



John Wilkinson Primary School and Nursery and After school Club

Policy for Special Educational Needs.

*This policy should be read alongside our policies for
Equality of Opportunities and our Accessibility Plan.*

Updated January 2022

STATEMENT OF INTENT

At John Wilkinson Primary School and Nursery and After School Club we welcome all children and are committed to eliminating discrimination and encouraging diversity and inclusion amongst our staff families and children. We endeavour to make sure that we provide appropriate provision to enhance the setting and cater for the needs of all children enabling them to enjoy a full part in the daily life at the setting.

All children and families will be helped and encouraged to develop their full potential and the talents and resources of the setting (including signposting to appropriate agencies) will be fully utilised to maximise enabling environments and early intervention and support. We are committed to following the recommendations and guidelines of the SEND Code of Practice and Disability act 2010. The Statutory Framework for the Early Years Foundation Stage. The Special Educational Needs and Disability Regulations 2014.

All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

AIMS

- We include all children in our provision.
- We have regard to:-
 - ✓ The definition of SEND stated in the 0 to 25 years Special Educational Needs Code of Practice 2014
 - ✓ The Children and Families Act 2014
 - ✓ The Equality Act 2010
 - ✓ The Statutory Framework for the Early Years Foundation Stage
 - ✓ The Special Educational Needs and Disability Regulations 2014

A child or young person has a special educational need 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 he or she:

- has a significantly greater difficulty in learning than the majority of the children of the same age.
- has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

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Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The benefits of early identification of such needs are widely recognised and making effective provision improves long-term outcomes for children. We work with all parents and carers as partners who are the expert in their child's development. Success for all children is ensured by accessibility and sensitive differentiation of all activities. ALL staff are responsible for the planning of this and the needs of all children with SEND are shared appropriately between staff. Staff access relevant training.

METHODS

The designated member of staff who is the Special Educational Needs Co-ordinators (SENCO) is Lisa McGowan. They carry out the following methods and are responsible for:

- Ensure all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Attending relevant SEN training.
- Ensuring that there is liaison with parents and other professionals in respect of children with Special Educational Needs in accordance with the Code of Practice.
- Advising and supporting other practitioners in the setting.
- Ensuring that appropriate Early Years Learning Plan (EYLP) and identified strategies are in place.
- Ensuring that relevant information about children with Special Educational Needs is collected, recorded, updated and stored appropriately.
- Leading and implementation, annual review and update of the Special Educational Needs policy.
- Monitoring and assessing progress.

How do we organise Special Educational Needs at Nursery?

- We ensure that the provision for children with Special Educational Needs or disabilities is the responsibility of all members of staff and also operate the key person approach.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities, and would source any further support required in this regard as the need arose.
- We ensure we share information between practitioners through making it a regular item on staff meeting agendas; through discussion on a daily basis and through reviewing our accidents/incidents reports regularly.

How do we share information with parents and carers?

- We will all work closely with parents of children with Special Educational Needs or disabilities to create and maintain a positive and open partnership.
- This will include making sure parents are informed at all stages of assessment, planning, provision and review of their children's education, through formal and informal discussions at times to suit all parties. Ensuring confidentiality at these times is paramount.

How do we work with other agencies or providers?

- At Nursery all staff proactively encourage outside agencies to visit the setting specially to observe a child in an environment where the child is comfortable.

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- Permission is sought from parents, and they are fully involved and kept informed of any contact and in organising any relevant appointments. Time is also allowed during the session for the parents, key person, and SENCO to talk with the visiting agency if necessary.
- At Nursery it is important that underlying factors are considered which may affect a child's development such as housing or domestic circumstances such that Early Help Assessments could be adopted. Other specialist support sought may be from Health Visitors, Portage Workers, Educational Psychologists, Speech and Language therapists. This would be decided on a case-by-case basis.
- Practitioners use the non-statutory Early Years Outcomes guidance as a tool to assess development.
- When a child is aged between two and three, early years' practitioners must review progress and provide parents with a short, written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development (2-year-old check). This progress check must identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners would develop a targeted plan to support the child, involving other professionals such as the setting's SENCO or the Area SENCO, as appropriate.

How do we identify, assess and review children with Special Educational Needs or Disabilities at Nursery?

