



## **Special Educational Needs Policy** **2021-2022**

### **Introduction**

#### **Aims**

At Usworth Colliery Nursery School we have a set of core values, followed by our whole school team, which we aim to consider and adhere to in all of our policies, procedures and practices.

**At Usworth Colliery Nursery School we place children's positive well being, development and engagement at the heart of everything we do.**

**Our School Team and Governors are committed to continually improving Our practice to provide excellent nursery school experiences and outcomes for our children.**

**Through excellent partnership working with our families and support services we aim to be the best and first choice early years education provision in our area.**

#### **In our nursery school**

- **Everyone is valued and welcome.**
- **Our children are happy and safe, as we support, encourage and care for them well.**
- **Our children achieve and progress well, as they access engaging, motivating activities and resources every day.**
- **Our children display effective learning and development in all areas of the EYFS, as they have access to quality indoor and outdoor play and education every day.**

We aim to include all children and their families in all aspects of school life; we value and respect the views of parents and carers. It is important that we all work together to do our best for every child in our school.

#### **Policy statement**

Usworth Colliery Nursery School has a commitment to ensure all children have access to high quality early years education and make to best possible progress. The Special Education Needs Policy explains how we implement support for children with additional and individual needs which require support above and beyond day to day teaching and learning provision.

All cases of pupils identified with special educational needs or disabilities are addressed in the same way and follow the procedures described in the policy.

### **Identification, Assessment and Provision**

This SEN Policy works alongside and in conjunction with The Local Offer offered by Sunderland City Council, the school SEND Information Report and other school policies namely, Attendance Policy, Positive Behaviour Policy and is embedded in the Teaching and Learning Framework of the nursery school.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher (SENCO) all other members of staff both teaching and support staff have very important day-to-day responsibilities.

***All teachers are teachers of children with special educational needs.  
Teaching such children is therefore a whole school responsibility.***

High quality teaching, which is differentiated and personalised, should be available for all pupils.

At the heart of the work in the nursery is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of children.

The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range, may have special educational needs.

### **The Local Offer**

The Children and Families Bill was published in September 2014.

From this date, Local Authorities (LA) and schools were required to publish and keep under review, information about services they expect to be available for children and young children with special educational needs (SEN) aged 0-25. The LA refers to this as their 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area and help them to make choices about their child's needs and support available.

### **The Special Education Needs Information Report**

Schools utilise the LA Local Offer to meet the needs of SEND pupils, as determined by school policy, and the provision that the school is able to provide.

Schools refer to this as 'The Special Educational Needs Information Report'.

Our Information Report is set out as a series of questions and answers, which aims to give parents and carers clear information about what our school provides.

A copy of the school current report is displayed on the website, in accordance with Code of Practice and LA guidelines.

### **Governors with responsibility for SEND**

The SEND and Intervention link governor is Suzanne Jobson.

The Headteacher has a duty to report information about SEND to the governing body.

As well as monitoring the quality of SEND support in school, governors are responsible for ensuring that budget management and deployment of resources is reported accurately.

## SEND INFORMATION

### Areas of SEND

Special Educational Needs and Disabilities are divided into four broad areas in education.

These areas are: -

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

### Ranges of SEND

In September 2019 Together for Children Sunderland introduced and implemented a guidance system to enable schools to determine and assess the range of Special Educational Needs a child presents through the SEND Ranges Guidelines.

Schools use the ranges guidelines to identify children's additional needs in the four key areas

This guidance helps schools to determine the level and range a child's presenting behaviours most accurately reflects and the level and range of support the child may need.

Information is shared from parents and carers, professionals and key staff to agree these ranges.

At this time Preparation for Adulthood aims are also considered agreed to ensure the child is developing essential skills for later life and experiences an inclusive experience in school which takes the first steps in support their skills.

As an Early Years setting we refer to the specific Early Years Guidelines and assess the children within the Early Years Foundation Stage age bands.

The process begins, when a child has presenting behaviours within the four areas of send which are significantly below those expected for their age (12 months) and without support they are not likely to reach expected milestones by the time they reach compulsory school age.

