

Douglas Valley Nursery School

Policy	Special Educational Needs and Disability Policy
Date Approved	7 th December 2023
Date for Review	Autumn Term 2024

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.

Definition

‘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’.

Children have a learning difficulty if they;

- have a significantly greater difficulty in learning or developing than the majority of children of the same age; or
- 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 at Douglas Valley Nursery School.
- 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.
- For children of two or over, special educational provision which is that which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the L.A..

(SEND Code of Practice 2014)

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’.

Special Educational Needs and Disabilities Co-ordinator

- The SENDCO is Catherine Ardern, who is the Head Teacher responsible for co-ordinating provision at Nursery.
- The SENDCO attends Senior Leadership Team and Governing Body meetings to give updates and reports.
- To aid communication there is regular liaison by the SENDCO during staff meetings and curriculum planning meetings when the staff as a team plan together to provide for the needs of different children.

Douglas Valley Nursery School

- During Governors meetings the Governing Body are informed through the Headteachers Report of children who need special support and provision. The Governing Body may also ask for termly updates or presentations from the SENDCO.
- There is a named SEN/D Governor.

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 maximise 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 contact.
- Where children access different services and settings, we work in partnership with the other professionals involved, liaising regularly with regards to our monitoring and evaluation of the progress made.

Agency	Contact
Local Authority Early Learning & Childcare Team Jo Keenan	01942 828849
Community Health Visiting Team	0300 707 1234
Speech and Language Therapy Service, Longshoot Clinic	01942 483613
Educational Psychology Service	01942 486238
Occupational Therapy & Physio Therapy Service	01942 482457
Consultant Paediatrician – Platt Bridge Medical Centre	01942 482300
Nursery SEN/D co-ordinator. Catherine Arden	01942 705301
Portage Service	01942 828849
Special Educational Needs and Disability Team	01942 486136

Facilities and Resources

The Nursery School is a fully accessible building. 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

Specific learning spaces have been developed to cater for the needs of SEND children and equipped with a range of resources and interventions to support communication, physical development and wellbeing.

Additional sources of funding to address the particular needs of some children may be sought as necessary via the Local Authority Early Learning & Childcare Team.

Access to the Early Years Foundation Stage

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 ensure children with special educational needs, health needs, or a disability are provided for with an adapted, yet full and balanced, curriculum which enables them to be fully integrated into nursery life.

Adult led focussed activities are delivered across the areas of learning and are adapted to support or extend attainment groups.

Assessment in Early Years Provision.

On entry to nursery the child's keyworker will carry out a Starting Point Assessment to determine the level of attainment within all the areas of the EYFS. Parents are provided with information about their child's development approximately every 3 months through the OPAL Spotlights and reviews.

Children who are aged between two and three, are also reviewed using the Statutory Two Year Old Development Check, focussing particularly on the three prime areas of learning. We work closely with Health Visitors and share information regarding their 2 year development reviews and ASQs.

Each term learning is closely monitored through observations and activities. At the end of each term the school assessment tracker or an early support tracker, dependent on their level of need, is updated to monitor the progress of each child.

The Graduated Response Cycle

At Douglas Valley Nursery School, we have adopted the approach set out in the Code of Practice and refer to Wigan LA's local offer.

[Wigan SEND Local Offer](#)

The nursery follows the Wigan Council Early Years Graduated Approach which outlines a 'graduated approach' practitioners should take if concerned that a child may have a special educational or health need. This is:

- Universal Support: Quality first teaching
- Additional Support including:
 - Focused support
 - Specific support
- Severe and Complex Needs support

At Nursery, we follow the Graduated Response cycle of 'Assess, Plan, Do and Review'. Multi-agency working underpins support to meet children's specific needs.

If an individual child is at risk of not making expected progress, an intervention plan is put in place. These are used for individuals or groups of children, who may be at risk and practitioners will pay particular attention to the prime areas of learning to establish strong foundations for children's learning and progress.

Children's progress is reviewed following intervention and if there are any significant concerns, practitioners will discuss these with parents.

Early Years Additional Needs.

