



## **SEN & Disability Policy/SEN Information Report**

**October 2019**

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 19/12/2014 although as a maintained nursery we provide own admission policy

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012 - when applicable

SI 2013 758 The School Information (England) (Amendment) Regulations 2013 – when applicable

This policy should be read in conjunction with the following school policies

**Behaviour Policy, Equalities Policy, Safeguarding Policy, Complaints Policy, Accessibility Plan, and the local offer (see school website).**

This policy was developed with after consultation with parents/carers, representatives from the governing body, parents of children with special educational needs and the staff of the nursery. It will be reviewed annually.

### **Statement of intent:**

The intent of this policy is to ensure that teaching and learning is appropriate, motivating and challenging for all our pupils, including those with additional/ special needs and disabilities, and/ or learning difficulties and all are enabled to make optimum progress during their time at the nursery. Children with additional needs or learning difficulties should be identified quickly and their needs met.

### **We believe:**

That all children develop and learn at different rates as reflected in the general curriculum and philosophy of the nursery.

All pupils are integrated into the life of the nursery, recognising the strengths of every individual as well as areas for development, ensuring that all contribute to the activities of the nursery school.

Children's well-being and involvement in their work is regularly reviewed and monitored to ensure that they are happy and ready to learn.

## **Definition of SEN**

A child or young person has SEN(D) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in the mainstream school. *SEN(D) Code of Practice (2014, p 4)*
- c) A child under compulsory school age has special educational needs if they fall within the definitions (a) or (b) above or would so do if special educational provision was not made for them.**

## **Definition of disability**

Many children and young people who have SEN(D) may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN(D) Code of Practice (2014, p5)*

## **High expectations for children with SEN**

At Northfleet Nursery School we have high expectations for all children including those with SEN(D). We actively encourage a sense of community and belonging for all our children and families and seek to remove barriers to learning and participation that can hold back children with SEN(D). It is vital that children with SEN(D) are identified quickly and accurately so that additional support can be put in place. This can be achieved through early health checks from birth to two years of age. Children identified early by the health authorities can be referred to the education services and their families can start receiving advice, guidance and intervention. Information and plans from early education services such as Early Support, portage, specialist teachers, speech and language specialists, physiotherapists, occupational therapists, educational psychologists will then be used by the nursery staff to support the child, which could include a graduated approach.

## **1 The kinds of special educational need for which provision is made at the school**

At Northfleet Nursery School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for example speech and language needs, communication and interaction difficulties including autism, Asperger’s syndrome, learning difficulties, behaviour difficulties, cerebral palsy, physical disabilities including mobility and global delay. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school can meet the needs of pupils with an Education, Health and Care Plan with the following kinds of special educational need: speech and language needs, communication and interaction difficulties including autism, Asperger’s syndrome, learning difficulties, behaviour difficulties, cerebral palsy, physical disabilities including mobility, global delay or other difficulties depending on the child’s needs.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2 Information about the policy for identification and assessment of pupils with SEN(D)**

At Northfleet Nursery School we monitor the progress of all pupils on entry and each term to review their academic progress. We constantly assess by observation and record children's progress within the Early Years Foundation Stage. Pupils identified with SEN(D) will have personalised plans and targets to meet to support them to make good progress in areas of difficulty. These are reviewed on a six to eight week cycle.

Where progress is not as at the expected level, even if special educational need has not been identified, we put in place extra support to enable the pupil to make good progress. Examples of extra support would be physically modelling activities, pictures to help children make choices, short explanations, simple vocabulary and modelled speech

Some pupils may continue to make poor progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we can access the support and advice of colleagues via the Local Inclusion Forum Teams (LIFT) or make referrals to the Specialist Teaching and Learning Service who are able to observe the child in the nursery and advise us on further strategies we can use to support the child's learning. LIFT can sign-post us to other specialist advice.

The purpose of these more detailed observations/ assessments or advice is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN(D) personalised support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using these additional and different strategies and/ or resources (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different strategies and/ or resources he or she will not be identified with special educational needs.

