

### Special Educational Needs and Inclusion Policy

This policy has been amended and complies with Special Educational Needs and Disabilities Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents;

- Equality Act 2010: advice for schools DfE Feb 2013
- EYFS Statutory Framework 2017
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions September 2014
- The Early Years Foundation Stage Statutory Guidance 2013
- Safeguarding policy
- Accessibility Plan
- Teacher's Standards 2013
- This policy was created the SENCo in collaboration with staff and in consultation with parents of children with SEND and other agencies. This is a co-produced policy in reflecting the ethos of current SEND reforms (Special Educational Needs and Disability).

The person responsible for managing the SEND provision at Fullbrook Nursery is;

*Mrs Andrina Flinders*

*Headteacher / Special Educational Needs Co-ordinator.*

*National Award for SEN achieved*

*Contact: (01922) 721066 or email:postbox@fullbrook.walsall.sch.uk*

Fullbrook Nursery School is a Local Authority nursery school offering 100 part time places for 3 to 4 years olds and 100 part time places for 2 to 3 year olds through our Little Explorers provision.

### Our Beliefs and Values

*We believe that every child has a right to:*

- Access to a broad balanced and challenging curriculum based on the Curriculum Guidance for the Early Years Foundation Stage.
- Be valued and respected as an individual
- Be supported to reach their full potential
- A supportive and secure learning environment which stimulates creativity
- Develop socially, emotionally, educationally, spiritually and physically
- Celebrate their success and achievements
- Be nurtured with encouragement and praise

### *We believe at Fullbrook nursery:*

- Every practitioner is a teacher of every child, including those with SEND
- Promotes a happy, safe and stimulating learning environment
- Value our parents, who we work in partnership with to involve and empower them to support their child's learning and development and where necessary signpost to other support agencies such as Independent Advice Support Service (previously Parent Partnership Service), Family Support and Health Visitors.

### Aims and Objectives

- To provide a SENCo to manage, monitor and measure the implementation of the SEND policy.
- To use baseline and assessment data to identify and track children who are identified as being delayed or in danger of delay of not reaching their age and stage expected outcomes of being secure at 30-50 months and emerging into 40-60 months of the EYFS by the end of their nursery year.
- To offer early intervention to help close the gap towards them achieving their age expected outcomes and prepare them ready for school.
- For children where early interventions are not effective, then work in partnership with parents and other agencies to support the children through the Graduated Response and identification of SEN.
- To provide learning opportunities that are inclusive, accessible and tailored to their interests and next step learning needs.
- To develop early response and SEN procedures to monitor, evaluate and review children's progress.
- To provide differentiated learning opportunities and support appropriate to the needs and abilities of each child
- To co-ordinate a multi-agency approach and utilise the specialist knowledge and support from agencies such as Educational Psychology, Early Years SEN team and Speech and Language Therapy. This support should be used to evaluate the effectiveness of intervention programmes and formulate/review Individual Education Plans.
- To continually reflect on our policies, practices and environment to accommodate the needs of the children in our care.
- Provides equal opportunity of access to the school's broad and balanced curriculum covering the prime and specific areas of the Early Years Foundation Stage Curriculum

### Admission Arrangements

Families apply directly to the school and are placed on a waiting list. Places are then given in this order. Full details of admission arrangements are outlined in the Admissions Policy, available on request from the nursery office. Priority is given if a place is requested for a Looked After Child or a child on a protection plan. Our admission procedures ensure that we do not discriminate against any child or family on the basis of their ethnicity, religion, gender, age or any special educational/medical requirements.

All children receive a home visit as part of the settling in procedures. If a child is already known to the Early Years SEN team, then the SENCo will arrange a joint home visit to complete a transition plan.

Every child receives an individualised induction plan, starting at 1hour and increasing as they become settled.

The SENCo will work with parents and the Local Authority to meet the needs of children with SEN who wish to access the 30hour Working Families offer. A 30hour provision will be organised around the child's needs and may involve working collaboration with other providers.

### Identifying Special Educational Needs

A child may be identified as having possible Special Educational Needs in one of five ways:

- Supported transition into the setting by EY SEN at the Local Authority,
- A request made to provide a place for a child by another agency such as the Health Visiting Team or the Speech and Language Therapy Service,
- Concerns raised by the parent,
- Concerns raised by the child's family group leader or Learning Support Assistant
- On analysis of assessment data where a child's attainment and progress may show indicators for concern as they are not working within their expected age and stage of the EYFS.

When reviewing a child's progress the SENCo is aware that not all children develop in the same way and that their attainment can be impacted on by other factors, these factors do not automatically mean a child has a special educational need;

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Receiving Pupil Premium Grant.
- Being a Looked After Child
- Being the child of serviceman/woman.

