

# **Special Educational Needs and Disabilities (SEND) Policy January 2023**

This policy is written in line with the Special Educational Needs and Disability Code of Practice (SEND CoP 2014) which became statutory in September, 2014 and was last updated in April 2020. It is available at;

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

It also seeks guidance from Children and Families Act 2014, Children Act 1989 and 2004, and the Equality Act 2010 (including disability equality duty under s149) and associated regulations. The regulations associated with the Children and Family Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

## **Rights Respecting School**

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

- Article 23 - You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.
- Article 29 - Education must develop every child's personality, talents and abilities to the full.

## **Introduction**

Perry Beeches Nursery School is committed to providing inclusive nursery education. We value diversity and seek to support each child, their family and carers and adults in the nursery community to reach their full potential.

Following guidelines outlined in the Children and Families Act 2014, Perry Beeches Nursery School will implement the following principles and policies;-

- All pupils will be admitted to school following the published admission criteria.
- Pupils will not be discriminated against on the grounds of SEN/Disability.
- Children with special educational needs or disabilities (SEN/Disabilities) will have their needs met.
- Children who have SEN/Disabilities will be fully included in the school community.
- The views of children will be sought and taken into account.
- Parental partnership is the key to children achieving their full potential therefore parents/cares will play a vital role in supporting their child's education and will be valued partners in the education process.

- Parents/carers will be included in discussions about their child and early identification of SEN/Disabilities. Parents/carers will be actively encouraged to participate in the teaching, learning, assessment and evaluation process.
- Children with SEN/Disabilities will be offered access to a broad, balanced and relevant curriculum for the foundation stage.
- The school will provide inclusive teaching and learning approaches that are beneficial for all children.
- The school will provide a flexible approach to transition into nursery that is beneficial for all children. Transition to primary school will be 'tailor made' to meet individual children's needs where appropriate.
- The school will provide environmental access and relevant printed information for pupils and adults.
- Pupils with SEN/Disabilities and their families will have information about and access to support services and other agencies. The school will work in partnership with other agencies.
- The school will provide information about and follow the Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014) in order to support pupils with SEN/Disabilities and their families.
- The school website contains details of our policy for special educational needs and the special educational needs information report including the arrangements made for children in our school with special educational needs.

### **Definitions of Special Educational Needs**

The SEND Code of Practice states that "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- 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 in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(SEN CoP 1:3)

### **Definition of Disability**

A person has a disability if they have a physical or mental impairment which has a substantial and long term affect on their ability to carry out normal day to day activities including:-

- Mobility
- Physical coordination
- Manual dexterity
- Continence
- Speech, hearing or sight
- Memory and ability to learn, concentrate or understand.
- Difficulties with perceptions of risk or physical danger.

## **Parent Partnership**

Our schools promote parent partnership. Parents will be actively informed, involved, supported and empowered through the following ways:-

- On registration for a nursery place parents have a responsibility to communicate any concerns they have about their child's learning or provision needed.
- By providing information about the school's inclusive approaches at induction meetings, through the school website and policies' through initial discussion meeting with key-worker and where appropriate through home visits.
- By encouraging them through ideas, practical activities, workshops and meetings with special education professionals to fulfil their role in their child's education.
- By exchanging information, advice and support during decision making and assessment processes including the 'All About Me' profile completed at the initial discussion meeting, parent consultations and during multi-agency meetings.
- By providing a welcoming and user friendly environment that encourages parents to make their views known about their child's needs and provision needed.
- By providing parents/carers advice, support and information about the SEN Code of Practice.
- Implementation of the Early Support Programme where parents feel they can benefit from it.
- By active involvement at progress reviews through to the development of Education, Health and Care (EHC) plans and twelve monthly reviews of EHC plans where appropriate.
- By regularly reviewing as part of the school monitoring and evaluation process to ensure there are no barriers to parent participation

## **Pupil Participation**

"The views of the child should be give due weight according to the age, maturity and capability of the child" Articles 12/13 The United Nations Convention on the Rights of the Child.

