



November 2022

Gainsborough Nursery School

Special Educational Needs and Disability (SEND) Policy

About us

Gainsborough Nursery School is a Maintained Local Authority Nursery School, lead by a head teacher with supporting governing body and qualified teachers. We have provision for children aged 2 up to 4 years old.

Principles

We have **High Aspirations** for all of our children. This means we believe in following the individual interests of all of our children. We support them to develop a strong sense of self, to reach their potential and encourage 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.

Rationale

This policy encompasses legislation and recommendations of the revised Code of Practice 2015 and sets out to help all staff understand their statutory duties and responsibilities under the reforms in the Children and Families Act 2015. The reforms place a greater emphasis on co-operation between education, health and social care and a greater focus on outcomes for the child.

A family centred system is at the core of the new recommendations. Gainsborough Nursery School recognises that we **must** take steps to ensure that parents and/or young people are fully engaged when drawing up policies that affect them and that we must take steps to ensure they are actively supported in contributing to assessments and planning

All children are entitled to an education that enables them to achieve the best possible educational and other outcomes; become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education (DfE guidance).

Aims

We aim to meet the needs of all children within our nursery school, whilst recognising that some children may have special educational needs and disabilities that require staff to adapt the learning environment and their teaching.



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Definition of children with Special Educational Needs

"Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The SEND Code of Practice (DfE and DoH, 2015, p:97-98) outlines four broad areas of need. The four broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(SEND Code of Practice 2015)

The Local Offer

Local authorities have a duty to publish a Local Offer, setting out in one place information about provision they expect to be available in their area across education, health and social care for children who have SEND or disabilities. The Local offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents and service providers in its development and review.

Local authorities and early year's settings must co-operate with each other in the development and review of the Local Offer.



Identification and Assessment of children with SEND

We have regard for the Code of Practice on the identification and assessment of children with Special Educational Needs (SEND). We recognise that early identification of needs and the timely provision of appropriate support, together with high expectations can help ensure that the vast majority of children who have SEND or disabilities can achieve well and make a successful transition into primary school.

Our school offer which is published on our website outlines the ways we identify and support children with SEND and/or disabilities. Actions may be anticipatory (a) or following a settling in period (b)

- a) A child may enter nursery with identified additional needs and already known to other agencies. In these cases it is the responsibility of the SENDCo to gather relevant information and to liaise with other professionals, with the consent of parents. Following a settling in period the SENDCo and teacher will meet with parents to decide next steps. Any targets that have been agreed will be written into an Individual Support Plan.
- b) During the settling in period staff will make observations and if they have concerns about a child's development they will arrange to meet with parents to gather information. Actions will be discussed and if necessary an Individual Support Plan will be used.

There will always be children in nursery who will benefit from small group work or individual support for speech and language development. These children will not be identified as having special educational needs. However, we will record the interventions on a Universal Provision Map.

Graduated Approach

In line with the SEND Code of Practice 0-25 (2015), we deliver a graduated approach to supporting children with Special Educational Needs and Disabilities.

Within our nursery school provision, teachers and early years practitioners assess, plan, deliver and review SEND provision for individual children in collaboration with the SENDCo and guidance from outside agencies.

Facilities, Resources and Training

The nursery is a one-storey purpose built school, offering easy access for wheelchair users. Disabled toilet facilities are available. We also have a height adjustable changing bed. The outdoor play area has flat areas. Sensory equipment is available to be used with all children throughout the nursery.

The Head Teacher will manage any funding allocated by Lincolnshire County Council to meet the needs of children in the school with special educational needs and/or disabilities.

All staff will be encouraged to take advantage of in-service training courses and programmes in order to develop and extend their knowledge and expertise with regard to Special Educational Needs and Disabilities. If a child enters with a specific medical need, staff will undergo the relevant training to ensure their needs can be safely met.



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Parents are notified of any relevant training opportunities including school based workshops or courses.