When any change in identification of SEN(D) is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

## **3 Information about the Nursery's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including**

### **3a How the nursery evaluates the effectiveness of its provision for such pupils**

Each review of the SEN(D) personalised plan will be informed by the views of the pupil, parents, teacher/ key persons and SENCO. The assessment information from teacher/key persons which will show whether adequate progress is being made.

The *SEN(D) Code of Practice (2014, 6.17)* describes poor progress thus:

- Is significantly slower 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 the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

### **3b the nursery's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked from entry and each seasonal term throughout their time at the nursery. Key persons continually monitor progress within the Early Years Foundation Stage curriculum of each child. The Nursery's robust tracking system can show at any time, where the child is in Development Matters. In addition to this, pupils with special educational needs may have more frequent and focussed observations to assess their progress towards specific targets set out in their Personalised Plan. These targets will be devised to support the child and meet their individual needs, increasing their skills and abilities in key areas.

If these assessments do not show appropriate progress is being made the SEN(D) personalised support plan will be reviewed and adjusted.

### **3c the Nursery's approach to teaching pupils with special educational:**

Additional intervention and support cannot compensate for a lack of good quality teaching. High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have SEN(D). The Nursery regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' and Key Persons' understanding of strategies (to identify, focus on and support pupils) and their knowledge of the SEN most frequently encountered *SEN(D) Code of Practice (2014, 6.37)*

In Northfleet Nursery School the quality of teaching is judged to be outstanding in our last Ofsted Inspection in 2017.

We follow the Best Practice Guidance for Early Years advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Best Practice Guidance the school employs some additional teaching approaches, as advised by internal and external observations or assessments e.g. one to one tutoring / focused teaching / mentoring, small group teaching. These are

delivered by Key persons and additional staff employed through the funding provided to the nursery as 'Special Educational Needs Inclusion Fund (SENIF)'

### **3d how the nursery adapts the curriculum and learning environment for pupils with special educational needs**

At Northfleet Nursery School we follow the advice in the Best Practice Guidance on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of observations and assessments, both internal and external, and the strategies described in statements of Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have accessibility plan and equality information documentation available to ensure that the school is fully accessible and suitable for all learners. Any additions or alterations to the building are planned with DDA regulations in mind as well as the special conditions regarding the size and strength of the 2-5 age range.

### **3e Additional Support for learning that is available to pupils with special educational needs and disabilities**

Children with severe and complex needs can require a very high level of support. The nursery school currently can apply for additional funding for pupils who have been observed by the Specialist Teaching and Learning Service and assessed as being in need of additional funding. This is assessed by the SENIF (Special Educational Needs Inclusion Fund) forms and procedures.

### **3f how the Nursery enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

All clubs, trips and activities offered to pupils at Northfleet Nursery School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. If trips involve transport away from our site it is our policy that all parents are invited to accompany their child(ren).

### **3g support that is available for improving the emotional and social development of pupils with special educational needs**

At Northfleet Nursery School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance in Personal Social Emotional Development and indirectly with every conversation and interaction adults have with pupils throughout the day. Conversation with adults is a feature of the High Scope approach to Early Years education that we follow.

For some pupils with the most need for help in this area we also can provide quiet time with a key person or senior leader/ SENCO to calm and talk through a difficulty, in appropriate instances a referral to the Local Inclusion Forum Team could result in advice from the Specialist Teaching and Learning Service. Referrals can also be

made to Early Help as for this age group, a family approach to difficulties can be successful in supporting the child.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. This maybe through a supportive relationship with their key person with carefully modelled behaviour and conversation.

#### **4 The name and contact details of the SEN Co-ordinator**

The SENCO at Northfleet Nursery School is Mrs Young, who is a qualified teacher. She is currently undertaking the National Award for SEN Co-ordination.

