual's needs and ability.
- Particular emphasis will be placed on the earliest identification and appropriate provision within evidence-based resources available.
- Each child will play as full a part as possible in the life of the nursery.
- All avenues and agencies will be considered and explored to meet specific needs within the setting for the benefit of the child and others within the nursery.
- Parents/Carers are kept fully informed of their child's progress and attainment and involved in their learning wherever possible.
- Pupils and parents are consulted and involved as fully as possible in the decisions affecting their future SEN provision.
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy we believe that pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them, when Parents, Staff, children and other agencies work together.

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1. Definition

A child has special educational needs if they have learning difficulties or needs that call for special educational provision to be made.

A child has learning difficulties or additional needs if they:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of the educational facilities of a kind provided for children of the same age.
- Needs support to facilitate socially acceptable integration within the nursery environment.
- **Special educational provision means**
- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in nursery.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Little Star Nursery will have due regard for the Children and Families Act 2014 and Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that the child, parents and LEA are notified when SEN provision is being sought or made.

Staffing

SEN Coordinator (SENCO) : Kate Wilson
Deputy SEN coordinator : Sophie Jeffries
One to one/ inclusion support workers: Vicki Suffern, Dani Marchment

2. Approach

Inclusion

This policy supports our commitment to Inclusion. We recognise the entitlement of all pupils to a balanced provision. Our SEN policy reinforces the need for care and learning that is fully inclusive. The Manager and SENCO will ensure that high quality, appropriate and effective provision by suitably trained and resourced staff will be made for all pupils with SEN.

Identification, Assessment and Provision

At Little Star Nursery we have adopted a whole-setting approach to SEN policy and practice. Pupils identified as having SEN are as far as practicable, fully integrated into the day to day routines of nursery life. Every effort is made to ensure that they have full access to the EYFS and play a full part in all aspects of nursery life. At times children may be taken for specialist one to one support and activities but it is important that the child is comfortable with this.

All members of staff are responsible for identifying children in collaboration with the SENCO. This will ensure that those children requiring different or additional support are identified at the earliest stage possible. Assessment and observation are the processes by which SEN can be identified. Whether or not a child is making progress in certain areas of the EYFS (in particular the Prime Areas of the

Educational programmes) is seen as a significant factor in considering the need for SEN provision. At early identification a 'One Page Profile' may be completed, followed by a 'My Plan' assessment document. An Educational Health and Care Needs Assessment will be sought where appropriate (assessment of educational, health and social care needs of a child/young person).

Early Identification

This is a priority. The nursery will use appropriate documentation and formative assessment using effective tools to ascertain child's progress and development. These include:

- Evidence obtained by key person observation Pupil performance given their age and starting point
- Child's progress in relation to observation checkpoints in the EYFS development matters document.
- Standardised effective screening and assessment tools (Such as ECAT tools for speech and language)
- Specialised assessments from external professionals and agencies where necessary
- Reports and records from previous settings.
- Information from parents and child
- Pupil Profiles.

3. Provision

On entry to the nursery the key person will meet with the family to ascertain the child's "starting point", looking at each of the areas of development. This will help to inform the nursery of the child's aptitudes, abilities and needs or limitations. This record helps the child's key person to design appropriate differentiated programmes of learning and development.

Where additional need or support is identified, the key person, with the assistance of SENCO will produce a ONE PAGE PAGE PROFILE.

For children with identified SEN the SENCO/key person will then, in collaboration with the family:

- Formulate a 'MY PLAN'.
- Provide appropriate starting points and further on going planning.
- Identify the need for support within the setting
- Assess learning difficulties
- Provide high-quality differentiated support and learning.
- Provide appropriate support and intervention based on reliable evidence of effectiveness
- Ensure support and intervention delivered by staff with sufficient skills and knowledge
- Set out a clear set of expected outcomes (part of the 'targetted outcomes' documentation)
- Carry out regular reviews of progress at least 3 x a year, and make adaptations to support provided as required
- Ensure on-going observations/assessments of increasing frequency as necessary and provide regular feedback on progress to inform the planning of the next steps in learning

- Inform and consult parents and child in a joint home-school learning approach.
- Ensure regular sharing of information with other agencies, including prospective school for school entry age children.