### Special educational needs, disability and areas of need

The Special Educational Needs and Disability Code of Practice (2015) defines **special educational needs** as follows

"A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a 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,
- 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 education or training provision that is additional to, or different from that generally is made for other children of the same age.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition shown above when they reach compulsory school age, or would do so if special educational provision were not made available for them.

There is often an overlap between disability and special educational needs. Therefore, a child can be defined as being disabled, having a special educational need (SEN) or having both a special educational need and a disability (SEND).

The Equality Act (2010) defines **disability** as

*a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

This definition provides a relatively low threshold and includes many children and adults. Long term is defined by the Equality Act as a year or more and substantial is defined as more than minor to trivial.

### **The Early Years Foundation Stage (EYFS) and SEND**

The Early Years Foundation Stage (EYFS) is the statutory framework for children's early education aged 0 to 5 years providing standards for all children's learning (including those with additional needs), development and care in early years settings.

All early years providers must follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted.

All Ofsted-registered settings offering early years provision **must** meet these standards to ensure that children learn and develop well and are kept healthy and safe.

The EYFS states that those that work with young children should be alert to emerging difficulties and respond early to concerns.

SENCOs need to be aware that in particular, parent/carers know their children best and it is important that all practitioners listen and understand when they express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.

If a child is also disabled then the child is offered support and protection under the Equality Act 2010. Additional duties are set out within the Act for those settings in receipt of public funding.

## **Supporting pupils with SEND in our Nursery School**

### **What are the different types of support available for children with SEND at Usworth Colliery Nursery School?**

When a child joins us at Usworth Colliery Nursery School their teacher, or Early Years Educator, will get to know them and their family from their first visit onwards.

During the child's first few months at school, we place great emphasis on their emotional health and wellbeing, helping them to feel safe and secure, well cared for and well known by their key adults.

We also help children to learn and understand how to behave well in school and how to follow our simple, clear rules and routines.

It is understood by all practitioners in our school, that a child's personal, social and emotional development is crucial to them engaging in all learning and this is their prime area of learning and development.

The child's teacher and the class team members will make lots of observations of play, interactions and behaviour, during the child's first weeks in school and will talk with parents and carers, during induction sessions and consultation meetings, about their start to school, their wellbeing, development and progress.

It may be at this time that some areas of development are of concern and this will be discussed with parents and carers and they will agree actions together with staff, to support this in school and at home.

We will then proceed to a graduated support approach in accordance with SEND Code of Practice guidelines.

### **Graduated Support within Usworth Colliery Nursery School**

#### **Early Years Quality Teaching / Range 1 Support**

- The teacher and Early Years Educators will continue to make accurate observations and assessments of each child at play, as well as during planned group sessions and free choice activity times.
- If it is seen that a child would benefit from additional support, we will talk with the parent or carer at the identification stage and fully inform them of the Early Years Quality Teaching taking place and what further intervention and support we are planning and why. Intervention / support activities will take place as part of the child's group work or at extra times if needed.
- An example of group intervention at this stage may be Nurture groups, behaviour activities, Talkboost or Storytalk sessions.
- Usually, the groups will have a group support plan with shared group aims identified at the start of the intervention programmes.

#### **Range 2 Support**

This support is called range 2 support, which means we are taking additional action to support a child.

- An 'Individual Support Plan' can be written by the SENCO, Teacher, Early Years Educator and in consultation with parents / carers and this will enable activities to be delivered specifically to support the child's needs and shared with parents and carers.

- This may be 1:1 or in a small group and it is the first step of additional support to quality first teaching activities.
- Observation and assessment will be part of the on-going process, to closely check on development and progress.
- The SENCO will meet with the child's (children's) teacher or Early Years Educator to ensure the plan is followed and delivered to maintain high quality teaching and intervention activities and to check how well the child is progressing.
- Parents and carers will take part in review meetings at least each term and a progress report is shared and the plan reviewed.

If a child continues to experience delay in their progress in all, or some areas of their development, we will talk with parents and carers about giving their consent to make a referral or request for a specialist service for guidance in supporting the child's learning.