Perry Beeches Nursery School considers that children have a unique view of their needs and should feel valued and listened to.

- The children will be encouraged to make choices and share their wishes and feelings with staff, carers and their family.
- The children will be encouraged to share their choices, feelings and wishes through PSED and well being group times.
- The staff will encourage the children to be focused in their actions and thinking, to problem solve and to celebrate their success.
- Some children will experience communication difficulties and a range of strategies will be used to support them to participate through art, audio, video and the use of sign, gesture or symbol communication.
- The staff will report pupils' views, reactions and responses in reports, during reviews, through EHC plans and annual reviews.

## Identification, Assessment, Provision

The SEND Code of Practice 2014 introduced guidance for all settings and now requires everyone to adopt a **Graduated Approach** with Four Stages of action. We feel this approach is a secure model for all children in our settings:

1. **Assess** – ‘All About Me’ profile, Baseline, Wellcomm, Mid-Year and End of Year assessment (Individual Progress Tracker Sheets)
2. **Plan** - SEN Support, Early Support Plan, Education and Health Care Plan
3. **Do** – observation, reflection, next step – evidence in learning journey with keyworker and SENCo co ordination
4. **Review** – Targets and interventions will be reviewed every term

The school will take action if the child's rate of progress is cause for concern.

Action will be taken for the following reasons:

- The pupil continues to respond, develop or work at a level significantly below the level expected for the child of a similar age.
- The pupil makes little or no progress with targeted support.
- The pupil has significant or persistent difficulties in the following areas of development:
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  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory / physical

## **Assessment**

Pupils are assessed using the following assessment tools and approaches on entry to the school:

- ‘All About Me’ assessment completed by staff and parents during initial discussion meeting.
- Observations of children on entry to the setting and PSED group times.
- Initial Assessment completed by the staff on entry after a short settling in period.
- Wellcomm (language screening tool)
- Ongoing observation and assessment documented in Tapestry Learning Journals and Individual Progress Tracker Sheets.

After initial discussions with the SENCo, the child’s keyworker will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet at least termly with the keyworker and SENCo to discuss individual learning targets and progress.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

## **Provision**

All staff will provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of all of our children. In order for all children to access the EYFS Curriculum, observation based planning will take place that acknowledges each child's learning requirements and style. For children with SEND, the focus will be on removing barriers where these exist and on preventing learning difficulties from developing. This is achieved by differentiating learning and teaching experiences. Resources are used flexibly and some equipment is borrowed through support agencies. Furniture and equipment is laid out and available space used to support learning, promote confidence and independence. Risk factors are considered and checks made on a regular basis.

## **Teaching and Learning Strategies**

Children who need support that is additional or different will be provided for in the following ways:-

- Individual 1-1 support
- Small group support
- Planned opportunities to generalise new skills and knowledge
- Differentiated teaching methods detailed in nursery and provision planning
- Additional staffing where required when funding allows through the ISEY assessment process
- Access to the physical environment and the Early Years Foundation Stage Curriculum through the use of additional or adapted resources
- By breaking down the skills and knowledge into smaller attainable steps to avoid failure and to promote success.
- By the use of multi-sensory teaching approaches.
- By the use of augmentative methods of communication such as signs and symbols
- Through detailed observation and by maximising the learning pathways using the child's preferred style of learning.
- By working in practical partnership with parents and other agencies
- By supporting pre-entry and nursery pupils through dialogue with outside agencies as appropriate.
- Where appropriate providing a home visit to share information
- By providing resources that provide positive images and are age and stage appropriate.

## **Staffing**

Within our nursery the child's primary support will be from the key person/s who will liaise with other staff including the SENCo. Provision for children with SEND is a matter for everyone in the setting. All children need consistency and continuity of care; and staff who are sensitive and responsive to the individual needs of children. It is important that staff have knowledge and awareness of the specific and individual needs of the children in their care.