**Mrs Young is available on 01474 533950.**

#### **5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

All teachers and teaching assistants have had the following awareness training

#### **Courses and training undertaken and experience gained by members of staff at the Nursery include:**

- ◆ Ms Nagar (Head teacher): Job share school SENCO in previous school
- ◆ Mrs Young (SENCO) :
  - Autism Awareness for Early Years
  - Early Years Autism Champions
  - Kent Core Risk assessment and Care plan course for Early Years
  - Speech and Language in the Early Years
  - Attachment Training
  - Using signs and visual supports in Early Years
  - Positive Relationships and social development in the Early Years
  - Sensory Processing November
  - Risk assessments and care plans
  - Supporting children with self-regulation
  - Supporting two year olds with complex needs
  - Cognitive Behaviour Theory in Practice
  - Intensive Interaction training
  - Prime Importance of Communication and Language (PICL)
- ◆ Mr Cooley (Class Teacher):
  - Experience in supporting children with Autism
  - Sensory Circuit training
- ◆ Mrs Griggs (TA):
  - Autistic Spectrum Disorder (ASD),
  - Behaviour Management
- ◆ Mrs Torode (TA):
  - Experience in supporting individual child with Global delay and ASD.
  - Supporting two year olds with complex needs January 2019

- ◆ Miss Bullen (TA):
  - Experience in supporting children with Global Delay and attachment issues
  - Autism Awareness for Early Years
  
- ◆ Mrs Rai (TA):
  - ASD training, experience supporting a child with impulsive behaviour and speech and language delay and physical disabilities.
  - Intensive Interaction training May 2019
  
- ◆ Miss Gbasai (Augmented support worker):
  - experienced in supporting children with ASD and physical disabilities
  - Autism Awareness for Early Years
  
- ◆ Mrs Chatten:
  - Autism Awareness for Early Years
  
- ◆ Mrs Cizauskiene (Augmented support worker):
  - Autism Awareness for Early Years

**Whole school inset time includes:**

Makaton

Visual cues

Epipen training

Sign Along

Diabetic training

Specific Training to support children with medical needs

Speech & language in Early Years

Kent Core Autism Awareness for Early Years

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are; Ifield Special School, Milestone Special School, Educational Psychology Service, Speech and language therapist, occupational therapists, physio therapist, specialist nurses, Health Visiting Team.

The cost of training is met through the Nursery's revenue budget.

Mrs Young is a member of the local LIFT Executive

**6 Information about how equipment and facilities to support children and young people with special educational needs will be secured**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the Nursery's revenue budget. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

**7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at Northfleet Nursery School are invited to discuss the progress of their children on three occasions a year and receive a written report twice a year and a Unique Transition Information Sheet before they move on to their primary school. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching input to support them if our progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated and shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

### **8 The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning if this is appropriate for them. Parents are likely to play a more significant role in the early childhood years with the young person taking more responsibility and acting with greater independence in later years.

### **9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at Northfleet Nursery School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's key person, SENCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

### **10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service.
- An understanding to buy in support from the Educational Psychology service as appropriate.

- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg NASEN, SENCO forum and Early Years LIFT.

### **11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 6.39)**

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

**HELPLINE:** 03000 41 3000

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

**Office:** 03000 412412

**E-mail:** iask@kent.gov.uk

### **12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Northfleet Nursery School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We invite Reception teachers of all the primary schools we send pupils to come and visit the nursery. This gives an opportunity for professional conversations to take place that will inform the new school of their incoming children's strengths and areas of development. The Nursery SENCO attends the SEN transition event organised by the Specialist Teaching & Learning Service. Initial contacts are established between the Nursery SENCO and Primary SENCOs in order to arrange transition meetings with parents. Transition meetings are held for children with SEN. At these meetings parents can meet with the nursery SENCO and the primary school's SENCO and/or Reception teacher. The meeting is an effective way to exchange information and for parents to build a trusting, professional relationship with their child's new school. The nursery will send on all information gathered about the child to the primary school, including the transition grid that shows their position within the Early Years Foundation Stage curriculum.

### **13 Information on where the local authority's local offer is published.**

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Signed Chair of Governors:

Signed by Headteacher:

Policy Date: January 2020

Policy Review: January 2021