

Special Educational Needs and Disabilities (SEND) Policy



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Introduction

The Staff and Governors of Haven Nursery School are committed to providing a welcoming, supportive and inclusive environment for children who have special educational needs and/or disabilities and their families. This policy aims to:

- Set out how our nursery school will support and make provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Haven aims to provide a happy and stimulating environment in which all children can play, learn, develop confidence, independence and a positive attitude to learning. We offer a broad and balanced curriculum based on the Early Years Foundation Stage (EYFS) Curriculum and develop children's interest in the world around them.

We aim to provide the children who attend Haven with an equal opportunity to actively participate in the life of the nursery accessing all our services irrespective of ethnicity, culture, religion, home language, family background, disability, gender or ability.

Partnership with parents is central to our work at Haven and we believe that the parent/carer is the child's key educator. We work alongside parents, supporting them in their role to promote the wellbeing and development of children.

Legislation and guidance

This policy is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice* and the following legislation:

- *Part 3 of the Children and Families Act 2014* which sets out schools' responsibilities for pupils with SEN and disabilities
- *The Special Educational Needs and Disabilities Regulations 2014* which sets out schools' responsibilities for education, health and care (EHC plans, SEN co –ordinators(SENCOs) and the SEN information report

Definitions

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty if they have:

- A significantly greater difficulty in learning than the majority of others of the same age or
- A disability which prevents or hinders them in making use of facilities of a kind generally provided for by others of the same age in mainstream school

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.

Roles and responsibilities

The SENCO

The SENCO is Ruth Vonk. Our SENCO isa qualified teacher. In line with statutory requirements, SENCOs in maintained schools who are new to role will achieve the National Award for SEN Coordination within three years of appointment.

The SENCO will:

- Work with Lead Practitioners and SEND Governor to determine the strategic development of the SEND policy and provision in the nursery
- Have day to day responsibility for the operation of this SEND policy and the co –ordination of specific provision made to support individual children with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive support and high-quality teaching
- Advice on the graduated approach to providing SEND support
- Advice on the deployment of the schools delegated budget and other resources to meet children's needs effectively
- Be point of contact for external agencies, especially the local authority and its support service
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with key staff and governing body to ensure the nursery meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the nursery and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy

The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the nursery
- Have overall responsibility for the provision and progress of learners with SEN and/ or a disability
- *NB In this setting the Headteacher holds the post of SENCO*

Lead Early Years Practitioners (Nursery Managers)

Lead early years practitioners are responsible for:

- Monitoring the progress and development of every child in each family group
- Working closely with Early Years Practitioners or specialist staff to plan and assess the impact of support and interventions
- Working with the SENCO to review each child's progress and development and decide on any changes to provision
- To ensure all members of the team take an active part in meeting the Special Educational Needs of all children.
- Ensure they follow this SEND policy

Identifying children with SEND and assessing their needs

- We will assess each child's current skill and attainment on entry which will build on previous settings where appropriate.
- Where initial concerns are expressed, these will be discussed at children's meetings.
- Observations with a purpose and a focus will be carried out; these will provide baseline evidence from where individual learning plans will be set. These plans will be monitored, recorded, reviewed and shared with the parents.
- Programmes and targets are reviewed regularly at children's meetings. They are monitored by the SENCO and Lead Practitioners.
- Additional termly multi-disciplinary meetings are held to share assessments; the results of these meetings are shared with parents.

- Parents will be involved at every stage in the sharing of information regarding the reviews and updating of their child's learning plans.

Consulting and involving children and parents

We will support the children with their learning plans and share these with the parents, involving the parents in the setting of targets. As the children in nursery are young and often pre-verbal their views are usually sought through their key person observations, lead practitioners and parents. These consultation meetings will make sure that:

- Everyone develops a good understanding of the children's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents are informed and involved when it is decided that a child will receive SEND support.

Assessing and reviewing children's progress towards outcomes

We follow the graduated model of the SEND Code of Practice and the four-part cycle of assess, plan, do, review.

The key person will work with the SENCO team to carry out a clear analysis of the child's needs. This will draw on:

- The key person's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other professionals' assessments (such as Paediatrician, Speech and Language Therapist)
- The individual's development in line with our curriculum progression model
- The views and experience of parents
- The child's views
- Advice from external support agencies
- All staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.
- After initial concerns are expressed (these can be made by staff, parents or an outside agency). Information is then gathered; the parents are consulted and appropriate action is agreed. This will be reviewed termly.
- Education, Health and Care Plans - when the nursery has taken relevant and purposeful action to identify and assess and meet the special educational needs of the child and the child has not made the expected progress we will consider requesting an Education, Health and Care Plan.
- Where a child has an EHC plan this must be reviewed at an annual review held. This can be held either annually or at 6 months.

Transition to school

- We recognise that transition to school is a potentially anxious time for the child and their family when the child needs extra support and so we do all we can to make it as smooth as possible. For children with SEND we talk to the parents about what their needs are likely to be when they reach school age.
- During the summer term we will arrange a meeting with parents, nursery staff, the receiving school and any professionals needed (e.g. speech and language therapist) to share progress, strategies and support needed to help the transition to school. This may be in the form of a

Transition Partnership Agreement (TPA) with the school which forms a basis for their work with your child or it may be derived from the EHCP.