The role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo is responsible for monitoring the needs and progress of children with special educational needs. She does this by:

- Supporting and advising nursery staff as and when required.
- Working with parents/carers, staff and other professionals in drawing up Individual Support Plans.
- Maintaining contact with parents/carers and support services.
- Referring to relevant agencies, with parental permission.
- Co-ordinating and attending termly review meetings with staff, parents/carers and other professionals.

The name of our SENDCo is Jenny Fullerton.

The role of the Governing Body

The Governing Body, in partnership with the Head Teacher, is ultimately responsible for ensuring that the nursery does not show discrimination towards pupils, parents or staff with Special educational needs or a disability. The Governing Body will nominate a Governor to maintain an overview of special needs provision.

Planning and Monitoring

We follow the safeguarding and welfare requirements of The Early Years Foundation Stage (EYFS) and the learning and development requirements, unless an exemption from these has been granted. Within their planning, staff will take account of the individual targets that have been agreed.

The children's progress will be reviewed regularly with parents/carers and if it is felt necessary to ask for additional support from outside agencies, parent's consent will be sought. Parents/carers will be given copies of all the review notes and confidentiality will be maintained at all times.

For children with severe and/or complex needs in school, a request for a statutory assessment will be made in order that an Education, Health and Care plan can be in place on school entry.

Partnership with Parents /Carers

Parents/carers are kept fully informed about their child's progress and any concerns. Any programmes of work are shared with parents and they are encouraged to support their child's learning at home. Review meetings are held each term, but staff are available to talk to parents informally on a daily basis. Children with complex needs may have a home-school diary for parents and staff to share information on a daily basis.



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Links with other agencies or professionals

Prior to children's admission, we will liaise with local Health Visitors, Speech and Language Therapy Service, Physiotherapy/Occupational Therapy Service/Portage Service and any other relevant agencies to ensure their involvement as/when appropriate.

During the year, staff will liaise closely with professionals and other settings involved with the child. They will be invited to review meetings and information shared, with parental consent. Confidentialities shared in meetings are maintained by staff at all times. Some of our children may have a family support plan through the Early Support Co-ordination Service (ESCO.)

Transition

We recognise the importance of a smooth transition into full-time education for our children with special educational needs and staff aim to develop and maintain close links with local primary and special schools. Receiving staff are encouraged to visit individual children at Gainsborough Nursery School before general pre-school visits. For children with an Education, Health and Care plan, the new class teacher and/or support staff will be encouraged to spend as much time as possible alongside the child at Nursery before transition. If it is thought to be beneficial, the SENDCo will support individuals on their first visit to receiving schools and attend ESCO meetings/reviews during the autumn term.

Monitoring and evaluation of the policy

This policy will be reviewed in consultation with staff and governors annually.

Date of review: September 2022

COVID-19 temporary changes:

There have been two temporary changes to SEND legislation in the light of COVID 19

1. Section 42 of the CFA 2014 (duty to secure special educational provision and health care provision in accordance with EHC plan): the duty on LAs or commissioning health bodies to secure or arrange the provision is temporarily modified to a duty to use 'reasonable endeavours' to do so.
2. The SEND (Coronavirus) (Amendment) Regulations 2020 amend Regulations that specify timescales that principally relate to EHC needs assessments and plans. Where it is not reasonably practicable, or is impractical, to meet that time limit for a reason relating to the incidence or transmission of coronavirus, the specific time limit will not apply. The process must be completed as soon as reasonably practicable.

Access to provision:

The government expects that for vulnerable children and young people who have an Education health and care (EHC) plan, attendance is expected where it is determined, following a risk assessment, that their needs can be as safely in the educational environment. This continues to be parental choice. Should parents choose to isolate, or health professionals recommend isolation, then the child's teacher will provide alternative online learning through Tapestry. Where a child displays more complex SEN and is subsequently unable to access the remote curriculum, the teacher or SENCo will provide ideas and activities to support development at home based on individual support plans.