

Lincolnshire Maintained Nursery School Federation

Special Educational Needs and Disability Policy

May 2024

Executive Headteacher: Laura Cook

**SENDCo: Ella Masterton SENDCo – Boston Nursery School
 Emma Lintin SENDCo – Kingsdown Nursery School
 Kim Kostryca SENDCo – Gainsborough Nursery School
 Melissa Prime SENDCo – Wyndham Park Nursery School**

Review: May 2025

1 Writing and reviewing the Special Educational Needs and Disability Policy

Our Special Educational Needs and Disability Policy has been written collaboratively by the Federation, following government and local authority guidance. It has been agreed by senior leadership and approved by Governors. The Special Educational Needs and Disability Policy and its implementation will be reviewed annually.

2 Introduction and definition of Special Educational Needs

This policy sets out the procedures for ensuring that children identified as having special educational needs and disabilities (SEND) have their needs addressed through supported access to a broad, balanced and relevant curriculum. This policy complies with the statutory requirement outlined in the SEND Code of Practice (2014) and recommendations from the Revised Code of Practice (2015). The policy is also written with reference to the Equality Act (2013) 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-working between education, health and social care and a greater focus on outcomes for the child.

The SEND Code of Practice states that “A child has Special Educational Needs if they have a learning difficulty, which calls for Special Educational Provision to be made for them.”

Definition of children with Special Educational Needs:

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).

This provision will come via adaptive planning, individualised targets set in a SEND Learning Passport/Additional Support Plan and targeted support.

3 Aims and objectives

Within our Federation, the staff, the Executive Head, Deputy Heads and the Governors of the schools have high aspirations for all of our children, not least our SEND children. We work hard as a team to ensure that all of our children achieve their best and that they leave our school as confident and independent people who transition well into the later phases of their lives.

We are proud that our school promotes a fully inclusive curriculum in an environment that enables all children to succeed. As a Federation we have a set of aims and objectives that we strive to achieve:

- To develop children's self-esteem and confidence.
- To create a culture of positive attitudes to learning and friendships.
- To work in partnership with our parents and carers to support our children's learning, social and health needs.
- To identify children who have additional needs and provide timely and appropriate levels of support for them.
- To include both children and their parents or carers in the process of identifying, supporting and reviewing Special Educational Needs and Disabilities.
- To involve children with SEND in the everyday life of the school so that they feel that they are included.
- To ensure that staff are fully trained and feel able to seek advice about a child with SEND whenever they need to.
- To be flexible with policies and procedures where necessary so that children with any neuro-developmental differences including Autistic Spectrum Condition or Social Communication differences are always included.

4 Roles and Responsibilities

The Special Educational Needs Co-ordinators (SENDCo) within the Federation are: Mrs Ella Masterton (Boston), Mrs Emma Lintin (Kingsdown), Mrs Kim Kostryca (Gainsborough) and Miss Melissa Prime (Wyndham Park).

The key responsibilities of the SENDCo as explained in the SEND Code of Practice (2014, 6.90) may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for children with SEND
- liaising with the relevant Designated Teacher where a Child in Care has SEND
- advising on the graduated approach to providing SEND support, including advise on the EHCP process

- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEND
- liaising with other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up to date.

Within the governing body of the school there is also an SEND Governor who oversees the SEND provision within the school. They regularly have discussions with the SENDCo during termly visits into school.

5 The initial stage: Observation, assessment and identification

A decision on whether a child needs extra support would be made based on both formal and informal methods including:

- Adult observations and discussion over a period of time (where appropriate by class teacher, teaching assistants and SENDCo)
- Monitoring data (collected and analysed periodically)
- Child and parent consultation
- Where appropriate, school will liaise with external agencies such the Health Visiting Team, Portage, Early Specialist Teachers, Kid's Creche, Sensory Education Support Team, Community Paediatrics and Speech and Language but also Early Help, Team Around the Child or Early Support Care Co-ordination.

The SEND Code of Practice (2014) outlines SEND under four broad areas of need (sections 6.28 to 6.35)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health

➤ Sensory and/or Physical needs

As a result of the observation, assessment and identification stage, some children may have needs in more than one category and we aim to ensure that our provision matches personal learning requirements.

Identification based on the SEND Code of Practice (2014)

“In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years. Where a child appears to be behind expected levels, or where a child’s progress gives cause for concern, practitioners should consider all the information about the child’s learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child’s needs. From within the setting practitioners should particularly consider information on a child’s progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them. A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.” (Early Years Guide to SEND Practice page 14)

6 The Graduated Approach

The 2014 Code of Practice recommends a four-part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the child’s needs and of what supports the child in making good progress and securing good outcomes.

