

Douglas Valley Nursery School

Policy	Special Educational Needs and Disability Policy
Date Approved	28th November 2018
Date for Review	Autumn Term 2019

At Douglas Valley Nursery School we have a positive commitment to equality of opportunity and ensure that every child is included and not disadvantaged because of learning difficulties, disabilities or health issues. Furthermore, we ensure all children in our care have the opportunity and support needed to experience a challenging and enjoyable experience of learning and development.

The revised Special Educational Needs and Disability (SEND) Code of Practice 0-25 states that all children are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes
- Become confident young children with growing ability to communicate their own views and be ready to make the transition into compulsory education.

1. Introduction

1.1. This SEND Policy is written in response to and with regard for the revised SEND Code of Practice 2014 and the statutory requirements within the revised Early Years Foundation Stage 2014.

1.2. For the purpose of this policy, Douglas Valley Nursery School recognises the DfE definition of Special Educational Needs; 'A child has a special educational need if they have a learning difficulty which calls for special educational provision to be made for him/her'.

1.3. Children have a learning difficulty if they;

- a) have a significantly greater difficulty in learning or developing 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 Douglas Valley Nursery School.
- 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.

1.4. Children are not regarded as having a special educational need solely because the language of their home is different from the language in which they will be taught.

1.5. For the purpose of this policy, special educational or health provision means:

- a) for children of two or over, provision which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the L.A., other than special schools in the area.

- b) For children under two, additional provision of any kind.

1.6. For the purpose of this policy, Douglas Valley Nursery School recognises the Disability Discrimination Act 1995 definition that ‘ Disability is defined as a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal-day-to-day activities’.

2. Admission to Nursery

At Douglas Valley Nursery School we have a positive and proactive commitment to equality of opportunity and ensure that every child is included and not disadvantaged because of learning difficulties or disabilities. Therefore, children with a special educational or health need are welcomed into nursery in accordance with our usual admissions policy, which promotes inclusion in all areas of the children’s care and education.

3. Statutory 2 year development checks are carried out for all 2 year old children attending the setting. These enable children who may be at risk of delay to be identified early and a dialogue with parents is opened. Children’s progress can be monitored, early intervention can be provided and other agencies can be involved at this early stage to support young children and their families.

4. Strategies

4.1 The Curriculum and Provision

- At Douglas Valley Nursery School we take positive steps ensure to equality of opportunity so that every child is included and not disadvantaged because of learning difficulties, disabilities or health issues and that all children have the opportunity to fulfill their potential.
- We are alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately with action; implementing strategies to meet the needs of children with a SEND in ways relevant to the specific child.
- We ensure children with special educational or health needs are provided for with a differentiated, yet full and balanced curriculum which enables them to be integrated into nursery life. Planned activities are similar for all children, but are open-ended or differentiated, enabling all the children to achieve their full potential.
- When a child is identified as ‘gifted’ in their ability teachers may plan for a separate IEP to meet the needs of the child enabling them to make the progress in order to reach their full potential. This will be in collaboration with parents, other agencies and a transition meeting would be arranged with the next setting or school as the child leaves Douglas Valley.

4.2. Team work

All staff are aware of children with special educational or health needs and their SEND support. Staff monitor these children, record observations and

meet regularly to discuss the children and the strategies that are implemented and developed throughout the curriculum (planning meetings)

An intervention file is used to inform all staff of children at risk of delay and provides a central bank of information.

Included in the file is:

- Communication group planning and assessments.
- Progress reports
- Focus groups
- Progress tracking

4.3 The Environment

We have a single-storey building with no steps and there is a toilet in the After-School Club that is specifically designed for wheel chair users.

Adjustments are made to the environment where necessary in order to ensure that all children have full access to the environment and their entitlement and that they are included, valued and supported.

4.4. Resources

An extensive range of resources and materials are available to all the children at nursery. Additional resources are purchased to ensure that the individual needs of children are met and that all children including those who are disabled or have special educational needs are included and supported.

5. Identification, assessment and provision

5.1 A clear and defined system for identifying and assessing children with special educational or health needs are set out in the SEND Code of Practice. At Douglas Valley Nursery School, we have adopted the approach set out in the Code and refer to Wigan LA's local offer and High Expectations For All document.

www.wigan.gov.uk/sendlocaloffer

5.2 Graduated approach (See HEFA Chapter 12)

The SEND Code of Practice outlines a 'graduated approach' practitioners should take if concerned that a child may have a special educational or health need; that is if they have a learning or development difficulty which calls for special educational or health provision to be made for him/her.

Multi-agency working will underpin support for settings in meeting children's needs.

The SENCO and/or key person attends termly Inclusion Meetings to discuss progress and action.

Inclusion Meetings (IPMs) will consider:

- Referrals for children with SEND not eligible or accessing their free entitlement
- Signposting to other services
- General problem solving
- Further professional input into cases

- Additional advice to settings including coordinated assessments
- Progress / tracking of individual cases
- Gathering information to support provision planning especially specialist settings
- Initial indications as to whether an EHC assessment would be appropriate
- Identifying packages of support for families e.g. Early Bird, DCATCH etc.
- Early Support Key-working requests
- Feedback from integrated 2 year old check

For some children whose needs have been identified as complex, settings can access Targeted Individual Support (TIS). Requests for TIS support are considered based on evidence of intervention and the child's response to these interventions. It is acknowledged that children who have similar needs may require varying amounts of support depending on the relevance and appropriateness of the curriculum they are offered. It is envisaged that by allocating TIS children's needs can be supported without necessarily referring to the EHC pathway.

