

Ogley Hay Nursery School

SEND Policy



Supporting Special Educational Needs and Disabilities at Ogley Hay Nursery School.

As part of the Children and Families Act 2014, the SEN code of Practice aims to improve outcomes for all vulnerable children and young people and their families; develop joint multi-agency responsibility and working; give parents and carers more choice and control and ensure flexible local approach to identifying and meeting needs.

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs (SEN) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post.

Introduction

This policy complies with the Statutory requirement laid out in the SEND code of practice 0-25 (Jan 2015) 3.65 and has been written with reference to

- the Equality Act 2010; Update May 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice Jan 2015
- Statutory guidance on Supporting Pupils at School with Medical conditions- April 2014
- EYFS 2012 statutory Guidance
- School's Safeguarding Policy
- School's Accessibility Plan
- Teachers' Standards 2012
- Behaviour and Anti bullying policy
- Safeguarding policy

This policy was created by the school Senco with governors in liaison with senior Leadership team, all staff and parents of pupils with SEND. This policy was created in line with the new code of Practice 2015. It should be read in conjunction with the school's SEN Information Report which is available on the school's website.

Our Senco, Colleen Holmes is a member of the School Leadership Team.

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Vision:

Every child with the support of parents or carers and school staff can attend our school, where they will feel safe, valued and able to make a positive contribution as a member of the school community, benefiting fully from the learning opportunities and social experiences available.

Rationale

Children have different aptitudes and abilities and progress at different paces. We

recognise that a proportion of our children might have special educational needs. We recognise that it is our duty, as early as possible, to identify the nature and manifestation of need, to develop and/or engage in suitable programmes of study, which will assist and enhance cognitive, physical, social and emotional development. At the same time we would wish to enhance the self-image and give a sense of achievement and self-fulfilment while developing a considerate, respectful attitude on the part of others.

Aims

All children might have Special Educational needs or disabilities either throughout or at some time of their school career. We aim to

- Provide access to a curriculum which allows for the individual development of each child removing barriers to learning and meeting their diverse needs
- Seek the views of the child and take them into account where possible
- Involve the parents in all decision relating to their child and recognise the vital role they play in supporting their child's learning
- Liaise with and draw upon the expertise of other professional agencies
- Enable each child to develop according to their needs regardless of ability race, gender or religion or sexual orientation to reach their potential
- Provide a safe environment where children want to attend school and enjoy the opportunities provided.

Objectives:

Every key worker is responsible for the early identification and meeting the needs of SEN pupils and in this they can draw on the resources of the whole school.

We will:

- Set clear learning objectives.
- Provide differentiation to support learning in accordance with the Graduated Approach
- Enable the child to access a broad and balanced relevant curriculum which provides opportunity for enjoyment with a whole school approach to managing and meeting individual needs
- Access specialist services or provision in school for individual children.
- Provide support and advice for all staff working with pupils with Special Educational Needs or Disabilities.

Identifying SEN

- We use assessment tools to track your child's progress against expected development.
- If your child is not making expected progress and meeting developmental milestones then we will talk to you about it.
- We observe children daily in all situations and staff share what they have seen and inform the Senco of any concerns.
- We also work with other agencies such as health which may help us identify a special need or disability.
- We always share our initial concerns and findings with you by arranging a meeting with you.
- We always ask your permission before putting your child's name on the special needs register.

- We follow the special needs Code of Practice 2015 which means there is a certain order that we follow. It is called the *Graduated Approach*.
- Once a concern has been raised and discussed by staff and parents steps will be taken to help your child to progress. The family group leader will meet their needs through differentiated work.
- If after this, your child is not making the progress expected we will move the support to a Support Plan to help your child meet specific targets using agreed strategies with staff and parents. This is reviewed each term. Your child might then work in a smaller group for some of their time in nursery.
- If their targets are not met we will ask for outside help and consider an Enhanced Support Plan. They will then have some one to one time with an adult in nursery
- If you, as parents, and professionals feel that that your child will need more support and will do so over a period of time then a Statutory Assessment will be requested which may lead to an Education, Health and Social Care plan being issued.
- Wherever your child is on the *Graduated Approach* their progress will be tracked and reviewed each half term in a meeting with you, staff and other professionals. Staff working with your child also tracks their progress on a daily basis by so that work is always planned to meet their needs.