Assessment data is used to identify these children and compare their progress with their peers. Teaching and Learning is regularly and robustly monitored termly by the Headteacher and EYFS Lead Teacher to ensure that the quality of teaching remains consistently outstanding.

All the information will be reviewed by the SENCo and shared in a joint meeting with parents and family group leader. If the SENCo feels that the child's needs may be met by the Early Response offer, then this will be discussed with parents and support put in place. If the child's needs are identified as being significant, then other agencies will work alongside the school and parents to place the child on the SEN register and commence the Graduated Response.

### A Graduated Approach to SEN Support

#### Early Response

At this stage the SENCo will gather more information, such as observations, the child's Two Year Old Progress Check, assessments from previous settings etc. The SENCo will also meet with parents to gather more information about birth history, developmental milestones, home life and share the concerns that have been raised. A joint decision will then be taken with the SENCO as to what Early Response Interventions should be put in place, targets agreed and if any referrals to other agencies such as SALT or the Health Visiting Team would be appropriate. If the child is already being supported by the Graduated Response then the SENCo will continue this process.

When concerns are first raised, the SENCO will support the Family Group Leader and teaching assistants to plan good quality personalised teaching. The SENCo will also place the child in the appropriate intervention groups (see Provision Map for details). The child's progress will be closely monitored by their Family group leader and SENCo. and be reviewed half termly with the SENCo and termly with Parents, if they begin to make good progress with this minimal level of intervention. If concern about a child's progress continues, then parents will be invited to discuss moving their child to Wave 2 and to the child being placed on the Special Educational Needs Register.

### **Reviews at Early Response**

Reviews will be scheduled on 8-10 week cycles and the impact of differentiated teaching and small group interventions reviewed. If the child has begun to make good progress these cycles will continue until the child is working within their age expected stage of the EYFS.

If Early Response interventions are not effective in raising attainment then this will be discussed with parents at the review meeting and a joint decision taken to place the child on the SEN register and the Graduated response started. There will also be discussion around other professionals who may now need to be involved such as Early Years Inclusion team, Educational Psychologist, Speech and Language Therapy, Health Visitor or a referral to the Children's Development Centre.

### **SEN support**

If good quality personalised teaching and small group interventions do not impact on a child's attainment or if assessments show that they remain significantly behind their expected stage of development in one or more areas of the EYFS, then in partnership with the parents/carer, the child will be placed on the SEN register and other agencies will become involved. In partnership with parents and other professionals the SENCo will begin Plan, Do and Review cycles, where SMART targets will be set, steps identified to achieve outcomes (Plan) and what is needed for these outcomes to be achieved (Do).

### **Reviews at SEN Support**

Regular meetings will be held every 8-10 weeks, when staff, parents and other professionals involved will be able to contribute to discussions about the child's achievements and areas for development. During these meetings consideration will be made to the level of progress the child has made and the impact of the support given. The teaching assistant will provide evidence to show whether the child's targets have been achieved in the form of assessments, examples of work or observations. If it is felt that this level of support needs to continue, then those present at the meeting commence another Plan, Do and review cycle. The SENCo will ensure that other professionals involved contribute to the plans, either by inviting them to the review meeting or using targets identified on consultation notes. The SENCo will also support parents with ideas on how to support targets at home. These cycles will continue until the child is working well within the age and stage below the age/stage that they would be expected.

The SENCo/teacher alongside the Headteacher, are ultimately responsible and accountable for the progress and development of the children at nursery, including those children with special education needs. The SENCo will directly teach a proportion of support given to each child with SEN and also closely monitor the quality of interventions provided by Family Group Leaders and SEN teaching assistants. Annually, the SENCo, in consultation with staff, identifies training needs and gaps in knowledge, this is used to inform the whole school and individual continuing professional development schedule. By looking at cohorts in Poppies and Transition Plan documents the SENCo will forecast training needs, adjustments and resources before the end of each academic year in preparation for the next.

### **Education, Health and Care Plan, Single Assessment of Needs (EHCP)**

If with sustained, consistent and high quality Plan, Do and Review cycles at SEN support level (minimum of three cycles), a child's:

- progress remains slow or is very inconsistent
- the gap between them and their peers continues to widen
- and nursery feels that the child has significant needs that are not being met by the Local offer and provision map,

Then in agreement with their parents and other professionals involved an EHCP or Nursery School Top Up will be applied for. The SENCO will co-ordinate and write the application and support parents in providing their views through a Family Views Consultation.