4.English as an additional language

Particular care will be needed with pupils whose first language is not English. Staff will closely follow their progress across the areas of learning to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their command of English before planning any additional support that might be needed.

5.Monitoring Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the child's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

When a member of staff decide that a child's progress is unsatisfactory, the SENCO is the first to be consulted. The SENCO and key person will review the approaches adopted.

6. Record Keeping

The nursery will record the steps taken to meet individual needs. The SENCO/key person will maintain the records and ensure access to them. In addition to the usual nursery records, the pupil's record file may include:

- Information from parents
- Pupil's own perceptions of difficulties
- Information from other agencies such as Speech and Language Service/Educational Psychologist
 - Information from any Education Health and Care Plan and relevant agencies involved.
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7.Implementation of the Code of Practice

Teaching SEN pupils is a whole nursery responsibility. The core of the key person's work involves a continuous cycle of assessment, planning, implementation, and reviewing progress, taking into account the differences in children's abilities,

aptitudes, and interests. Some children will need increased levels of provision and support.

For all children with SEN, the Code of Practice (Early Years SEN code of practice Sept 2014) advocates a graduated response to meeting children's needs. When SEN are identified, the nursery will seek support from the local area Senco and may apply for an **Education Health and Care Plan** as described below if the level of need is deemed high enough.

SEN provision/the Single Category

SEN provision is characterised by interventions that are different from or additional to the normal differentiated, personalised provision. SEN provision can be triggered through concern supported by evidence that, despite receiving high-quality personalised care and support, children:

- Make little or no progress
- Demonstrate difficulty in developing social, communication or physical skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite differentiation.

8. Setting Response

If the nursery decides that a child needs additional support, the SENCO in collaboration with the child's key person will assess the child in order to plan future support. The key person will remain responsible for planning and delivering an Individual Action Plan (targeted outcomes). Parents and child will be kept informed of and consulted on the action taken and results as appropriate.

Based on the results of assessments the SENCO and class teacher will decide on the action to be taken. This might include:

- Deployment of extra suitably trained staff to work with the child
- Provision of alternative evidence-based learning materials/special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies.
- Access to LEA Local Offer and support services for advice on strategies, equipment and staff training.

9. Targeted Outcome plans

Strategies for children's progress will be recorded on a targeted outcome plan containing information on:

- Short term targets

- Evidence-based teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review.

The Targeted plan will only record that which is different from or additional to the normal provision and will concentrate on three or four individual targets that closely match the child's needs. The plans will be discussed with parent, any outside agencies and children (as appropriate).

Targeted plans will be reviewed every 6 weeks and My Plan total reviews 3 times a year, or as deemed appropriate. They will always be held in consultation with the family and other agencies involved, as appropriate.

10. Educational Health and Care Plan

An Educational Health and Care Plan is characterised by a sustained level of support and the involvement of external agencies. Some children with SEN will already have an Educational Health and Care Plan. In other cases, an application to the LEA for an Educational Health and Care Needs Assessment will be made by the SENCO after full consultation with child and parents at a Team Around the Child review meeting. External support services will advise on targets and provide specialist input to the support process. Parents and child will be kept fully informed of and consulted in decision making at every stage. The nursery also recognises that parents have the right to request an EHCP needs assessment. Due attention will be paid to the Local Offer (education, health and care services LEA expects to be available locally).

An Educational Health and Care Plan will usually be triggered through continued concern, supplemented by evidence that despite receiving differentiated high quality teaching, provision of appropriate evidence-based interventions by skilled staff and a sustained level of school support a child:

- Still makes little or no progress in specific areas
- Continues to work at EYFS (as development matters document) levels considerably lower than expected for a child of similar age from a similar starting point
- Continues to experience difficulty in developing skills in one or more areas of the Prime areas of learning.
- Has emotional/behavioural problems that often substantially impede own learning or that of the setting, and this may be in spite of having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships thus presenting barriers to learning.

