Gainsborough Nursery School
Special Educational Needs and Disability Policy

About us
Gainsborough Nursery School is a Maintained Local Authority Nursery School. We have provision for 104, 3 to 4 year old children throughout a full day and we also have provision for 24, 2 year old children who meet the eligibility criteria for 2 year old funded provision.

Principles
We have High Aspirations for all of our children. This means we believe in following the individual interests of all of our children and supporting them to develop a strong sense of self, their abilities and their aspirations. We aim to support them to successfully prepare for life and we work hard to encourage and nurture them for the present, and for their long term outcomes.

We believe that all children have a right to a broad and balanced Early Year's Curriculum. Gainsborough Nursery School welcomes all children whatever their individual needs and believes in providing an Inclusive setting. In order to achieve this, we work closely with parents and carers and, where necessary, other agencies.

We aim to identify any difficulties a child might have and to work with parents and carers to ensure these difficulties are addressed.

Objectives/Aims
- To ensure all children are made to feel safe and secure and are supported to develop into confident and self-assured individuals.
- To ensure all parents, carers and friends and family are made to feel welcome and supported to broach any issues or concerns that they may have.
- To ensure we work collaboratively with parents/carers and other agencies.
- To continue to provide High quality provision for all of our children.
- To work in co-production to best meet the needs of the child.

Principles into Practice

Admission
We offer admission to children from our locality and beyond, aged from three years to school age. In certain circumstances, some children may require additional resources of some kind. Parents of children with particular needs are welcome to approach the SENDCO or Headteacher for more information.

How we support those with Special Educational Needs and Disabilities (SEND)
Our Special Educational Needs and Disabilities Co-ordinator or ‘SENDCO’ is Lucy Owers and she:
• assists the staff in identifying any difficulties a child might have;
• helps to plan approaches and strategies;
• keeps parents and carers in touch with their children’s progress;
• knows about outside agencies who can help;
• Acts as a resource for all staff regarding SEND;
• reviews the provision for all children with SEND half termly, identifying interventions and resources used within the school and monitoring their effectiveness.

Premises/Environment
Please see ‘Gainsborough Nursery School Disability Accessibility Plan’ which links with this policy.

Disabilities
Gainsborough Nursery School is an Inclusive school and we welcome all adults and children whatever their individual needs. (See Gainsborough Nursery School Admissions Policy and Disability Accessibility Plan).

Resources
The Nursery School Provision Map identifies the extra resources used in the setting that may be used to support children with SEND. The resources vary according to the needs of the children and staff are well informed of the additional resources which can be accessed to support children’s development. The resources frequently used range from:
• intervention groups-extra adult support for identified children either 1:1 or in small groups;
• visual cues and prompts such as photographs and symbols;
• sensory objects and materials;
• games and activities, such as letter sound bingo.
Training
Staff attend training arranged by the Birth to Five Service, CFBT and in house training coordinated by the SENDCO. The aim is to ensure staff are kept current with new initiatives and are supported in their understanding and professional development to support all children, including those with SEND.

One member of staff is trained as the lead on ECAT (Every Child a Talker) and other staff are trained in ELKLAN to support children with speech and language development. One member of staff is also trained in the use of Makaton at level two.

We have made and are continuing to build on, close links with our local Special School.

The SENDCO is trained in SEND at MA module level.

Identifying SEND and taking action

With regard to the identification of all children’s strengths and areas for development:

- We observe the progress that all children make and note any child that seems to be having difficulties in any area of learning. This includes children who are having difficulties with emotional development and with attention and listening skills.
- We record progress and regularly share it with parents.
- If we feel that a child needs something additional to or different from our everyday Quality First Teaching and provision, we discuss this with parents and prepare an SEND support plan outlining specific and measurable targets for that child. This intervention is called SEND Support.
- SEND Support plans are continually reviewed and used as part of the school planning process. They are a working document and are formally reviewed at least three times a year with parents/carers.
involvement. Staff use the children's plans as a part of their continued planning and share these with one another to ensure children's needs and progress are assessed as closely as possible.

- Wherever practically possible, the child will be involved in appropriate discussion re: their progress. Parents are also asked for their feedback and feelings on their child's progression and the support given to them.

**We can request further support for children at SEND Support level:**

- If, with the resources normally available to us, we all feel that a child is still experiencing difficulties and his or her needs are not adequately being met, we can request further support through our support professionals. This may, for example, involve one or more of the following: Occupational Therapist, Educational Psychologist, Speech and Language Therapist, School Health Nurse and Paediatricians.
- The parents will liaise with parents/carers and external professionals in drawing up an SEND Support Plan and arranging suitable strategies to support the child.
- The SENDCO will organise review meetings with external professionals, parents, carers and the child's key person to monitor their progress.
- If the child's needs remain so substantial that they cannot be met effectively through the current provision normally available to our setting, the SENDCO, after consultation with parents, carers and external professionals, will request the LEA to carry out an assessment for an Education, Health and Care Plan. The SENDCO will co-ordinate all reports, review meetings notes etc, and submit these to the LEA with the relevant paperwork.

**Planning Support for children with SEND**

We endeavour to provide an inclusive environment by:

- Making sure that our planning for all the children also contains approaches and activities for ensuring the progress of those children who have SEND;
- Differentiating our activities so that they are achievable by all children and that all children experience success and gain confidence;
• adapting our materials and teaching styles to deliver our learning objectives to children with additional needs;
• monitoring how each child with SEND learns. This is maintained through close observation of all children and through consistent communication between the staff regarding all children with SEND

We keep all parents and carers in touch with their child’s progress through termly meetings. The Nursery School staff are always available for parents to chat to informally, with regards to any concerns they may have or to discuss the progress their child is making. Each child has a special book containing photos, observations, the child’s work and learning stories. These are easily accessible to parents and carers and we encourage them to take these books home to continue to share and be a part of their child’s learning and development. We do not contact another professional about a child without parental consent, unless there are concerns about child protection.

Premises
Our premises are suitable for wheelchair access. We have a discrete nappy changing area and a quiet room for small group work. Our outdoor play area includes a safety surface space.

Monitoring our SEND Policy
We monitor our SEND policy by:
• reviewing it annually (Autumn term);
• making it accessible for all parents and carers;
• asking parents, carers and staff regularly about how well we are meeting SEND in our setting;
• talking with the children about how happy they feel about their setting and their play.

Transition arrangements
We pass our progress reports, plans and assessments on to the next setting or school that the children attend. We also share record keeping with childminders and other settings that children may attend.
Complaints procedure
Complaints about SEND provision should be made to the SENDCO initially. She will report back within a week and also provide a next line of contact if the matter has not been resolved to mutual satisfaction.

Signed:.................................................. Date: ..............................................