



Westfield Nursery School

Subject: SEND policy Date: 2018-2019

'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'

(SEND Code of Practice 2015)

We believe that every child is entitled to equal access to the curriculum, regardless of ability. All the individual needs of the children should be met as far as possible. The teaching and learning of children with specific needs is an integral part of the Early Years Foundation Stage curriculum and is the responsibility of ALL staff. We recognise the definitions of Special Educational Needs and Disabled Children and Young People as defined by the SEND Code of Practice 2015. This policy has been written with reference to the following statutory and non-statutory guidelines:

- Special educational needs and disability code of practice: 0 to 25 years 2015
- Children and Families Act 2014
- Equality Act 2010
- Education Act 1996

AIMS AND OBJECTIVES OF THE GOVERNING BODY:

- Ensuring access to a broad and balanced curriculum for all pupils.
- To ensure pupils are given a suitably differentiated curriculum.
- To ensure that the management of SEND has full regard to the SEND Code of Practice 2015.
- Ensure all members of staff are aware of their responsibilities towards those with SEND.
- Ensure that identification of those pupils with SEND is as soon as possible and intervention is early.
- Ensuring that pupils with SEND participate in all aspects of school life and the nursery is an inclusive environment.
- To ensure that the school works in partnership with parents and that parents are kept fully informed about their child's progress and attainment.

The school ensures that the aims can be met by providing staff with clarity as to expectations in the following areas:

- 1: Identification
- 2: Assessment and recordkeeping
- 3: Differentiation

Arrangements for Coordinating Provision

The Governing Body and Headteacher have overall responsibility for the management of SEND throughout the school. The Special Educational Needs Coordinator is responsible for the day to day implementation of this policy. Mrs Leigh-Ann Andrews is the Special Educational Needs and Disabilities Co-ordinator (SENDCo). Mrs Maxine Boyle is the named SEND Governor.

How the Governing Body evaluates the success of the education provided

The named SEND governor carries out visits to observe the SEND procedures and will discuss SEND arrangements with the SENDCo on a regular basis. This will then be reported to the Governing Body at termly Governors Meetings.

Role of the SENDCo

As outlined in the SEND Code of Practice 2015 the role of the SENDCo includes the following:

- “ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting”

Admission Arrangements

Please refer to school’s admission policy.

Specialist Provision

Many staff have had experience running a nurture group and these are arranged as necessary. We have staff that are trained to carry out specialised groups such as Attention Autism and Lift of too language. These groups are flexible and are adjusted according to need, on a termly basis.

Facilities for Inclusion:

The school is equipped with two ramps and one disabled toilet. The open plan design of Westfield allows adaptability for all children to have access to all inside and outside areas of the building. This policy reinforces the need for teaching that is fully inclusive.

IDENTIFICATION, ASSESSMENT AND PROVISION

How needs are Identified, Determined and Reviewed

There are some children who are identified as having additional needs that can not be met through basic classroom differentiation. These children would require support in order to make progress during their time at Westfield Nursery. There are a range of ways in which these needs can be identified such as:

- Concerns raised by parents/carers
- Concerns raised by nursery staff
- Concerns raised by previous childcare or educational provision
- If a child is working well below national expectations
- Concerns or a diagnosis made by health care staff or external agencies

All children who are on the SEND list are reviewed and their progress discussed. Any further action will then be decided upon. Staff are then invited to discuss new children who may need to be added to the SEND list.

The school adopts a graduated response to meeting SEND. If a pupil is known to have SEND when he/she arrives at the school, the SENDCo, class teacher and/or Head Teacher will meet with the parents and any involved advisors/professionals for a Transition Meeting. The aim of this meeting is to understand the needs of the child and determine any extra support and/or adaptations to the routine or equipment that may be required. Where possible the SENDCo will visit the child at their previous setting prior to starting Westfield Nursery to ensure a smooth transition can take place.

Stage 1:

Provision will be made in collaboration with pupils and their parents at this point. Long and short term outcomes will clarify what form this provision might take, and targets for the pupil. The class teacher, in conjunction with the SENDCo, will formulate the long and short term outcomes with the parents. Progress should be monitored each term, by way of a meeting with parents and relevant staff.

At Stage 1, the SENDCo may support the assessment of the pupil, assisting in planning future support and monitoring action taken. Class teachers will remain responsible for planning and delivering individualised programmes.

The SENDCo may provide support through the use of different learning materials or introduce individual or small group support using a TA. It may also be appropriate to introduce further staff development. External agencies may be consulted to provide

effective Inset support for staff. Where the pupil makes progress, support will be gradually reduced as appropriate for individual need.

Stage 2

This is characterised by the involvement of external agencies and will follow a request by the SENDCo/Headteacher for help in consultation with colleagues and parents. This is likely to occur following a review of the short term outcomes or where the needs of a child are complex. External agencies may provide more specialist assessments, give advice on the use and application of new or specialist strategies or materials, and may advise on new outcomes. The school will provide these services with the records which identify strategies already employed and targets already set and achieved. Information will be recorded in a SEND Support Plan which will be written with the SENDCo, class teacher, parents and any external agencies involved.

Early Years S.E.N. Funding or Statutory Assessment

When a child has identified and specific needs that require additional support, the staff in conjunction with external agencies and with parental consent, may request Early Years SEND Funding. It may also be appropriate or necessary to apply for an Education Health and Care Plan, when additional support will be required to continue after transfer to Lower School/Special School. In all cases the Nursery will provide the LA with all collated SEND information and records, including the SEND Support Plan.

Arrangements for providing access to a broad and balanced curriculum

Pupils may have access to small group work during the session which targets their specific needs. They may also be withdrawn from large group times for a small group or 1:1 support as appropriate. Staff will ensure that there are activities for the child to access according to their level of ability as defined by the EYFS Curriculum.

Complaints

See school's complaints policy.

External Agencies

Westfield Nursery has access to a wide variety of outside support agencies, such as the following:

- Early Years Support Team

- Speech and Language Therapists
- Edwin Lobo Centre – Child Development Centre
- Educational Psychologist
- Beehive Children’s Centre

These agencies are able to give advice about how best to support individual children and how to ensure the best SEND provision at the nursery. Staff are often able to attend meetings at the Edwin Lobo Centre with the parents, to inform external professionals about the child’s development at nursery and to support parents where necessary.

The role of parents of pupils with SEN

The school endeavours to engage parents with every aspect of the child’s provision. Parents have the opportunity to liaise often with class teachers, the SENDCo and Headteacher. Parents will be invited to review the SEND Support Plan with the SENDCo and attend meetings with external professionals at the nursery.

Links with other schools

Opportunities are given for staff of transferring lower schools to visit pupils in nursery and discuss their needs with the teacher/SENDCo. Where appropriate, provision is also made for SEND pupils to make a series of integration visits to their new school within their final term at Westfield.

SEND Information and Local Offer

Each school is now required to report on SEND Information. The SEND Information for Westfield Nursery can be found on the following link:

Each Local Authority is now required to outline the SEND provision for the area in a Local Offer. The Local Offer for Central Bedfordshire Council can be found on the following link:

<http://www.centralbedfordshire.gov.uk/children/sen-disability/local-offer/overview.aspx>

Reviewed March 2018

To be reviewed March 2019