Other factors that are not SEN but may impact on progress and attainment

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium grant
- Being a looked After Child
- Being a child of a service man or woman

Our guiding principle is one of Inclusion.

In implementing this, consideration will have to be given to the following factors:

- For the majority of children with special needs, teaching will take place in nursery alongside their peers;
- Where appropriate, provision should be made for withdrawal for specific children for specific activities;
- A secure, stimulating environment will be provided.
- Like all other children, those with special educational needs are entitled to a broad, balanced curriculum which is differentiated according to need;
- Every attempt will be made to provide suitable equipment and materials;
- The use of teaching assistants and others who can be used to withdraw individuals and small groups.
- The close co-operation between group leaders, nursery practitioners , SENCO, and all involved with SEN pupils;
- The views and co-operation of parents;
- The results of monitoring the provision;
- The regular reviews of the policy and achievements;
- The opportunities for pupils with special educational needs to join in with all the activities of the school including extra curriculum activities;

- The consideration that SEN crosses all curriculum areas and all aspects of teaching and learning;
- The views of the child and take them into account;
- Acknowledge and draw on parental expertise in relation to their child.

The term special educational need is not exclusive to those children who find learning difficult. There are very able children who have special needs of a different kind to which we must respond.

Definition of Special Educational Needs

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 other children 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.

A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.
Disability Discrimination Act 2010

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

There are four broad areas of SEN where children may have extra needs in one or more areas:

Communication and Interaction

Cognition and Learning

Social, mental and emotional health

Sensory and / or physical needs

The local authority publish indicators for identifying needs in the four areas and are available on request.

Graduated Approach

Assess, Plan, Do, Review

The school will undertake two cycles of Assess, plan, do and review before a pupil is identified as having an SEN need.

Assess

- Assessment methods used to help identify a special educational need include:
- Information from parents
- Information for previous setting
- Initial concerns, discussions with staff, observations of pupils
- SEN support plans
- SEN support plan reviews
- Interventions
- Impact statements
- Standardised Test Scores, as appropriate
- Data analysis
- Progress meetings

- Referrals from outside agencies
- Recommendations from Safeguarding meetings, PEP meetings

Plan

If review of the action taken indicates that additional to and different from support will be required, then the views of all involved including parents and carers and the pupil will be obtained (6.14 of Code) and appropriate evidence based interventions identified, recorded on a support plan and implemented by the group leader with advice from the Senco.

Do

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching relevant developmental targets that take into account parents' aspirations for their children. Parents will be consulted on the action they can take to support attainment of the desired outcomes. Within the nursery the child may be supported by a teaching assistant. This intervention will be recorded and included in the review meeting. Some children may work in small groups on particular skills or individual one to one work. This work will be led by a teaching assistant under the guidance of the Senco. These interventions are noted on the provision map and their impacts are reviewed termly.

Review

Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil where appropriate. New targets will be set at the meeting. If a child is not making expected rate of progress then outside advice will be sought. The nursery always obtains parents' permission to discuss their child with other professional and informs parents of the outcomes of such discussions and involvement. Once outside agencies are involved the SEN Support plan becomes enhanced.

In order for pupils to exit the SEN register, they will no longer have provision that is additional to or different from their peers. Any pupil who is removed from the SEN register is monitored by the SENCO for a term

Pupils with SEND are recorded on the school database Sims software and updated regularly.

Pupils will be aware of learning targets and encouraged to share their views about school and this will be used to help them to get the most out of their education.

Roles and Responsibilities/ Co-ordination of Provision

Provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Governing Body

The Governors have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that pupils are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Consult the LEA and the governing bodies of other schools when it seems to be necessary or desirable in the interest of coordinated special educational provision in the area as a whole.

- Ensure that a pupil with special educational needs join in the activities of the school together with pupils who do not have special educational needs. This needs to be practical and compatible with the child's special educational provision and allow for the efficient education of the pupils with whom they are educated.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing so, governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools. Governors will report to parents annually on the implementation of the SEN policy.