### EHCP

Once an EHCP has been written for a child, the SENCO, parents and other agencies involved will continue to support the children through Assess, Plan, Do and Review cycles. These short term targets will continue to be reviewed every 8-10 weeks and work towards the long term targets outlined by the EHCP or Nursery Top Up contract.

### Managing Children's Needs on the SEN Register

All children are assessed at four intervals through the year, at these points in time, each child's rate of progress and level of achievement is reviewed. For children who fall just below their expected age and stage of the EYFS Early Response interventions should be effective in providing them boost. For children for we identify as falling significantly below, then SEN support would be more effective. As and when children make good progress or their progress stalls, their individual provision will be reviewed and appropriate alterations made, in partnership with parents and other agencies.

The SEN file is managed by the SENCo, contains details of the start and exit criteria for interventions and assessment data breakdown. For every child supported by Early response or SEN support, we complete a learning passport with the parents so that details of how the child learns best, what strategies are effective and what possible barriers there may be to learning are circulated to all practitioners. All efforts are made to seek the child's and parents views using appropriate communication methods.

The SENCo is responsible for managing the individual Plan, Do and Review cycles and will support the Family Group Leader and SEN teaching Assistants in delivering and measuring their impact. The SENCo is also responsible for co-ordinating other agencies and making initial referrals once parents are in agreement. Assess, Plan, Do and Review cycles are carried out every 8-10 weeks.

### Criteria for Exiting the SEN Register

When a child begins to make expected progress and is working well within (*developing*) the stage one below their expected age/stage, then they will be removed from the SEN register. This will be done in consultation with parents and other professionals during an SEN review meeting. The child will then be supported by Early Response interventions and monitored closely by their family group leader.

### Supporting Children and Families

The school will work in partnership with parents/carers so that we can meet the child's needs together. We offer an open door policy and Parents/carers are welcomed into school to discuss their child's or family's needs with Family group leaders, SENCO or Head Teacher, whenever they feel they need it. There are also regular points throughout the year that support is offered to such as home visits, workshops, consultations and progress reviews.

Parents/carers of children who have been identified as needing Early Response Interventions or as having Special Educational Needs are invited to discuss their child's progress and set new targets on 8-10 weekly cycles. They are given copies of their child's individual plans to support strategies in the home. Parents/carers also have access to Fullbrook's SEN information report via the Web site or as a hard copy; this document outlines the SEND provision offered by the Nursery and also contact details of other support agencies. If an EHCP is being applied for, then the SENCo will support families in completing their Family Consultation forms.

Families will also be supported to apply for Disability Living Allowance, for those children who are placed on the SEN register and have significant needs and at least two other agencies involved.

### Supporting children with Social, Emotional and Medical Conditions

Our aim is to work in partnership with parents to ensure that we remove any barriers to learning; these barriers may be physical as addressed in the Accessibility Plan, but they can also be social, emotional or medical.

- Medical- if a child has specific medical needs we will work in co-operation with parents and medical professional to ensure that a child is able to access their nursery entitlement. This may result in additional training for staff or the procurement of equipment such as a Medicine fridge. Our current provision, which meets the medical needs of our current cohort is outlined in our Medical Needs Policy, a copy can be requested from the Nursery Office. However, we would always endeavor to amended provision and policy dependent on a child and family's circumstance.
- Social and Emotional - on entry to nursery, all children's emotional wellbeing and involvement levels are assessed using The Leuven Scale. Children who score 1 and 2 in either category are identified on our provision map and given extra nurturing by their Family Group Leaders, through personalised learning and through small group interventions for self-confidence and social interaction.

### Monitoring and Evaluation of SEND

Our overall aim is to ensure that all children continue to access an outstanding provision. In order to achieve this, as a team we are continually evaluating the effectiveness of our provision and this is done in a number of different ways;

- At regular intervals the children share their Individual Learning Journeys with their Family Group leader and they are asked to share their feelings and thoughts about their nursery experiences.
- Parents are asked to share their thoughts at a number of different intervals throughout the year, such as; Parent Views sheets are completed after consultations, parent evaluations after workshops, annual questionnaires and invitations to consult on changes/updates to policies such as this SEN Information Report and the Behaviour policy.
- All practitioners are asked annually to reflect on their practice and identify training needs,
- The Headteacher and Lead EYFS Teacher carry out termly observations and monitoring to quality assure teaching and learning. The SENCo, ensures that personalised learning is integral to each Family Group Leader's practice and planning.
- Assessment data is analysed each half term to measure every child's progress to ascertain which age and stage they are working within. The SENCo, analyses assessment data for children with identified SEN and those at the Early Responses to ensure that planned interventions are impacting on children's progress.
- The SENCo also monitors the quality of one to one support through observations and modelling.
- SEN Link Governors provides a review of quality and reports back to the main governing body.