We work, with a range of services according to children's individual needs, these may include: -

**Educational Psychology Service**  
**Speech and Language Therapy (SALT)**  
**Specialist Speech and Language Team**  
**Autism Outreach Team (AOT)**  
**Local Health Visitors and Nursery Nurses**  
**Occupational Therapy,**  
**CAHMS Children's Mental Health Support Services**  
**Behavioural Support Team**  
**Community Paediatric Nurses.**  
**Language and Learning Partnership**

### **Range 3 support**

This additional level of support, when we follow the advice of external support services, is called **Range 3**. As with all ranges there is an assess, plan, do and review cycle throughout the process, which parents and carers and the child will be part of.

The principle support services in Nursery school come from our Educational Psychologist and the Speech and Language Team.

Our Educational Psychologist is called Gill Cassap. She offers an expert level of support in children's learning and development, which enables us all to understand the child's needs better and to put in place the most appropriate activities to support their progress and development.

Our Speech and Language Therapists come from Washington Galleries clinic and the Specialist Speech and Language Team from Durham Road. They offer specialist support in children's speech and language development and we closely follow advice when creating support programmes.

'Individual Support Advice' will be written advised by external support services and will enable activities to be delivered specifically to support the child's needs and shared with parents and carers.

This may be 1:1 or in a small group and it is in addition to quality first teaching activities. Observation and assessment will be part of the on-going process, to closely check on development and progress.

The SENCO will meet with the child's teacher or Early Years Educator to ensure the plan is followed and delivered to maintain high quality teaching and intervention activities and to check how well the child is progressing. Parents and carers will take part in review meetings at least each term and a progress report is shared and the plan reviewed.

### **Beyond Early Years Quality Teaching Ranges 3 and above**

If the child's progress continues to be below expected, through the on-going assessment of their development, a decision will be made to hold a multi-agency, child-centred meeting, to talk about the next steps of action to be taken to further meet their needs.

If it is agreed that a higher level of support is required, the process will begin to request assessment for an **Education and Health Care Plan** through the following stages: -

### **Single Plan (Education and Health Care Plan) Process**

The school will arrange a meeting of parents, carers and professionals to discuss the child's strengths, current abilities and needs.

Parents and carers will be asked to attend and will be asked to contribute to these meetings and share their views. Help can be offered from Sunderland Carers Centre for those who are unsure about the process.

The child's views will be gathered by the teacher and shared as part of the report and an application process will begin to request further support from the LA and formally 'express' the child's additional learning, developmental or health needs and the provision which is needed in school to support their learning.

### **Supporting a child with medical needs**

We understand that there are many different levels of medical needs. At the highest level, a detailed Medical Care Plan is written, in consultation with medical professionals and parents/carers. This is linked to any training the practitioner may need in order to support a particular need or procedure.

Where necessary, short term medication can be administered and should be discussed with Lindsay Guthrie.

Members of staff have had training in the administration of medication.

Only prescribed medication can be given at Nursery and all parents receive information with details of our procedures, in order to keep everyone safe.

Risk assessments are undertaken for particular needs, such as the use of oxygen or Personal Evacuation Plans for Fire Safety etc.

Paediatric First Aid training is undertaken by all staff on a rolling programme.

## **Supporting Transitions**

Changes and transitions can be difficult for all young children and we strive to enable these changes to be as smooth as possible.

When a child enters Nursery, we talk with parents and carers and any previous Nursery about their needs in order to plan for any adjustments to help them feel happy and secure. This may also involve gathering or discussing their needs with other professionals. We will attend any 'exit' meeting organised by a previous setting or meet with staff in our school

When a child is moving class bases within Usworth Colliery Nursery School, staff and children will visit the next room to increase familiarity with the new adults and the space.

Discussions take place between all age phase practitioners to share information about each child's needs, strengths and interests.

When a child is moving to another setting or school, a transition review is planned which fits the child's ranges, timing of reviews with parents and carers and the next school, and any involved professionals.