## **Training**

Staff require knowledge to include children successfully. We have an ongoing programme of in-service training for issues relating to SEND. This will be targeted towards meeting the needs of that particular year's cohort of children. Training will be assessed as to whether it is best delivered to the whole staff team, small groups or on an individual basis. The SENCo will ensure the coordination of information and feedback to all staff.

## **Education, Health and Care Plans**

Education, health and care plans will be required for the following reasons:

- The pupil has severe or complex needs which will need support through much of school life.
- Where specialist early years intervention cannot be provided in the setting.

Pupils who have an educational health and care plan will have it reviewed every twelve months.

The Head teacher or parents can request an education, health and care plan. Parents will be provided with individual comprehensive support throughout the assessment process.

## **SEND Support Provision Plan**

The majority of children with special educational needs and disabilities can have their needs met in their local mainstream early years setting or school without the need for an Education, Health and Care plan using the support available through the local offer.

SEND Support Provision Plans (SSPP) are a document developed by Birmingham Local Authority, for schools and settings to use. Schools and settings do not have to use these documents but they are particularly useful for demonstrating the provision being put in place for children and young people where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.

The SSPPs are designed in a way that schools and settings, in partnership with parents, are able to build up a picture of need and provision over time.

Schools and settings must involve parents and carers in the planning of provision and so if a school is planning to record the provision, they are putting in place in a SSPP then parents should be involved in this process

## **The Role of the Special Needs Coordinator (SENCo)**

The nursery school SENCo is a qualified teacher who is part of the Senior Management Team, currently – Helen Masaun and Lisa Taylor Hawkins.

The SENCo will have the following responsibilities:-

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEN/Disabilities.
- Advising and supporting practitioners in the setting.
- Ensure and facilitate liaison between parents and professionals.
- Ensure the relevant background information about children with SEN/Disabilities is collected, recorded and updated.
- Ensure provision plans are in place and reviewed.
- Take a lead role in the further assessments of the child's strengths and needs.
- Complete relevant reports and attend meetings.
- Provide INSET training for staff.
- Be aware of and provide information about and access a wide range of other agencies/services.

### **The Role of the named SEND Governor**

The named governors for children with SEND are currently  
Perry Beeches Nursery School – Dawn Edwards

The governor will have the following responsibilities:

- To help raise awareness of SEND issues at governing body meetings
- To ensure governors know how the school identifies children with SEND
- To provide up-to-date information on the school's SEND provision
- To take part in the review of the school's policy on provision for pupils with SEND
- To ensure that parents have confidence in this provision

### **Working with Other Agencies**

The schools work closely in partnership with a wide range of other services and agencies. Such partnerships are valued by staff and are used extensively to support and empower pupils and their families and carers.

The schools have partnerships with:-

LA services such as Educational Psychologists, Specialist Support Service, Outreach Services, and Parent Partnership Service.

Health services such as Community Paediatricians, Speech and Language Therapists, Occupational Therapists, Physiotherapists, CDC, Dr, Health Visitors.

Social Care and Health services.

Voluntary sector services such as KIDS, Portage Services, and Specific support groups.

## **Primary Transfer**

The schools have links with a wide range of Primary Schools and Special Schools in the Witton and Erdington Community and beyond.

Staff and the SENCo liaise with the Primary Schools prior to pupil transfer. All consultations and record transfers are undertaken with parental consent.

Parents are given information about appropriate Primary Schools and for pupils with an EHCP the LA will provide further information about a range of schools including independent or non-maintained special schools.

The schools offer transition meetings in the summer term with primary school staff, parents, child and staff to facilitate transition to primary school. Where appropriate parents and staff will visit the receiving primary school and parents, child and staff may visit the receiving primary school.

Other related documents and useful websites are:

Perry Beeches Nursery Schools Local Offer on the school websites

Behaviour Policy

Birmingham's Local Offer for SEND <https://www.localofferbirmingham.co.uk>

<https://birmingham.connecttosupport.org>

**This policy will be reviewed annually and whenever significant changes to the systems and arrangements take place.**

Policy agreed by governors of: \_\_\_\_\_ Perry Beeches Nursery  
School

Signed:.....

Date:

Review Date: January 2024