### School/Setting Transitions

When a child is due to transfer to Primary School or move to another Nursery the SENCo will ensure that all records and Individual Intervention plans relating to the child's special educational needs are passed on to the receiving school, with parents permission. The SENCO will make contact with the school's Head Teacher or SENCO by telephone to discuss the pupil's needs and requirements. For children supported at Wave 3, the SENCo will organise Transition review and Transition Plan will be written by the SENCo, EY SEN Inclusion team teacher and the receiving school's SENCo.

For any child starting Fulbrook Nursery /Poppies contact will be made with any previous settings and other agencies involved.

### Training and Resources

Recent training has been carried out around Autism awareness, Hearing Impairment, Makaton, Manual handling, Speech and Language Development and Supporting Reluctant Talkers. We are also continually working in partnership with other professionals to help develop our knowledge and practice as they work within our setting, such as Early Years SEN Advisory Teachers, Specialist Hearing Impaired Teachers, Speech and Language Therapists, Physiotherapists, Educational Psychologists, Occupational Therapists, music specialists and dance teachers.

Every practitioner is asked annually to identify their training needs in discussion with the Headteacher and EYFS Lead Teacher, this information then forms part of the School Improvement Plan and the training plan.

The SENCo is responsible for keeping up to date her knowledge regarding SEND reforms and research and disseminating to all practitioners. The SENCo regularly attends LAs SENCo network meetings and Nursery School SENCO forum. Where possible the SENCo uses transition plans and admission information to assess the future needs of each cohort and plans during the summer term in preparation for children who are starting in the Autumn term.

The SENCo is responsible for ensuring that the resources needed to meet the changing needs of children with SEND are sourced, either by purchasing items or loaning aids from other agencies.

### Roles and Responsibilities

#### The Governing Body

The Governing Body will carry out their legal responsibilities to ensure that appropriate provision is made for pupils with SEN, and that those pupils participate as fully as possible in the activities of the school. They will report annually to parents on the implementation of the special needs policy, consultation with the LEA, the allocation of resources to children with SEN and on the success of the school's systems for identification, assessment, provision, monitoring and record keeping and use of outside services and agencies. The finance Committee of the Governing Body will monitor how the school's budget is used to support pupils with Special Needs.

The Governor with responsibility for Special Educational Needs is Mrs G Rathbone.

#### The Special Educational Needs Co-ordinator

The SENCO is responsible for the day-to-day operation of the school's SEN policy. The SENCO will maintain the school's SEN register, oversee the records on children with SEN and may contribute to the in-service training of staff. She is responsible for liaising with learning support assistants, parents and external agencies and for co-ordinating the provision for children with SEN under the direction of the Head Teacher. She will be involved in information gathering, assessment, planning, monitoring, reviewing and teaching for each child; ensuring that each identified child is receiving an effective level of support at the appropriate graduated response. The SENCO will support and advise staff on the provision for each child with SEN and will liaise with outside agencies where appropriate. She will attend training courses and Inclusion Partnership Meeting as appropriate and time will be allocated each term for this purpose. The SENCO will liaise with the Head Teacher and Governing Body.

The Special Educational Needs Co-ordinator is Andrina Flinders

#### The Teaching Assistants and Family Group Leaders

All learning support assistants and Family group leaders have responsibility for carrying out the daily provision for children with SEN as directed and supported by the SENCO. The teaching assistants and Family group leaders will assist the SENCO by assessing, planning, monitoring and reviewing each child's progress and maintaining records

Fullbrook Nursery School and Poppies Special Educational Needs and Inclusion Policy  
and evidence as appropriate. All support assistants and Family Group Leaders accountable to the SENCo for providing quality personalised learning for their assigned children. The teaching assistants and Family group leaders will liaise with the SENCO, parents and outside agencies about the children in their group. They will ensure that each child has access to a broad and balanced curriculum and plan so that each child is able to achieve his/her full potential. Each member of staff will have access to the code of Practice, LEA guidelines and additional advice. For Staff supporting two year old children, they will be required to complete a Two Year Old Progress Check, as soon child has settled. This will be discussed with Parents, the SENCo and early response interventions planned if required.