Where it is felt that a child still requires more significant support, the SENDCO, along with the child's Key Person, will complete a Support Plan which will include information on the following:

- The special educational provision and who/how this will be provided
- Targets to be achieved in a given time
- Strategies to be used
- A Care plan developed with parents regarding any medical requirements when appropriate

- Monitoring and assessment arrangements
- Review date

Where there is little or no progress made and an 18 month delay in 2 or more of the prime areas is evident the SENDCO will make a referral to the LA Early Years and Child Care team, including

- The nature of the child's learning difficulties and perceptions
- The special educational provision and who/how this will be provided
- Support from parents
- The child's voice

Where there is little or no improvement in the child's progress, more specialist assessment may be called for from Specialist Teachers or other agencies beyond the setting.

If the referral meets the criteria identified in the Graduated Approach a Local Authority Inclusion Worker will complete an assessment.

People who may make a referral include;

- The SENDCO
- The child's own parent/carer
- A professional working with the family e.g. Doctor, Social Worker, Health Visitor

A Local Authority Inclusion Worker attends Nursery termly to meet with the SENDCO and review children's progress, when next steps can be decided.

Targeted Intervention Support (TIS)

For some children whose needs have been identified by the Local Authority Early Years panel as more complex, and where there is multi agency involvement, Targeted Intervention Support can be allocated by the Local Authority. This support is based on the level of need and consists of a training offer, LA Inclusion Worker Support or additional funding.

At Douglas Valley, TIS support is provided by Early Years Workers under the supervision of the SENDCO.

An Early Support (small steps) tracker may be used by practitioners as a way of recording and supporting children's progress if it is suspected that a child is unlikely to progress in the same way or at the same rate as other children.

Individual support Plans will continue to be put in place. The SENDCO will arrange regular reviews in partnership with parents and seek input from external agencies and professionals involved with the child as appropriate.

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

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

- Has been in receipt of TIS support in their nursery setting
- Needs support over and above what the receiving setting is able to provide through their resources
- Their needs are long term, severe and persistently complex

Parents may request that an application be made to the Local Authority for an Education and Health Care (EHC) needs assessment. Information can be forwarded

to the Local Authority, who will carry out assessments in line with the Code of Practice and the Wigan Education Health and Care Pathway. They will then decide the necessity for an Education Health Care plan, depending on the severity of the child's need and the steps previously taken to meet those needs.

Further additional expertise would be sought when making an application for EYAR funding for school or an EHC needs assessment from the Educational Psychology Service.

Transferring to other settings

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

Mainstream

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 any other agencies supporting the child. A 'Passport' is completed to help the new setting prepare and plan for a smooth transition for the child.

An EYAR application may be submitted by the SENDCo to apply for funding to support learning in the Reception year.

Specialist Provision

If parents wish to apply for a place in a specialist school a meeting will be arranged with the Area SENDCo in the Autumn term and then information will be provided by the SENDCo to support the application. A panel considers these applications at the beginning of spring term.

Parents as Partners.

At Douglas Valley Nursery School we are committed to working in partnership with parents/carers and value their involvement in the care and development of their child. Parents are consulted at every opportunity during the nursery year and as their child progresses through the stages of support that their child may require.

Parents are essential to the process of information gathering about the child.

Practitioners work closely with parents to ensure consistencies between parent approaches at home and at nursery.

Parents are invited to small workshops with and sometimes without their child, in order to support and develop their understanding of the stages within the Early Years Foundation Stage.

Nursery staff can support parents and children by signposting to the relevant agencies. For example, the Health Visitor for advice on nappies, dummies and behaviour.

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 must be followed.

Review and Evaluation

The SEND governor will visit provision and review the implementation of the SEND policy.

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

Our SEND information report is accessible on the school's 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 statutory education.

We offer a graduated approach to supporting special educational needs.

We will discuss any concerns or potential barriers to your child's learning and development with you about. For example, 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 SENDCo will attend any Multi agency meetings and feed back to you any information about next steps.

We may apply to the Local Authority for funding for extra support or resources called Targeted Intervention Support or Early Years Additional Resources (EYAR is in preparation for starting in Reception)

Or refer for an education, health care plan – EHC plan.

We will keep you informed and involved every step of the way.

For more information please visit www.wigan.gov.uk/sendlocaloffer

The SENDCo is **Catherine Ardern**. Please do not hesitate to talk to her or your child's key person if you have any concerns or worries regarding your child's individual needs and development.