- We are committed to the early identification and intervention for children who may have Special Educational Needs.
- Possible Special Educational Needs may be identified by formal and informal observation in the setting, parental/carer concern or health professionals, and also as noted above within the 2-year-old check. Any strategies for supported concerns will be noted on the check and discussed with parents and practitioners.
- We adopt the graduated approach of assess, plan, do and review of the 0-25 SEND Code of Practice (see Appendix A).

What happens when a concern is raised?

- A concern will be raised by the key person and discussed with the SENCO and the parents/carers.
- We aim to be open with families to encourage an atmosphere where working together is a priority.
- Further observations are taken by the key person/SENCO and we encourage parents to make their own observations within their home environment and be able to share these with their key person/SENCO.
- Any changes to differentiate the provision for the child identified in the assessment is discussed with the parents/carers and planned for appropriately. A plan is then organised with appropriate targets which can be used within the setting and at home and will take into accounts parents and the child's view. The Key Person remains responsible for implementing the plan with the support of the family/setting SENCo and any outside agencies identified in the plan. This will be reviewed half termly or more often if necessary with the setting SENCo and parents and amendments to support development implemented.
- If there is no progression in the child's development, the staff will need to ask for support from the Area SENCO through the Local Authority. The parents are informed of this decision and permission sought.
- All the staff are committed to involving the family, key person and the SENCO, and where necessary outside agencies, within the whole process. The staff are committed to supporting the families through the key person approach.

Requesting an Education, Health and Care needs assessment

- Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment (EHC) in order to fully support the child and family.

TRANSFER OF INFORMATION TO SCHOOL OR OTHER SETTINGS

- The staff at Nursery know how transition to school for children can affect their social and emotional development. Therefore, we are proactive in working together with the school choice of the family.
- The transfer of information is very important but permission from the parents/carers will be requested beforehand. The family's decision to give/not give permission will be respected by the staff of the setting.
- If permission is granted, then all copies of observations, tracking documents, supports plans will be passed onto the relevant setting.
- The staff are also very keen to enhance the transitions for children by arranging meetings with the relevant reception class teacher and the family to pass on documents and discuss the child's plan if necessary.
- The staff understand the transition to school and other settings is very individual to the family and the child's needs, and will ensure every child is individually considered and provided for.

SKILLS AND SPECIALISMS

- We raise awareness of any specialism the setting has to offer from staff. At present we have a trained member of staff for Makaton (signing system). This is Lisa McGowan.
- There is also in-house training for all staff members, parents/carers or volunteers at staff meetings.

SPECIALIST EQUIPMENT

- Practitioners and the Head Teacher work positively and effectively in sourcing and accessing relevant training and equipment.

ACCESS FACILITIES

- The Nursery and After School Club have worked very hard to ensure accessibility to our setting. This policy must be read alongside the Accessibility Plan and Equality of Opportunities Policy.

REVIEW OF POLICY AND COMPLAINTS

- We provide a complaints policy which can be found on our website.
- We advertise the OFSTED complaints contact details in the cloak room of Nursery. The information sheets will be updated when necessary.
- We monitor and review our policy annually or when amendments are necessary.
- Complaints will be taken very seriously at Nursery and will be reviewed immediately. The family/parent/carer will be fully informed of the progress of the complaint and be involved in the review of procedures or practices. Please also see our Complaints Policy.

This policy should be read alongside our policy for Equality of Opportunity.



Appendix A

Graduated approach with four stages of action: Assess, Plan, Do and Review – SEND Code of Practice 2014 For full details see [SEND Code of Practice](#).

<p>Assess</p>	<p>In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child’s parents, will have carried out an analysis of the child’s needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child’s progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents’ agreement. (5.39)</p>
<p>Plan</p>	<p>Where it is decided to provide SEN support, and having formally notified the parents, (see 5.38 of SEND Code of Practice), the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. (5.40) Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home. (5.41)</p>
<p>Do</p>	<p>The early years practitioner, usually the child’s key person, remains responsible for working with the child on daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child’s response to the action taken, in problem solving and advising on the effective implementation of support. (5.42)</p>
<p>Review</p>	<p>The effectiveness of the support and its impact on the child’s progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child’s parents and taking into account the child’s views. They should agree any changes to the outcomes and support for the child in light of the child’s progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps. (5.43)</p>