



# **Special Educational Needs and Disabilities (SEND) Policy and Procedures**

**December 2023-2024**

## **Roles and Responsibilities**

Headteacher	Jennifer Slater
Special Educational Needs Co-ordinator (SENCo)	Jennifer Slater
Early Help Lead	Claire Farr
Speech and Language Lead	Christine Varnavas
SEN Governor	Colin Woolford

## **Introduction**

We believe babies are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. We recognise that development is not an automatic process and that it depends on each unique child having opportunities to interact in positive relationships and enabling environments. The care and education offered by Taywood helps young children to do this by providing interesting, stimulating and fun activities that are appropriate for each individual child's age and stage of development and through strong family worker systems.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice January 2015 (0-25) and has been written with reference to the following guidance and documents:

- The Equality Act 2010 and schools. Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)
- Early Years Guide to the 0-25 SEND Code of Practice (DfE, 2014)
- Statutory Framework for the Early Years Foundation Stage (2021)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions Dec 2015
- Teachers Standards 2012
- Lancashire Local Offer: <http://www.lancashire.gov.uk/SEND>
- Lancashire SEND and Inclusion Toolkit

### Taywood Nursery School Policies

- Safeguarding and Child Protection Policy
- Accessibility Plan
- Administration of Medicines Policy
- Admissions Policy and Procedures
- Parental Involvement Policy
- Pupil Moving and Handling Policy
- School Local Offer
- Single Equalities policy

Legislation defines a child with special educational needs (SEN) as having:

a) a significantly greater difficulty in learning than the majority of children his / her age

OR

b) a disability which either prevents or hinders him / her from making use of educational facilities of a kind generally provided in schools, within the area of the local authority concerned for children of his / her age.

### **Aims of SEN provision**

- To encourage success and participation for all children irrespective of ability or disability
- To support children to make the best possible progress possible within their capabilities.
- To identify children with SEN as soon as possible and to make appropriate intervention through using effective assessment, relevant teaching methods, resources and support.
- To develop partnership with parents in the education of their child.
- To ensure all practitioners assess, plan and teach children with SEN, with the support of a teacher or manager.
- To create effective relationships with outside agencies.
- To provide ongoing training for all staff to ensure high quality teaching for all children.
- To maintain appropriate records and to monitor pupil progress.
- To provide full access to the Early Years Foundation Stage (EYFS) curriculum.

**Good practice for children with special educational needs  
is good practice for all children**

Throughout this document parent means any parent or carer with legal responsibility for the child

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

*'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'*

*SEND Code of Practice: 0-25 (2015); 5.36; p86*

- Taywood places significant emphasis on the early identification of children with SEN in order to work out what action the school needs to take.
- Four broad areas of need give an overview of the range of needs that should be considered. For more information see sections 6.28–6.35 of the SEND Code of Practice. The broad areas of need are:
  - 1 Communication and interaction**
  - 2 Cognition and learning**
  - 3 Social, emotional and mental health**
  - 4 Sensory and/or physical needs.**
- We value the EYFS key themes and principles and the Characteristics of Effective Learning and believe that these are crucial to understanding how individual children engage with other people and their environment, which underpins their learning and development across all areas.
- All children's progress and attainment are reviewed termly against age appropriate milestones. This data is monitored to identify children who are not making expected progress. This information is shared with the SENCo, family worker and parents.
- For those children who begin nursery with previously identified needs, we ensure that these needs are assessed in relation to our setting and that any previous targets or actions are continued.
- We also are alert to other factors that may be barriers to learning, making children vulnerable to failing to achieve their potential. These include:
  - Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN)
  - Social and Emotional well-being
  - Attendance
  - Health and Welfare
  - Behaviour
  - English as an Additional Language
  - Being a Looked After Child
  - Being a child of Serviceman/woman
  - Being in receipt of 2 Year old funding / Early Years Pupil Premium
  - Social circumstances

- We recognise that children of any ability can underachieve at times. Through careful, rigorous assessment, tracking children's performance and matching activities to the needs of the children, practitioners at Taywood give children every opportunity to overcome their difficulties.

## **A Graduated Approach to SEN Support**

*'SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.'*

*SEND Code of Practice: 0-25(2015); 6.44; p.89.*

- We use a graduated approach with four stages of action: assess, plan, do and review.
- This cyclical approach begins at whole school level with high quality teaching strategies
- It is the responsibility of all practitioners to contribute to identifying a child's needs with support from the class teacher and SENCo if required.
- All practitioners working with the child will be made aware of their needs, outcomes required and support strategies (a Targeted Learning Plan may be put in place)
- All practitioners are responsible for working with the child on a daily basis with support from the class teacher, SENCo and any specialist staff involved
- Reviews of the child's response to the support will take place regularly, will include the views of the parents and will inform the next cycle of support. With each review, teaching may become more personalised and may include targeted support or specialist intervention.

## **Supporting Children and Families**

- The LA local offer can be found at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)
- Taywood Nursery school's SEND Information Report is available at <https://primariesite-prod-sorted.s3.amazonaws.com/taywood-nursery-school/UploadedDocument/a1fa3a7b-801c-40f2-a751-f7285ea8224e/send-report-2021-22.pdf>
- We seek to work in collaboration with parents at all stages of their child's time in nursery

- Staff at Taywood Nursery School are committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of nursery life.
- We are able to signpost parents to other services, such as the Child and Family Well-being service
- We work closely with the health visiting team and the Community Nursery Nurse
- We ensure that information about a child's needs is gathered in a range of ways from the initial registration form through family worker visits, home visits and induction visits. These visits enable practitioners and parents to begin a conversation about their child and to work together to meet his/her individual needs.
- Where a child is already identified as having SEN before attending nursery, the relevant professionals or the child's previous nursery setting will be contacted in order to gather appropriate information and paperwork.
- We cater for the individual learning needs of every child and will seek to implement specialised provision to ensure access to all aspects of the curriculum for all children. We believe in inclusive education for all children.

