

# **Buckingham Nursery**

## **Special Educational Needs and Disability (SEND) Policy**

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## **1.0 Buckingham Nursery** **Special Educational Needs and Disability (SEND) Policy**

At Buckingham Nursery, we believe that every child has a right to access a full and enriching experience, no matter what their ability or background. Every keyworker at the Nursery is a teacher of every child, including those with SEN.

We are committed to providing equal opportunities for all, regardless of race, faith, gender, or capability. We promote self and mutual respect and a caring, non-judgemental attitude throughout the Nursery.

This policy has been developed in line with the 2014 Code of Practice and in consultation with governors, staff, and parents of Buckingham Nursery.

All our policies are interlinked and are informed by each other. The SEND policy is particularly linked to behaviour, anti-bullying, medical, and curriculum policies. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE (2013)
- SEND Code of Practice 0-25 (2014)
- Schools' SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Relevant school policies
- School Accessibility Plan
- Teachers' Standards 2012

### **1.1 The SEND Team at BPS**

Enquiries about a child's progress should initially be addressed to the key worker. SEND issues are dealt with by the SENCo, Sarah Gammon, supported by Sam Gravestock, Nursery Lead. David Hancock is the Governor with responsibility for SEND. More information about the support structure for children with SEND is in Roles and Responsibilities, section 10.

If you want to discuss your child and SEND needs please make an appointment with Sam Gravestock in the first instance.

### **1.2 The 2014 SEND Code of Practice**

From September 2014, there have been a number of changes to the way that SEND children and families are supported through the education and health systems. The main points include:

- Local Authority Statements have been replaced by Education, Health, and Care Plans (EHC Plans). These plans are used to support children from birth to age 25.
- School Action and School Action Plus have been replaced by one school-based category of need – Special Educational Needs Support (SENS). All children are closely monitored and their progress tracked, children with SENS are also tracked by the SENCo.

- There will be more parental involvement at every stage of the planning and reviewing of SEN provision for their child.

## **2.0 Buckingham Nursery's aim and objectives for children with SEND**

**Our aim is that all children experience success and enjoyment in their learning and achieve to the highest standard of which they are capable.**

In pursuit of this aim, we have a number of objectives specific to children with SEND:

- To identify, at the earliest opportunity, barriers to learning and participation for children with SEND.
- To enable all SEND children to participate fully in lessons through an inclusive curriculum and appropriate resources and environment.
- To value and encourage the contribution of all children to the life of the Nursery, and eradicate any possibility of discrimination or prejudice towards SEND.
- To help SEND children develop their own personalities, skills, abilities, and independence.
- To work in partnership with parents and children.
- To work with the Governing Body to make it possible for them to fulfil their statutory monitoring role.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## **3.0 Identifying Special Educational Needs**

A child has Special Educational Needs if he or she had a learning difficulty, or disability, which calls for special provision to be made for them. A child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability that prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age at the school;
- Is under school age and falls within the definitions above, or would do so if special educational provision was not made for them.

There are 4 broad categories of SEND:

- Communication and interaction – including autism spectrum and language disorders.

- Cognition and learning – including learning difficulties, development delay and Specific Learning Difficulties eg Dyslexia, and Dyscalculia.
- Social, emotional, and mental health – including ADHD, mental or emotional health difficulties.
- Physical and sensory – including hearing and visual impairments.

Children are taught alongside their peers.

We have high expectations of all our children. At Buckingham Nursery, children on the SEN register make progress that compares well with the progress made by other children in the school.

Although the Nursery team are skilled at identifying special educational needs, we do not offer diagnoses. The school uses the following outside agencies to help identify and support children with SEN; Educational Psychology, Occupational Therapy, Cognition and Learning Support, Paediatrics, School nurses and Health Visitors, Early Years Inclusion Teams, Speech and Language therapy. Parents can also contact their GP if they have concerns about their child.

There are other issues, such as health and welfare, attendance, English as an additional language, and behaviour may impact a child's progress and attainment, but these are not classified as a Special Educational Need.

#### **4.0 A Graduated Approach to SEN Support**

At the Nursery all children benefit from Quality First Teaching, which means that staff assess, plan, and teach all children at the level that allows them to make progress

The Code of Practice outlines a graduated response to pupil's needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. SEN support takes the form of a four part cycle known as the graduated approach of assess-plan-do-review

- **ASSESS** - All staff use on-going formative and summative assessments of children to measure progress and performance against school expected attainment for a child of comparable age. The key worker will express concern if a child
  - Is significantly lower than that of their peers starting from the same baseline
  - Fails to match or better the child's previous rate of progress
  - Fails to close or widens the attainment gap between the child and their peers
 In identifying a child needing SEN support, the staff and SENCo will carry out a clear analysis of the child's needs. Advice from outside agencies and parents will be sought if considered necessary. A profile is developed taking all the above into account and this will inform the next step.
- **PLAN** – When it is decided to provide a child with SEN support, parents will be notified if not already involved. The key worker and the SENCo, in consultation with the parents, will agree the support to be put in place, as well as the expected impact on progress and

a clear review date. This information is recorded on an Individual Education Plan and/or SEND Support Plan. When allocating support to a child, our focus is on outcomes, not hours. We aim to put in sufficient support to enable a child to reach challenging targets, but without allowing them to develop a dependence upon an adult.

- **DO** - Staff are responsible and accountable for the progress and development of the children, including where a child accesses support from specialist staff. The SENCo is responsible for supporting staff in any further assessments and advising on additional or alternative support.
- **REVIEW** – The effectiveness of support and intervention should be reviewed at date agreed above. The impact of interventions should be evaluated along with the views of the children and parents. This is reviewed against the child’s progress and development and, in consultation with parents and any other professionals, new targets may be set or the decision to remove SEN support may be made if appropriate.