To demonstrate the effective implementation and success of the policy the report may include:

- How the resources have been used;
- The number of pupils identified at each stage;
- Progress which has been made in relation to provision and assessment;
- Monitoring and record keeping;
- The use of outside support services and agencies.

The Headteacher

The Headteacher has the day to day management responsibility of all aspects of school work, including provision for pupils with SEN. The Headteacher keeps the governing body fully informed and works closely with the school's SENCO.

The Senco

To be responsible for the day-to-day operation of the SEN Policy.

This includes:

- Give guidance and assistance in identifying, assessing and monitoring children with special needs;
- For school purposes - keeping a record of children who have special educational needs;
- Supporting and advising colleagues and governors;
- Liaising with parents, other schools and support agencies;
- Taking an appropriate part in staff development;
- Ensuring that personal professional development keeps abreast of developments;
- Implementing, reviewing and updating the school's policy;
- Update and oversee records
- Updating, managing and reviewing provision maps, support plans and impact statements.
- Collect and analyse data and use this information to inform the school development and report to Governors

The School Staff

All teachers and Group Leaders are "teachers of children with SEN" (6.36 of code) and do their best to differentiate the curriculum to meet the needs of all the children (6.37). All staff are involved in implementing the SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

Supporting Pupils and Families

The Local Authority by law publishes the services and provision available to children of SEND in the local area. This is called the Local Offer. There is a link on our school website. Parents can also access impartial advice from Parent Partnership. These details are also on the school website. Contact numbers are available from the school Senco.

As a school we also publish information meeting the needs of SEND children. This is currently on the school website as the schools SEN information report. This document gives information on current services and provision available to SEND pupils.

Admission Arrangements

The admission arrangements for the school treat children with SEN who do not have a statement of SEN exactly the same as for all other children and are administered in accordance with the guidance set out in the Admission Arrangements published by the Authority. A copy of the Admission Arrangements is available from Children's Services (Walsall Local Authority). This booklet also sets out arrangements that apply for admission of children and young people with statements of SEN.

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

Transition

Our Senco attends meetings with other settings to aid transition and passing on of valuable information. Transition plans are drawn up for children moving to and from our school. Pupils visit their new schools before moving with and without their parents. Children with specific needs have additional visits to ease transition. Strategies are planned to prepare the individual child depending on their need i.e photobooks, visual timelines. Children with Education, Health and Care plans or statements are supported by the same staff at the Local Authority SEN team and an Annual review and transition plan will take place before the child moves to the next stage of their education.

Provision - Access to the Curriculum

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon how great their difficulty is; children with greater need receive more support. We call this our continuum of need and match it to a continuum of support. All staff will be made aware of the resources that have been purchased and where they are kept. Every teacher is a teacher of every child and they ensure that any reasonable adjustments a child needs to be made that is additional to and different from the majority of other children will be catered for in conjunction with advice from the Senco and external agencies.

School Visits

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

The school recognizes that pupils at school with medical condition should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010- updated May 2014 and The Special Educational Needs and Disability Regulations 2014.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided which brings together health and social care needs. Please see Walsall Local Offer information <http://www.mywalsall.org/walsall-send-local-offer/>

Provision - Access to the Environment

We have a disability and access policy which is available on the school website and paper copies available from the office. Adjustments to the building have been made in light of disability access requirements, including ramps, disabled toilet etc. We review our environment regularly.

General well - being of children

Parent and Child voice- Parents are invited each term to our forum meetings where their views can be expressed and any concerns raised. Parents also have access to the parent suggestion box and comments tree. Parents are also invited to chat informally at school events and complete questionnaires. The opinions parents share with us are regarded with importance and considered carefully. Children are invited to comment on their nursery life and learning and this is recorded.

Children are taught to respect and value one another; small group interventions take place for children who need support with their personal and social skills. The school implements its behavior and anti bullying policy.

Arrangement for partnership with parents/carers

- We aim to work in close partnership with parents and all information is shared and decisions taken jointly. If we have concerns, these will be shared with you and we will talk about whether your child's understanding and behaviours are the same at

home as they are in the setting. This is then taken into account and we work together to decide what support you and/or your child may need to begin making good progress.

