



# **Kingswood Nursery School**

## **Special Educational Needs**

### **Policy**

#### **Kingswood Nursery School**

**This policy has been reviewed and updated by the Governing Body September 2022.**

**This policy is informed by and will be updated when new guidance is issued by HfL or there are necessary changes.**

#### **Kingswood Nursery School is committed to:**

- Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups.
- Ensuring that everybody is valued, listened to, understood and treated, as they themselves want to be treated, in accordance with our core value of 'Respect'.

These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

This policy represents the agreed principles for Special Educational Needs throughout Kingswood Nursery School and should be read in conjunction with our 'SEND offer' (SEN Information Report). Please ask for a copy of this document or find on our website at [www.kingswood.herts.sch.uk](http://www.kingswood.herts.sch.uk)

### **Definition of Special Educational Needs (SEN)**

'A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for him or her', as defined by the 'Special Educational Needs and Disability Code of Practice 2015: 0 to 25 years'.

### **Introduction**

This policy is in line with the Code of Practice 2015, the Disability Discrimination Act (DDA) (1995) and the Equality Act 2010.

The Special Needs Coordinator (SENCO) is Lisa Archer.

At Kingswood Nursery School we strive to provide a broad and balanced curriculum for all children enabling them to become confident young children with a growing ability to communicate their own views and will be ready to make the transition into compulsory education.

The Early Years Foundation Stage curriculum is our starting point for planning which meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which may mean they have special needs and require particular action by the staff.

Where child development is not age typical or where a child's progress gives cause for concern, staff will consider all the information about the child's learning and development from information from parents/carers, staff observations, reports and advice from outside professionals and more detailed assessment of the child's needs. Staff will pay particular attention to information on a child's progress in the prime areas: communication and language, physical development and personal, social and emotional development.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there will be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach should be adopted.

Children may have Special Educational Needs either throughout or at any time during their pre-school or nursery development. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims and objectives**

The aims of this policy are:

- to enable all children to have full access to all elements of the curriculum
- to create an environment which meets the Special Educational Needs of each child
- to ensure that the Special Educational Needs of children are identified, assessed and provided for
- to make clear what all partners can expect from the setting
- to identify the roles and responsibilities of all staff in providing for children's Special Educational Needs

- to ensure that parents are able to contribute in supporting their child's education
- to ensure that our children have a 'voice' in this process

### **Educational Inclusion**

At Kingswood Nursery School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Identifying and assessing SEN for young children whose first language is not English requires particular care. All early year's practitioners should look carefully at all every aspect of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding using all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

### **Special Educational Needs**

Children with Special Educational Needs have learning difficulties which call for special provision to be made. Any child may have a special need at some point in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

In order to gain a picture of each child, detailing their strengths, interests and needs, all our children are assessed on entry, enabling us to build upon their prior learning.

If our assessments show a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinators (SENCo's), the child's Key Person will offer interventions that are an adaptation or additional to those provided as part of usual working practices. The Key Person will keep parents informed and draw upon them for additional information. If the SENCo, Key Person and parents feel the child would benefit from further assessments of their needs, these will be actioned.

The Individual Assessment of Early Learning and Development (IAELD) is designed to be completed if practitioners are concerned about a child's rate of progress, or when some of their

skills appear to be delayed. The IAELD assesses a child's skills within the setting in collaboration with parents or carers.

Following on from this assessment we will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used, together with the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parents will be involved in the writing and review of each IEP.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned to explain and gain consent and support. This may lead to referrals for further professional support who may provide information and advice for the child's new IEP.

If the child continues to demonstrate significant cause for concern, a request for an 'Education, Health Care Plan' (EHCP) will be made to the local authority. The SENCo or parents can start this process. A range of written evidence about the child will support the request.

### **Education Health and Care Plans (EHCP)**

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, they have not made expected progress, the setting will consider requesting an Education, Health and Care needs assessment.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the particular needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

### **Providing the support specified in the EHC plan**

- Section F of the EHC plan specifies the special educational provision required by the child in order to ensure it meets their needs and will help them to achieve their desired outcomes. The local authority has a duty to make sure this support is provided. The early years provider will have been involved in the development or review of the EHC plan to determine what can be provided from within the setting's own resources and what will require additional external expertise or further funding from the local authority.
- Some of the provision specified may be procured by the child's parent or the young person using a Personal Budget, including by a direct payment. Where a direct payment is to be used to deliver provision on the premises of the early years provider, the local authority must seek the agreement of the provider for this arrangement through a formal written notice.