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

Stage of provision	Action involved	Who is involved
Assess	Identifying a child as needing SEND support, the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs.	Class teacher SENDCo
Plan	The teacher and SENDCo should agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review. Targets and strategies will be put in place and a clear date for review agreed.	Child Parents/ carers Class teacher SENDCo
Do	The class teacher will remain responsible for working with the child. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.	Class teacher SENDCo
Review	The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the child and their parents. The support will be revised in light of the child's progress and development in consultation with the child and parents.	Child Parents/ carers Class teacher SENDCo
Stage of provision	Action involved	Who is involved
Involving specialists	Where a child continues to make less than expected progress, despite evidence based support and interventions the school will consider involving specialists after discussing the matter with the child's parents.	Parents /carers Class teacher SENDCo

	<p>If a high level of support continues to be required for a child to make progress, a request for an Education, Health and Care Needs assessment can be made to the Local Authority through the EHC Hub by the SENDCo or parents/carers.</p> <p>The Local Authority meets and reviews advice and reports from professionals and makes a decision as to whether a plan is appropriate. Parents have the right to appeal the decision and can obtain support from Liaise or IPSEA.</p>	<p>External support agencies (these are listed in the school's Information Report)</p>
<p>Education, Health and Care (EHC) Plans</p>	<p>The Local Authority issue EHC plans based on evidence provided by above agencies. Individual SEND Passports/Additional Support Plans will be written and reviews of these SEND Profiles take place three times a year.</p> <p>Review of the EHC plan will take place in line with Local Authority guidelines. This is recommended every six months for children in Early Years setting.</p>	<p>Child Parents/ Carers Class teacher SENDCo External support agencies</p>

7 The Individual SEND Support plan

If the parents/carers and the school decide that a child should receive additional support, the school will work with the parents/carers and other agencies if appropriate in order to employ strategies to assist progress. The strategies employed to enable a child to progress will be recorded within a Learning Passport/Additional Support Plan. The Learning Passport/Additional Support Plan will only record information which is additional to or different from the differentiated curriculum plan that is in place as part of the provision for all children. The Learning Passport/Additional Support Plan will include:

- Strengths and interests of the child
- Areas of difficulty
- Strategies to be used to support areas of difficulty

- The short-term (SMART: Specific, Measurable, Achievable, Relevant and Time-bound) targets set for the child;
- When the plan is to be reviewed;
- Success and/or exit criteria;
- Outcomes — these will be recorded when the Passport/Plan is reviewed and will include the views of the child, parents/carers, class teacher and any other adult working with the child as well as any advice from external support agencies.

The Learning Passport/Additional Support Plan will be reviewed three times a year and will be with the SENDCo and/or the Class teacher.

8 Education Health and Care Plan Needs Assessment Requests and Education Health Care Plans

Education Health and Care Plan Needs Assessment Request: The school (as well as the parents/carers, with the support of Liaise, where needed) can ask the Local Authority to arrange an Assessment of the child through the EHC Hub [EHC Hub \(lincolnshire.gov.uk\)](https://www.lincolnshire.gov.uk) The school will always consult with parents before exercising this right. If the Local Authority refuses to make an Assessment, the parents (but not the school) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Provision under the Education Health Care Plan (EHCP): Where a prospective child has an EHCP we will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHCP can be delivered by the school. We will co-operate with the Local Authority to ensure that annual reviews of EHC Plans are carried out as required.

9 Social Inclusion

In our Federation, we pride ourselves on our social and nurture support, in particular with children who find school life difficult including lunchtimes and playtimes. We also ensure that all children are catered for and so they always feel part of everything that takes place in school including extra-curricular activities therefore all children are offered the same opportunities in school.

Equally, with school trips and activities, a plan will be drawn up to identify if a child needs additional support and how the support will be delivered.

If a child and their family need support with social skills and the targets cannot be addressed through the Learning Passport/Additional Support Plan then a Pastoral Support Plan (PSP) will be drawn up by the class teacher and the SENDCo. This will then be reviewed regularly. A risk assessment may also be written with parental consent.

Where appropriate an Early Help Assessment can be completed and the parent/carer may be able to access external agencies for support within the home, in the form of Team Around the Child or Early Support Care Co-ordination.

10 Welfare and examinations

Welfare needs: The Federation recognises that children with SEND may be at risk of being bullied. The Federation has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Concerns and complaints: We need to know immediately if your child's progress or behaviour causes you concern so that we can devise and agree a strategy with you and carry it out. We aim to resolve all complaints informally but parents who have a complaint about SEND provision should refer to the school's complaints procedure.

11 Record keeping

SEND Records: The SENDCo has responsibility for ensuring that records are properly kept and available as needed.

12 Implementation, monitoring, evaluation and review

- The implementation of this policy will be overseen by the SENDCos and the Executive Head teacher, it is most effective when the whole of the school staff including the Governing body support the policy.
- The SEND policy will be effective when:
 - Children with Special Educational Needs are identified early.

- Children with SEND are given appropriate support through a flexible, differentiated curriculum, Learning Passport/Additional Support Plans targets and targeted intervention groups where necessary.
- An accurate register is kept of all children receiving this support.
- Staff are confident in using the Graduated Approach to support children identified as having SEND.
- Assessment and record keeping is completed to ensure the correct level of differentiated planning is identified for all children.
- Staff feel confident in planning and implementing Learning Passports/Additional Support Plan in class.
- Children identified with SEND make progress.
- Annual review: The SENDCos report to the Governing Body, on at least an annual basis, considering the effectiveness of the school's work on behalf of children with SEND. The Governing Body may wish to consult support services used by the school, other schools and parents. The Governing Body will advise the school as to whether any amendments to the policy are required.
- SEND information report: The Governing Body will, in accordance with the Special Educational Needs and Disability Regulations 2014 publish information on the school's website about the implementation of this policy. The information will be updated at least annually.
- Evaluation: The leadership team and the SENDCo will be responsible for tracking the progress of pupils with SEND and will report to governors. The designated SEND governor will meet at least three times per year with the SENDCo to evaluate the provision and progress of pupils with SEND. This may include learning walks and work scrutiny carried out by the SENDCo and SEND governor.

13 Failure to comply

Any complaints should be made via the complaints policy and procedure on our website.