- Where appropriate, together we will write an individual support plan; this sets simple targets and outlines how your child will be supported. You will always be provided with a copy so that you can support your child's learning at home.
- Sometimes, we may ask you to give permission for other professionals to become involved for example, making a referral to other agencies such as the Speech and Language Therapy Team, Health Visitor or educational Psychology.
- We will then hold an 8-10 week review meeting, where you will be involved in reviewing your child's progress and celebrating their achievements alongside Nursery staff and any other professionals involved.
- We also hold parent consultation meetings once a term, where you can discuss your child's development and interests with their Family Group Leader.
- We also hold Parent Workshops throughout the year; these provide you with an insight into your child's day at nursery and lots of information and support on a number of important subjects, like Communication & Language, Maths etc
- In the reception area, we have our celebration tags, at any time you can fill in one of these to tell your child's Family Group Leader about something that your child did that surprised you or made you feel proud.
- When appropriate, some children are provided with Home to Nursery communication diaries. These books provide nursery with daily information from home, such as sleep/eating patterns, interests, behaviour and mood. They also provide the parents with daily information regarding their child's activities and achievements.

Arrangements for Complaints

The school will always be open to receiving either compliments or complaints from parents of children with SEN in the school. In the first instance these should be relayed to the SENCO either by calling for a discussion / to make an appointment, or by writing in to school.

- Telephone discussion. Complaints, can usually be easily and quickly be dealt with by a telephone conversation, but, please be aware that all our staff in school will be fully involved with teaching and supporting children so will find it difficult to get to the phone during the normal teaching day.
- Meeting in school with SENCO. In the unlikely event that this does not allay your concerns, then the next stage would be to organize a meeting in school with the SENCO to discuss this further.
- Meeting in school / discussion with Headteacher. If you are still not satisfied that your concerns have been resolved then you should either phone the Headteacher for a conversation or appointment to meet, or put your concerns in writing. The school's complaint procedures are set out in the school prospectus and accessible on our website.

Learning Support Assistants/Teaching Assistants

LSAs work alongside classroom teachers. Where appropriate they will work with individual or groups of children engaged in activities planned by the class teacher or the SENCO. Some LSAs will be assigned to individual children who may have a statement of special needs.

In - Service Training

We regularly undertake training and development work in the area of meeting SEN in schools, and this is included in our school development and training plan. This takes a variety of forms such as; whole school training, group training, attendance at external networking and training events. Provision mapping is done by the SENCO on a termly basis. This provides an indication of needs and progress of targets. The SENCO will keep abreast of any new developments as part of her continuous development, and keep staff informed as appropriate. Advice may be sought from a range of organisations such as;

- Rushall Inclusion and Advisory Team <http://www.rushall.walsall.sch.uk/inclusion-team>
 - Walsall Support Team The Advisory Support Team Local Offer <http://preview.tinyurl.com/lwcyxqu>
 - Walsall The Education Psychology Service Local Offer <http://preview.tinyurl.com/ngvr4l>
 - Parent Partnership Walsall <http://www.walsallparentpartnership.org.uk/>
 - Autism West Midlands <http://www.autismwestmidlands.org.uk>
 - Positively Special - <http://www.positivelyspecial.co.uk/>
 - Walsall Speech and Language Therapy - Email: SLTinfo@walsall.nhs.uk - Tel: 01922 605400
1. Specialists in other schools e.g. teaching schools, special schools.
 2. Social Services
 3. Health partners such as School Nurse and Child & Adolescent Mental Health Service

Training is sought to meet the changing needs of each cohort such as;

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Sharing Experiences And Good Practice

As a school we are part of a Walsall wide education community. We look for opportunities to;

- work closely with neighbouring schools and settings within our area;
- Meetings take place between the Sencos of different schools to discuss children who will transfer to school who have special educational needs and to network key developments and initiatives.

The Senco also meets with other Sencos from the local cluster to share good practice and evaluate sen provision in the area.

Further Information

The Walsall Local Offer can be found here <http://www.mywalsall.org/walsall-send-local-offer/>

References

The **SEND Code of Practice** (Jan 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014.

<http://preview.tinyurl.com/nrv8wxy>

Glossary

(A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>)

This policy will be reviewed regularly by the governors and any person wishing to comment on the policy is warmly invited to do so.

Signed Chair of Governors

Date

Review date February 2019