



Nottingham Nursery School & Training Centre

Special Education Needs & Disability (SEND) Policy

June 2017

We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

The School is committed to the integration of all children in its care. The School also believes that children with special educational needs and/or physical disabilities have a right to play, learn and be able to develop to their full potential alongside other children. Whenever possible, children with additional needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers. The site is fully accessible and any new equipment or facilities have been planned and installed with accessibility in mind.

The Special Educational Needs and Disability Code of Practice 2014 states that: a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The child has a learning difficulty if he or she:

- has significantly greater difficulty in learning than the majority of other of the same age, or;
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- This definition includes children with long term medical conditions such as asthma, diabetes, epilepsy and cancer. These children may not have SEN but the special educational provision required may be over and above the adjustments, aids and services required by the Equality Act 2010, and they will be covered by the SEND definition.

The Headteacher will appoint a qualified teacher as the Special Educational Needs Co-ordinator to manage provision for children with special educational needs and/or physical disabilities. This individual will be fully trained and experienced in the care and assessment of such children. At Nottingham Nursery School the SENCO is Alison Butterworth – Deputy Head - who has a postgraduate certificate in SEN and a wealth of experience of young children's assessments and development. The Governors will appoint a named Governor with responsibility for SEND. At Nottingham Nursery School this will be Mrs Balbir Kaur.

All members of staff will be expected to assist the SENCO in caring for children with SEND.

- Identification of need is often prior to admission with information being passed to the School by health visitors, paediatricians, portage or social care disability team. Parents often mention their concerns on admission.
- The SENCO will seek further clarification through discussion with parents or external agencies involved with the child and will engage in observations of the child.

- A referral may follow to request more specialist observation or to an external agency such as SALT. Parents are kept fully informed and have daily contact about their child, either verbal from the key person or through a home-school book.
- Additional needs are sometimes picked up from routine nursery assessments and the SENCO and/or key person will discuss this with parents, engaging external support as required. We understand all children are different and all children develop at different rates, but our experience, knowledge of child development and the EYFS, will tell us when a child may need additional support to progress.
- The SENCO will be the lead SEND professional, mentoring, supporting, allocating and monitoring support staff. She will maintain a strategic overview of SEND and will manage administration and statutory paperwork. The SENCO will compile the annual SEN online report, and will report SEND information to Governors as required. The SENCO will inform parents when the School makes special educational provision for their child, and will take on board parents' views
- Where necessary, nursery can bid into the LA for MSG or ISG funding, which is levelled across the City, and add nursery funding to 'top it up' to provide 1:1 support where needed
- Additional equipment is sometimes provided by occupational health, physiotherapists and sometimes purchased from the school's budget
- Progress is discussed through CAF or TAC meetings regularly with parents and external agencies
- Key persons will discuss progress with parents for those children with no CAF or TAC each term. These children often have SALT involvement and the SENCO will also attend these meetings if appropriate. The KP will liaise with SALT on school visits and agreeing targets for each child
- IEPs are shared with parents with SMART targets for the child, which all staff will be aware of
- Curriculum tracking is completed by the KP each term and this is monitored by the Headteacher and the SLT
- All staff who work with children with special educational needs and/or physical disabilities will have appropriate skills. All School staff are qualified to work with under 5s and are experienced in child observations
- All staff will be aware of the additional needs of SEND children and will attend extra training as appropriate e.g. epipen, stoma bag, diabetics, positive handling, communication needs
- Specific provision would include a calm/sensory room, intervention groups including interactive music, 1:1 support, signing, symbols, objects of reference, now + then boards, visual timetables and photo books
- The nursery updates its provision mapping each term and keeps a record on SIMS of additional support offered to SEND children
- The children have their KP to undertake their personal care, and this is carried out with respect and is unhurried
- There is continuity of staff, with very low turnover of staffing, and the same staff lead childcare times - breakfast, lunch and after school session
- The consistency and high expectations of staff support the behaviour and safeguarding policies
- There is a clear mechanism for staff to refer children to the SENCO if they feel there may be additional needs
- Parents with concerns should direct them to the Key Person, SENCO or Headteacher and for complaints should follow the school complaints procedure
- Parents feel supported and involved – "I wish he could stay here forever" C's dad July 2014
- Nursery signposts parents to support groups and offers in-school courses or 1:1 sessions, sometimes alongside the local Children's Centres or help groups, and

- sometimes with health agencies. These may be about healthy eating, toilet training, weaning, parenting
- Transition is handled with care and support for parents and children. Transition within Nursery from one key group to another includes photos, visits and familiarity books. Transition out of the Nursery includes contact with the new school, their SENCO and teacher, invitations to observe in child's familiar setting, additional visits supported by our staff, photobooks and passports (through IES), and ongoing contact with parents to explain the process
 - The School follows the Medicine in Schools policy and adopts best practice
 - Children with complex SEND needs will have an EHC Plan, which is completed in conjunction with the LA
 - The LA has a local offer – www.nottinghamcity.gov.uk/localoffer

The SEN Code of Practice 2014 came into effect on September 1st 2014 and ensures a graduated approach to SEND provision – assess, plan, do review – with high quality teaching differentiated for individual children and a well designed curriculum. It helps to identify children at risk of underachievement and ensures SEND is the responsibility of all teachers. Close tracking and rigorous monitoring of progress and thorough evaluation of additional support also ensures maximum progress opportunity for SEND children.

Acronyms:

SENCO – Special Educational Needs Coordinator

LA – Local Authority (Nottingham City Council)

KP – Key Person

MSG – Mainstream Support Grant

ISG – Individual Support Grant (for children under the age of 3, or during childcare sessions)

SEND – Special Educational Needs or Disability

SMART – Specific, measurable, appropriate, reasonable targets

SALT – Speech and Language Therapist

SLT – Senior Leadership Team

SIMS – Schools Information Management system

EHC – Education Health and Care

CAF – Common Assessment Framework

TAC – Team around the Child

This policy will be reviewed every 3 years.