LEA/External support services will require access to child's records in order to understand the strategies and resources used to date and the targets set and achieved. A specialist may be asked to provide further assessments and advice and possibly work directly with the child. Parental and child consent will be sought for any additional information required. The resulting IEP will incorporate specialist evidence-based strategies. These may be implemented by the key person but

involve other suitably qualified adults. Where necessary the nursery may request direct intervention/support from a specialist.

Request for an Educational Health and Care Needs Assessment

An Education Health and Care Plan will normally be provided where the LEA considers that the child requires provision beyond what the nursery (or on going school) can offer. However, the nursery recognises that a request for an EHC needs assessment does not inevitably lead to an Educational Health and Care Plan.

An Educational Health and Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to longer-term objectives set in the Educational Health and Care Plan.
- Of shorter term
- Established through parent/pupil consultation
- Set out in a TOPS
- Implemented in the nursery/ classroom
- Delivered by the key person with appropriate evidence-based support where specified.

Reviews of an Education Health and Care Plan.

An Education Health and Care Plan must be reviewed annually. The LEA will inform the nursery manager at the beginning of each school term of the children requiring reviews. The SENCO will organise these reviews and invite:

- Parents
- The child
- The relevant key person
- The area SENCO
- Representatives of other agencies
- Any other person the SENCO / manager considers appropriate.

The aim of the review will be to:

- Assess the child's progress in relation to TOP targets
- Review the provision made for the child in the context of the EYFS and attainment of life skills.
- Consider the appropriateness of the existing Educational Health and Care Plan in relation to the child's performance during the year and whether to cease, continue or amend it
- Set new targets for the coming year.

Within the time limits set out by the Code of Practice, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The nursery recognises the responsibility of the LEA and agencies involved in deciding whether to maintain, amend or cease an Educational Health and Care Plan.

11. Nursery Roles

The SENCO

The SENCO plays a crucial role in the nursery's SEN provision. This involves working with the manager in development of the policy. Other responsibilities include:

- Ensuring all staff understand their responsibilities to children with SEN and the nursery's approach to identifying and meeting SEN
- Overseeing the day to day operation of the policy
- Co-ordinating the provision for children with SEN
- Advising and supporting colleagues, liaising as necessary and at least termly
- Maintaining the nursery's SEN Register and overseeing pupils' records.
- Ensuring parents are closely involved and consulted throughout and that their insights inform action taken
- Attending network/Cluster meetings in order to take advantage of collaborative planning and staff development
- Liaising with external agencies, LEA support services , Area SENCOs, Health and Social Care Services and voluntary bodies

For effective co-ordination Staff must be aware of:

- The roles of participants
- The procedures to be followed
- The responsibility all staff have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO informed about pupils' progress
- What exactly constitutes a 'level of concern' and at which point SEN provision or an Education Health and Care Needs Assessment is initiated
- The procedure by which parents are informed and consulted on decision making and the subsequent SEN provision. Parents must be given clear guidance as to how they can contribute and how they can provide additional information if required.

The Role of the Manager

The manager's responsibilities include:

- The day to day management of all aspects of the nursery including the SEN provision
- Working closely with the SENCO.
- Ensuring that all staff are suitably trained in and knowledgeable of SEN
- Ensuring that appropriate evidence-based resources are available
- Informing and consulting parents in the decision making about SEN provision or their child
- Ensuring that the nursery has clear and flexible strategies for working with parents, and that these strategies encourage the involvement of parents and children in their child's care and provision.

Staff Development

All staff are required to attend courses that help them to acquire the skills needed to work with SEN pupils. Individual children with specific needs trigger a whole staff training input to ensure that everyone has an understanding of particular needs and the strategies agreed to meet them.

12. Partnership with Parents

Little Star Nursery believes in developing a close partnership with parents and this is essential if children with SEN are to achieve in line with their ability.

The nursery considers parents of SEN pupils as valued partners in the process. Depending on age and appropriateness, children will also participate in the decision-making processes affecting them.
nursery school will make available to all parents of pupils with SEN details of the external agencies available.

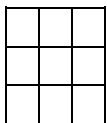
13. Links with External Agencies/Organisations

The Nursery recognises the important contribution that external support services make in assisting to identify assess and provide for SEN pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical officers
- Speech and Language Therapists
- Occupational Therapy
- Hearing Impairment services
- Visual Impairment Services

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