#### **4.1 Moving to an EHC Plan (Education, Health, and Care Plan)**

Over time if a child fails to make progress, in spite of high quality, targeted support at SEN support, we may apply for a child to be assessed for an EHC Plan. The purpose of the EHC Plan is to make more specialised educational provision to meet the needs of the child to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting between the parents, the child, the school, and any health or social care professionals who are involved with the family. The meeting will record the child’s strengths and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan, which will record the decisions made at the meeting and outline desirable outcomes for the child.

#### **5.0 Supporting Pupils and Families**

We aim to have open and informative relationships with all our parents. If a child is experiencing difficulties, the key worker will inform the parents. Parents will continue to be informed if their child is being considered as having special educational needs.

There are a number of documents, websites, and agencies that are able to provide support and information for pupils and families available through the Buckinghamshire Local Offer at [www.bucksfamilyinfo.org](http://www.bucksfamilyinfo.org)

#### **6.0 Admission and transition arrangements for children with SEND**

We understand how difficult it can be for children and parents as they move into a new environment, and we work with the individual needs of the child to make such transitions as easy as possible. This may include:

- Additional meetings with the new staff.

- Additional visits to the Nursery.
- Other arrangements to suit the child's individual needs.

## **7.0 Supporting Other Pupils at Nursery**

### **7.1 Children with Medical Conditions**

Buckingham Nursery recognises that pupils with medical conditions should be properly supported so that they have full access to the facilities. Some children with medical conditions may be disabled, and in these cases, the Nursery will comply with its duties under the Equality Act 2010. All staff are made aware of children with medical conditions and how this may impact on the child. The Nursery ensures that appropriate training relating to specific medical conditions is undertaken by all staff that have access to the child.

### **8.2 Children with disabilities**

A child has a disability under the Equality Act 2010 if they have a mental or physical impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. Long term is defined as 'a year or more' and substantial is defined as 'more than minor or trivial'. It includes sensory impairments and long term health issues such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have a special educational need. It can also include Children with dyslexia, ADHD and other hidden disabilities.

Buckingham Nursery is disability friendly and has a duty to make reasonable adjustments to ensure that children with disabilities are not at a substantial disadvantage to their peers. It is an anticipatory duty and requires consideration of what a disabled child might require in advance to prevent such disadvantage.

All our rooms are inclusive and we aim to support children with a variety of Special Educational Needs, including dyslexia, dyspraxia and ADHD. We endeavour to make the physical environment accessible and classrooms are selected for children based on their accessibility.

### **8.3 Children with behavioural concerns**

Behaviour is not classified as a Special Educational Need. All behaviour is responded to in line with the Nursery's Behaviour Policy. If a child demonstrates inappropriate behaviour, the key worker will assess the child's needs, taking into account family circumstances and experiences.

If parents or the school are concerned that a child might have mental health needs, we encourage the parents to ask their GP for a referral to the correct specialists.

The school does not tolerate bullying towards any child, including those with SEND. We actively investigate all allegations, and work with any bullies and other children to improve their social skills.

## **9.0 Staff expertise, training, and resources**

All our staff are trained to work with children with SEN. Some are very experienced, and all have access to information, advice, resources, and training to help them teach all children effectively. We encourage ongoing training and skill-updating through in-house or LA courses, books and websites.

## **10.0 Roles and Responsibilities**

There is a team of people working on SEND support within the Nursery. Each of them has clearly defined roles and responsibilities.

### **10.1 Role of the SENCo and team**

- To oversee the day-to day operation of the Nursery's SEN policy
- To coordinate provision for children with special educational needs
- Liaising with the relevant Designated key worker where a looked after pupil has SEN
- Advise on budget and other resources to meet pupils' needs effectively
- To liaise with and advise staff
- To oversee the records of all children with special educational needs
- To liaise with parents of children with special educational needs
- To work with the Head of Nursery and Governing body through regular meetings with the SEN Governor
- To liaise with external agencies
- To liaise with potential next providers of education to ensure smooth transition.

### **10.3 Role of the teaching staff**

- To identify a child with special educational needs and inform the SENCo
- To draw up and review termly SEN Support Plans/IEPs when necessary, in conjunction with the SENCo, parents and external agencies as appropriate, to help the child access the full curriculum
- To discuss the child's needs and possible support with the parents and the child
- To keep records and evidence of the child's progress
- To be accountable for the progress and development of the children in their class, including where a child accesses support from teaching assistants or specialist staff.

### **10.6 Role of the Governors**

Nursery Governors have a statutory duty to ensure that the Nursery follows its responsibilities to meeting the needs of children with SEND in line with the requirements set out in the 2014 Code of Practice.

David Hancock is the governor with responsibility for SEN. His role is to oversee the Nursery's arrangements and provision for special educational needs. This includes:

- seeking and understanding the views of parents/carers of SEN pupils
- understanding the progress of SEN pupils
- knowing how SEN provision works in the Nursery, and its strengths and weaknesses
- monitoring the use of SEN funding, to ensure value for money

- being clear about the school's contribution to the LA's local offer
- being involved with the appointment of the SENCO

He meets with the SENCO at least once a term to discuss SEN provision, and is actively involved with Nursery's SEND policy. He reports back to the Governing Body and ensures they are up-to-date with the Nursery's requirements and provisions.

## **12.0 Complaints**

The school strives to work in partnership with parents to create a collaborative approach to meeting children's needs. Should there be a need for complaint, it is taken extremely seriously and dealt with through the Nursery's Complaints Policy.

## **13.0 Review**

This policy will be reviewed annually (unless revised legislation or guidance is issued sooner).

**Sarah Gammon - SENCo**

**Sam Gravestock – Nursery Lead**

**March 2018**

**Review date: November 2019**