## **Supporting Children at school with medical conditions**

- Staff at Taywood Nursery School and Extended Services are committed to providing opportunities which enable all children, including those with specific medical conditions, to be included fully in all aspects of nursery life.
- We work closely with parents and liaise with colleagues from the health service where appropriate
- Individual health care plans are used to ensure that the nursery effectively supports children with medical conditions.
- Also see Department for Education Statutory Guidance on Supporting Pupils at School with Medical Conditions (Sept 2014, updated Aug 2017) and Administration of Medicines Policy – Taywood Nursery School (Sept 2019)

## **Monitoring and Evaluation of SEN**

- The school has systems of monitoring provision including environment audits, monitoring of learning journeys, observations of teaching and half-termly supervision meetings

- Provision mapping is reviewed at least termly to ensure that it is effective in supporting children to access EYFS provision and make suitable progress
- Targeted Learning Plans (TLP) plans are reviewed at least half termly by the class teacher, room leader or key person in consultation with parents and SENCo
- Education and Health Care Plans (EHCP) are reviewed at six-monthly intervals in consultation with parents and all professionals involved with the child
- This policy is reviewed every year by the SENCo in consultation with SLT and governing body.

## **Training and Resources**

- Training needs and resource implications are identified through discussion with staff and are identified on the setting's provision map. This is regularly reviewed and updated by the SENCo.
- Supervision discussions identify individual training needs and training / support can be arranged to meet individual requirements.
- When necessary, staff are provided with specific training e.g. managing medical conditions, managing autistic spectrum disorders. These are usually arranged as in-house training sessions provided by the medical service or Inclusion Support Service.
- Many staff have been trained in Basic Makaton
- Many practitioners are experienced in working with children with a range of needs, particularly speech and language delays/disorders and children on the Autistic Spectrum
- Staff have regular opportunities to discuss strategies and support for children with needs that are additional to or different from other children of the same age. SEN and Inclusion are standing items on staff update agendas and information about children's targets and strategies are shared to ensure all staff are aware of a child's individual needs.
- We receive regular visits from the Speech and Language Therapy service to discuss concerns, request advice and share the progress of children who are receiving speech and language therapy.
- The school receives guidance from a 'specialist inclusion teacher' to ensure the needs of children are being identified and met appropriately
- The SENCo attends regular training and network meetings to keep up to date with local and national SEND issues

- Children identified as having SEN do not usually receive additional funding to meet their individual needs although an application can be made to the Inclusion fund (previously known as additional inclusion support or AIS) which provides support for 3 and 4 year old children with SEN who are taking their entitlement to funded early education.
- The Inclusion Fund offers two types of support. Fund A (up to £250) can be used towards the cost of accessing training or purchasing resources and Fund B is a payment intended to enable the setting to implement specific advice and guidance from specialist teachers to support the progress and outcomes for the child. Any funding is time bound and the nursery is required to reapply for further funding should the child continue to require significant support in order to access the provision.
- The Inclusion Fund monies are used in conjunction with other funding received for example:
  - Additional Educational Needs funding (AEN)
  - Early Years Pupil Premium (EYPP)
  - Disability Access Fund (DAF) payments
- Children who have an Education and Health Care plan will have appropriate funding and support allocated to them which will be clearly outlined in the plan. The level and type of support will depend on the child's individual needs and will be regularly reviewed to ensure that the support is meeting the child's ongoing requirements.

**The Role of the Key Person, under the direction of the SENCo, Class Teacher and Room Leader includes:**

- Carrying out observations to provide formative and summative assessments of children's attainment and progress
- Planning and implementing routines/activities to meet needs of individual children and sharing these with colleagues
- Discussing the needs of individual children during supervision meetings
- Fully informing parents of support their child is receiving, including sharing assessment data and progress
- Keeping records of relevant conversations with parents
- Identifying next steps for children and monitoring progress towards these
- Following up recommendations from any checks carried out by health professionals

## **The Role of the SENCo includes**

- ensuring all practitioners in the school understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN
- advising and supporting colleagues to meet the needs of individual children
- working closely with parents and families of children with SEN
- liaising with outside agencies
- liaising with the SEN Governor, Mr Colin Woolford, to provide annual feedback to Governing Body
- maintaining a register of children with SEN
- monitoring the progress of children with SEN in the setting
- maintaining appropriate records
- contributing to in-service training for staff on SEN issues
- supporting the transition of children with SEN into the setting and on to Primary School

## **Storing and Managing Information**

- See Data Protection Policy – Taywood Nursery School (Sept 2019)

## **Reviewing the Policy**

- This policy is reviewed by the SENCo in consultation with Governing body every year – next review due November 2024

## **Accessibility**

- Information about the nursery and its services can be provide in a range of formats, on request, for parents and prospective families who may find it difficult to access it in written form e.g. by reading aloud, use of translators (where appropriate)
- Information about the nursery is available on the nursery's website

## **Dealing With Complaints**

- Please refer to Complaints Policy - Taywood Nursery School