#### Designated Lead for Safeguarding

Mrs Andrina Flinders is the Designated Safeguarding Person, Deputy Designated Safeguarding Persons are Mrs Debbie Bradley, Sharon Fergusson and Gurpreet Sahota. Their role in regards to children with SEND is to ensure that staff are aware of the fact that these children are a very vulnerable group due to their specific educational needs regarding communication delays, behavioural needs and extra stress/strain these needs may have on the home environment and parents. Staff are aware that they need to be extra vigilant to non-verbal signs of safeguarding concerns. All staff are trained at Safeguarding Level 1 and a required percentage at Level 2, the Safeguarding Policy outlines the procedures that should be adhered to.

#### English as an Additional Language

##### Pupils with EAL

A child is not considered to have special educational needs solely because they have English as a second language. Where a child, who has been identified as having a special educational need, also has English as an additional, support will be sought from the Early Years SEN and Inclusion teacher.

##### Liaising with Parents with EAL

Where difficulties are encountered when communicating with parents/carers who have English as an additional language the SENCO will make arrangements for support to be provided for parents/carers either from school staff who have experience of the home language or from the LEA.

#### Providing additional support for children at risk of underachievement.

At Fullbrook nursery we recognise that there are groups of children that also need additional educational support due to their vulnerability, situational or environmental factors. These groups are identified as, children who are;

- In the care of the Local Authority,
- Family Support identified children,
- Have parent/s or siblings with special education needs,
- Have English as an Additional Language (EAL),
- Armed Forces children
- Receive Two Year Old funding (disadvantaged families and/or have other agencies involved)
- Have behavioral / socialisation problems that are currently not impacting significantly on their educational achievement.

These children are recognised as being at risk of under achievements due to circumstances, parental skills or having the demanding task of having to learn an additional language and overcome language/cultural barriers. They will be closely monitored by the SENCo, however they will not be automatically placed on the SEN register.

### Early Response Intervention

From entry baseline assessments and ongoing termly assessment, the SENCO will identify those children who are at risk of underachievement. The SENCO will identify these children on provision map, which clearly identifies the type of intervention they will receive.

The SENCO will also sign post to other agencies, such as the Family Support, Health Visiting Team or Speech and Language. The Nursery may also offer support such as home visits, workshops or outings, with the aim of increasing parental knowledge and skills.

### Storing and Managing Information

All information regarding family and children which is related to SEND is kept in accordance with the Information Handling Policy. No confidential information is taken off the premise and is stored in a locked cupboard to which only the Headteacher and Lead Teacher have access to. If information needs to be shared with other agencies then written consent will be sought from parents such as SALT referrals or consent for EP involvement. Parent consent will always be sought unless there are safeguarding concerns and the child's best interest. Information will then only be shared with safeguarding agencies such as MASH or Health Visiting team.

### Reviewing the Policy

The SEND policy will be reviewed annually by the SENCO, in discussion with practitioners and with regards to parental feedback collected through the year. The policy will be signposted to parents and available on the Nursery's website or in hard copy from the nursery office.

### Accessibility

In accordance with the Disability Act 2002 the school aims to provide access to all pupils regardless of their needs. The Head Teacher and Governing Body will seek to ensure that the physical environment is accessible to all pupils and as appropriate will endeavour to take additional steps to cater for the needs of disabled pupils. Where a child has a physical disability that has implications for access to, or around the building every effort will be made to put strategies into place to cater for this. The Head Teacher will discuss any specific needs or special requirements with the LEA if additional funding or advice is required.

### Dealing with Complaints

If a Parent/Carer is unhappy about the provision their child is receiving they are encouraged to discuss their concerns with the Head Teacher. The Parents/Carers may have raised their concerns first with their child's family group leader and may then wish to arrange a further meeting with the SENCO/Head teacher. The Head Teacher/SENCO will plan further action and provide the Nursery Staff with support or resources if appropriate. The SENCO/Head Teacher may seek advice from the Early Years Team or other outside agencies.

If a Parent/Carer wishes to take their concerns or complaint further they may contact the chair of the Governing Body who will make every attempt to resolve the matter by working with the Head Teacher/SENCO.

If the Parent/Carer feels it appropriate they may take their complaint to the LEA and the school will provide contact information to them. The SENCO will have provided the Parents/Carers with information about The Parent Partnership Service and will have encouraged them to seek advice and support from the service. The Complaints procedures are available on the school website for all interested parties to access.

Appendices

For more information and clarification please see Fullbrook Nursery School Information Report, available on request from the School Office or at [www.fullbrook.walsall.sch.uk](http://www.fullbrook.walsall.sch.uk)

Other policies and procedures referred to in this document are available from the school office or at [www.fullbrook.walsall.sch.uk](http://www.fullbrook.walsall.sch.uk)

Reviewed by Andrina Flinders May 2018 signed.....

Ratified by Governors May 2018 signed .....