- For some children with complex needs, transition to school may involve requesting support through an Education, Health and Care Assessment and Plan. This may be because they will need a very high level of support within mainstream school or because there is an agreement that a specialist provision may be appropriate.
- Where possible school staff visit children at Haven during the summer term. This means that the children can get to know their teachers and the teachers can see what they do in nursery. Key staff from Haven visit schools children with SEND will be attending. We aim to share as much practical information as possible so that the children can continue to be supported by successful strategies in their new school.

Our approach to teaching children with SEND

- High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.
- Staff observe all the children and assess where they are in their learning
- All staff meet with parents to share their observations and plan next steps in children's learning
- Children with identified Special Educational Needs have a review meeting after their first half term. The meeting is held with the key person, lead practitioners, SENCO and other therapists where possible.
- At the initial meeting we talk to parents about what their priorities are for their child's learning and development. Targets are then identified and strategies to support the child are discussed. These are written in individual learning plans and next steps are identified and shared with the parents. This meeting will be held as a person-centred planning (PCP) meeting where possible.
- The individual learning plan is reviewed and shared with parents termly. Therapists and parents contribute to the rolling targets.
- Staff regularly review individual learning plans and identify next steps and additional support needed.

Adaptations to the curriculum

We make the following adaptations to ensure all children's' needs are met:

- We plan an indoor and outdoor environment which is accessible for each child and is responsive to the diversity of individual developmental starting points presented by the children and resourced to cover all areas of the EYFS curriculum
- We respect that children require a range of strategies for learning and develop at different rates.
- Differentiate our curriculum to ensure all children are able to access it by small group work, 1-1 teaching etc.
- Adapting our resources and staffing
- Routines are adapted to meet the needs of individual children
- Using visual support such as schedules, communication boards, choice boards and now and next boards
- Differentiating our teaching such as giving longer processing times and pre-teaching a skill
- Adult led one to one teaching takes place daily. Activities are adapted and broken down into small steps to meet the developmental needs of the children

- Makaton and Picture Exchange Communication System (PECS) is used to support early communication skills
- Language groups to develop listening and attention turn taking skills and social interactions
- Sensory Room
- Forest School is accessible and the curriculum is carefully differentiated and additional support is given to children where needed

The centre is divided into the following areas:

- The Nest (0-2 provision)
- The Den (2-3 provision)
- The Hive (3-4 provision)

Additional support for learning

We work in partnership with other professionals to ensure the children and families receive co –ordinated support from everybody involved with a child. These include

- Speech and Language Therapist (both internal and external)
- Physiotherapy
- Occupational Therapy
- Consultant Paediatrician
- Educational Psychologist
- Specialist Teacher Advisors
- Health visitors
- Portage
- Inclusion Team Leader

Storing and managing information

- Information reports from other professional and internal reports are stored on the school's secure drive. Paper copies are scanned and shredded.
- All records are transferred to schools via Hampshire secure email or a hard copy is given to the school
- Records are held electronically on the school's secure system and transferred to the SEND department and other professionals
- Records from the SEND department and other professionals are kept on the school's secure system

Evaluating the effectiveness of the SEN provision

The quality of inclusive practice is monitored by the Senior Leadership Team. The SENCO is responsible for monitoring the provision and progress of children identified by the nursery as having SEND.

The Governing Body for the school is actively involved in the strategic overview of provision for children and families.

The Governing Body have a responsibility to provide and monitor provision for Special Educational Needs.

Accessibility

The building is accessible by wheelchair users. The forest is also accessible.

There is a hygiene room in The Hive which has an adjustable changing facility, hoist and showering facilities. A mobile hoist is available. There is an adult accessible toilet. Specialist equipment such as chairs, standing frames, walkers are accessed via the therapy service.

Staff development

We have a commitment to staff training and development. We have a core of very experienced staff who have a range of training and skills in working with children with Special Educational Needs. We believe that training is part of the monitoring and individual performance review process and training is provided when it is needed rather than waiting for a training day. The staff attend training from a range of outside training providers. The nursery school also plans for five inset day. The 0-3s provision have three inset days.

Medical Needs

Some children attending Haven have medical needs and require specific care from adults working with them. These children have an Individual Care Plan which ensure that staff who have received appropriate training are able to support their medical needs and administer any appropriate medication

Staff qualifications

The nursery staffing includes a Head teacher who is a qualified teacher and a range of Early Years Practitioners (Foundation degree, BA HONS, Diploma, NEBB, NVQ2, NVQ3). All staff have additional training and experience of working with children with SEND.

Admission

The Nursery will admit, on an individual agreed ratio as prescribed by the LA. The admission of a child with an EHCP will take place following consultation with the parents, governors and LA regarding the ability of the Nursery to meet the individual needs as specified on the EHCP.

Resource Allocation

36 part time SEND Hub places are allocated within the Nursery. A defined sum of money will be allocated to Special Educational Needs resources.

Complaints

Complaints about SEND provision in our school should be made to the Nursery Manager / SENCO/ Headteacher in the first instance. They will then be referred to Haven's complaints policy.

Monitoring Arrangements

This policy will be reviewed by Ruth Vonk (SENCO) annually. It will also be updated if any changes to the information are made during the year.