There are 2 levels of TIS:

Targeted Individual Support 1 (TIS1)

Support may be provided by one or more of the following:

- Support from Elements 1 & 2/Targeted Support Worker
- Schools Outreach Service
- The Specialist Sensory Education Team
- An observation and assessment place in a resourced school
- An assessment place in a special school
- Specific support as a result of complex physical/medical needs

The SENCO will refer the child to ELCC using the EY Inc. 5 form. Referral forms can be found on the Early Years page of the SEND Local Offer website. The SENCO will arrange regular reviews with external agencies and professionals involved with the child, as appropriate. Updates will be presented to the Inclusion Progress Meetings (IPM's) with the ELCC. Reviews should consider the progress made towards set targets and decide upon the next course of action, i.e.:

- To cease TIS 1 support
- To continue TIS 1 support
- To refer for Early Years Additional Resources i.e. TIS 2 support or an EHC needs assessment.

Early Years Additional Resources (EYAR) (TIS2 or EHC assessment)

In readiness for a child moving into reception, an application for Early Years Additional Resources can be made if the child:

- Has been in receipt of TIS1
- Needs support over and above what the setting is able to provide through their resources
- Needs are long term, severe and persistent complex
- Meets the criteria set out in Section 12.8 (HEFA).

An EYAR application may also be completed if it is considered that a resourced provision place would best meet the needs of the child.

Our SEND information report is accessible on the school's website and also on Wigan LA local offer website.

High expectations for all at Douglas Valley Nursery School

Working in partnership with parents.

At Douglas Valley Nursery School we have a positive commitment to equality of opportunity and ensure that every child is included and not disadvantaged because of learning difficulties, disabilities or health issues.

The revised Special Educational Needs and Disability (SEND) Code of Practice 0-25 states that all children are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes
- Become confident young children with growing ability to communicate their own views and be ready to make the transition into compulsory education.

We offer a graduated approach to supporting special educational needs.

We will have discussions with you about any concerns or potential barriers to your child learning and making good progress. For example this may be a developmental difficulty with speech or a physical difficulty.

Together we will plan for SEND support. We will work closely with your child and monitor and review progress.

Your child's key person will review the impact of the support with you and provide you with ideas on how to support learning at home.

The SENCO will attend Multi agency meetings termly and feed back to you any information

6. Record Keeping

- A Record of Concern is kept in the SENCO's file and any children causing concern to staff, however minor, are added with their progress monitored. **These children can be identified for targeted intervention to boost their development and progress.**
- Each teacher has responsibility for observing, assessing and planning for individual needs for their key children and ensures records are available, up-to-date and reliable. This involves the teacher monitoring and maintaining records of each child's progress along with organising and leading review meetings for their children.
- **Interventions to enable progress are targeted and reviewed half termly. For example, proprioceptive group, Early Talk Boost etc.**
- Staff working with children 1 to 1 that have TIS 1 funding also record progress in the intervention file.
- Staff working with children in an observation and assessment place record progress in a separate personal file for the child.

7. Working with other agencies

At Douglas Valley Nursery School, we are committed to working with other agencies in order to meet the individual needs of children and maximize their development and as such;

- We consult with and seek the support and advice of other practitioners from the LA Inclusion Team and other external agencies.
- Where other agencies are involved, practitioners and parents maintain frequent, close contact.
- Where children access different services and settings, we work in partnership with other professionals involved, liaising regularly with regards to our monitoring and evaluation of the progress made.

8. Parents

- At Douglas Valley Nursery School we are committed to working in partnership with parents and carers and value their involvement in the care and development of their child.
- On entry into nursery, we ensure we are made aware of any other professionals who are supporting children during the key worker person on induction and through regular consultation with parents.
- Once established that a child has a special educational or health need, parents are made aware of and are involved in all aspects of the process.
- We offer support and guidance to parents whose child has a special educational or health need.
- Where a parent has a specific need or difficulty, we signpost parents regarding available support and advice.
- Parents receive information about how they can support learning at home in a "How you can help me to learn" booklet.
- **Individual support plans are reviewed termly with parents.**

9. Transferring to other settings

When a child transfers to another setting mid year information regarding the child is sent to the receiving setting.

At the end of the child's pre-school year, a transition meeting is held with the child's key person from Douglas Valley Nursery School and any other settings they attend, their new teacher, the child's parent and representatives from another other agencies supporting the child.

10. Roles and Responsibilities

- All practitioners are involved in the development of the SEND policy and be fully aware of the procedures for identifying, assessing, and making provision for, children with special educational or health needs.
- Teachers /key person working closely with the Headteacher and colleagues, have responsibility for the day-to-day operation of the setting's SEND policy and for co-coordinating provision for children with SEND
- The Headteacher has responsibility for the day-to-day management of all aspects of the setting's work, including provision for children with SEND The Headteacher should keep the Governing Body fully informed and also work closely with the SENCO.
- The Governing Body should work with practitioners to determine the setting's general policy and approach to provision for children with SEND All teaching staff/Early Years Practitioners to be involved in training and INSET. The Headteacher will monitor the requirements for such training.
- The SENCO'S are responsible for reviewing, monitoring and evaluating the effectiveness of inclusive practices.

11. Complaints procedure

If a parent is dissatisfied with the service the school is providing for their child, they should first approach the child's key person. If still unhappy with the situation, the school complaints procedure will be followed.

12. Review and Evaluation

The SEND governor will monitor provision and the implementation of the SEND policy.

This policy will be reviewed annually or sooner, depending on changing circumstances.