At Kingswood Nursery School the SENCo's:

- manage the day-to-day operation of the policy

- co-ordinate the provision for and liaise with additional professionals
- support and advise colleagues
- oversee the records of all children with Special Educational Needs
- act as the link with parents
- monitor and evaluate the Special Educational Needs provision
- manage a range of resources, financial, human and material, to enable appropriate provision for children with Special Educational Needs
- contribute to the professional development of all staff

### **Local Offer**

Local authorities (Hertfordshire) must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will be available.

The Local Offer has two key purposes:

- to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents

Hertfordshire Local Offer can be found here:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

### **Allocation of resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the setting, including the provision for children with additional needs. We may apply with parental permission for Exceptional Needs Funding through Herts County Council.

### **Assessment**

Early identification is vital.

- staff inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- the staff and the SENCo's assess and monitor the children's progress in line with existing practices. This is an ongoing process.
- the SENCo works closely with parents and Key Person to plan an appropriate programme of support.
- the assessment of children reflects as far as possible their participation in the whole curriculum. The Key Person and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

Kingswood Nursery School is accessible for wheelchair users.

Staff use a range of strategies to meet children's Special Educational Needs.

Individual Education Plans (IEPs), which employ a small-steps approach, break down the existing levels of attainment into finely graded steps and targets so staff ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible we do not withdraw children, though, we may work in small groups, or in a one-to-one situation outside the main learning environment to maximise their learning.

### **Transition**

Before a child moves into another setting or school, Kingswood will work with them to plan and prepare for transition. This will include a review of the SEN support being provided or the EHC plan. To support the transition, information will be shared by the current setting with the receiving setting or school, with parental agreement.

### **Partnership with parents**

At Kingswood Nursery School we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. Parents are an integral part of our support for children with Special Educational Needs.

We have termly meetings with parents to review the progress of their children against the targets set in the IEP and to set new targets for the following term, considering the child's needs as a whole. We inform parents of any outside intervention and advice and share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs and arrive at joint decisions based on all the available information.

### **Partnership with Area SENCo and Educational Psychologist**

The Area SENCo and Educational Psychologist help make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

Typically, their role includes:

- providing advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice
- providing day-to-day support for setting-based SENCOs in ensuring arrangements are in place to support children with SEN
- strengthening the links between the settings, parents, schools, social care and health services
- developing and disseminating good practice and supporting the development and delivery of training both for individual settings and on a wider basis
- developing links with existing SENCo networks to support smooth transitions to nursery and reception classes, and
- informing parents of and working with local impartial information, advice and support services, to promote effective work with parents of children in the early years.

If you would like to discuss your child's special needs and support available, please talk to your child's Key Person and/or Lisa Archer or Michelle Long.



**Kingswood Nursery School has developed a SEND offer (SEN Information Report).**

**This gives further details of how children are supported at Kingswood. Please ask a member of staff for a copy or visit our website [www.kingswood.herts.sch.uk](http://www.kingswood.herts.sch.uk)**

**Change History:**

<b>Issue</b>	<b>Date</b>	<b>List of Changes</b>	<b>Approved by</b>	<b>Authorised by</b>
1	Oct 2012		Governing Body	Bernice Jackson
2	Oct 2014	Policy re-written in line with SEN Code of Practice October 2014	Governing Body	Bernice Jackson
3	Oct 2016	Lorraine Phillips' name removed from policy and replaced with Michelle Long as P/S SENCO.	Governing Body	Bernice Jackson
4	Oct 2018	Removed references to CAF and Early Support. Linked to SEN Code of Practice 2015.	Governing Body	Bernice Jackson
5	Oct 2020	Added Lisa Archer as SENCo. Added staff photos. Added safeguarding/equalities statement.	Governing Body	Bernice Jackson
6	Sep 2022	Replace phrase: 'Where a child appears to be behind expected levels' with 'Where child development is not age typical' Addition of hyperlink for Herts Local Offer	Governing Body	Clare Macdonald