The aim is to share information which enables the child to make a happy move into their next stage of learning.

Additional visits are planned in liaison with the new school's SENCO and a transition plan put in place.

All records are passed on to the next school as soon as possible

## **Preparation for Adulthood PFA Outcomes**

Within the new SEND strategy for special educational needs support in Sunderland, school must also assist children in developing skills for adult life. These are known as Preparation for Adulthood aims.

When a child has an individual support plan they will also have identified life skills to develop and practice. In nursery these skills are particularly helpful for children to develop and become more independent and self reliant.

## **Children with identified SEND starting Nursery School**

We encourage all new parents and carers to visit school to have a look around and to talk to us; this will help them decide if we have the right environment to suit their child needs and interests.

During that time, we encourage parents and carers to tell us about any needs their child may have, as this helps us to prepare for them starting school.

We also encourage parents and carers to share information about their child during home visits, to make sure that their induction into school is happy and appropriate for them.

If other professionals are involved, we will arrange a planning meeting before, or as soon as possible after, the child's starting school date, in order to carefully plan and make any reasonable adjustments needed to enable them to fully engage in our curriculum. Other professionals at this stage may include SALT, Autism Outreach Team, Portage, Early Support and Health Visitors.

If a child has medical needs and a medical procedure is required, training for practitioners would be undertaken prior to their starting date or as soon as possible

thereafter, in liaison from health services, in order to ensure the child's health, safety and wellbeing.

Support in school would commence at the **Early Years Quality Teaching Range 1** stage, during which time the child's class teacher and class team will carry out assessments and observations and determine whether individual or group support is needed or further advice from agencies.

The graduated support approach will be followed for all children at the appropriate stage of their SEND provision.

### **Allocating additional support to children**

The SENCO works closely with all practitioners to create a SEND needs summary for each class group.

This is a chart which records all children within the class group with additional learning needs. This is reviewed at least every 3 months to ensure children are progressing well within the support level they are working.

We chart the teaching groups these children attend and the focus of the support. We allocate a cost to this support using LA guidelines.

If a child has a range of support and intervention groups and sessions these are entered on a 'Provision Map'. This details every intervention and the cost to school. This is a chart which plots who our teaching groups and staff work with, in main group sessions and intervention periods, to enable children with an identified level of need to effectively access and engage with the EYFS curriculum in the classrooms. In all classes the SENCO works the class teacher and class teams to plan and organise targeted support activities for children.

The school can apply for additional inclusion funding if a child moves to Range 2 and requires support beyond Quality First Teaching. Nurseries do not hold a notional SEND budget to meet the costs of additional provision and we need to make applications to the SEND Inclusion Panel to request additional funding for supporting staff. It is important for parents and carers to understand this and to take part in reviews as soon as possible.

Observations from staff, parental / carers concerns and analysis of the baseline / assessment data provide us with strong information about the child's level of development, and the actions to take to move them forward in their learning.

The Provision Map is updated every term, and reviewed by the leadership team every ½ term, depending on the analysis of needs of actions, in conjunction with the review process.

### **Services available to children in Usworth Colliery Nursery School**

These services vary and are dependent upon the needs of each age phase and cohort. Maintained nursery school funding can be limited but all available funds are directed to supporting children's learning and development.

#### **Directly funded by the school**

- We try when possible to maintain a generous minimum adult to child ratio in nursery classes of 1:8 to enable children to have adults to support their needs.
- Educational Psychology Service
- Buy in to behaviour option to support services.

#### **LA Funded Services**

- Autism Outreach Team (including specialist SALT)
- Language and Learning Partnership
- Sensory Services
- Parent Partnership Service

#### **Health Service Funded**

- Speech and Language Therapy (Direct referral)
- Physiotherapy (Allocated by Health for an identified need)
- Occupational Therapists
- Paediatric Health Services and specialist departments
- Health Visitors (Allocated by Health)
- CAMHS (Direct referral from Health or by CAF a referral process)

**Reviewed** **September 2021**

**Review date** **Autumn 2022**

**Signed Chair of Governors** **M. Sieranska**