



# Turncroft Nursery School

## SEND Policy

"Turncroft Nursery School, the Place for Learning and Laughter."

### Philosophy

We recognise the value of nursery education for all children and especially those with Special Educational Needs and Disabilities. We encourage liaison with relevant agencies and give priority to those children in our Nursery School. We value parental contribution and involvement, visiting all our children prior to admission. This often helps us to identify a need, whether this has been previously identified or not. We strive to include all children in the life of our nursery, encouraging participation in all areas of the EYFS curriculum and in special events and activities.

### Definition of Special Educational Needs and Disability:-

The 0-25 SEND Code of Practice 2014 states that:-

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*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 others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others 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 in the paragraph above when they reach*

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*compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

- *Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.*
- *A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (\*) when of compulsory school age (or would be likely, if no special educational provision were made).*

*A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home."*

At Turncroft Nursery School we cater for children with a range of needs, which in the past have included:-

- Development delay
- Speech delay and disorders
- Hearing impairment
- Visual impairment
- Physical needs
- Emotional and mental health
- Genetic disorders
- Dietary needs
- Medical needs

### **Policy Objectives**

- Children with Special Educational Needs and Disabilities have the highest priority to admission in our school
- We aim to visit all children in their homes prior to admission, thus giving parents the opportunity to discuss any problems they feel their children may have. These visits are especially beneficial in the case of children with already established special educational needs and disabilities
- All staff support all children and are aware of those children with specific difficulties or needs and how best to support them
- We inform parents/carers of any concerns about their child. Parents are pivotal to discussions and information gathering
- All children with Special Educational Needs and Disabilities, regardless of their need/s will be able to access the EYFS curriculum in all areas of our nursery at their own level and with the necessary support

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- We make use of the RoSCo Scheme to support children with language delays or problems and 'Write Dance' to help children with their core muscles and physical dexterity
- We have an "Open Door" Policy for other agencies to visit any child in the nursery, with parents consent
- We aim to give all our children the best start to Primary School, by providing transition activities prior to their moving on
- We will review and update this policy annually, to ensure that it is still relevant alongside the SEND Information Report, both of which are available on our school website
- We are committed to accessing any SEND professional development to enhance our practices.
- We will ensure that other policies impacting on children with SEND are updated regularly in line with 'Keeping Children Safe in Education' and relevant local and national advice and directives relating to safeguarding.
- A zero tolerance approach will be taken to peer on peer abuse. Sanctions will be imposed in line with our behavior and safeguarding policies, and to, in particular protect children with SEND.

### **Roles and Responsibilities**

- Our Governor with designated responsibility for SEND is our Chair of Governors Mrs Celia Rushton
- Our SENCo is Miss Jennifer Murphy - Teacher
- Mrs Rushton and Miss Murphy meet regularly to discuss SEND themes
- Co-ordinating updates of the policy is Mrs Shears' responsibility with approval from our designated Governor with responsibility for SEND and Governing Body
- The SENCo writes and reviews annually a SEND Information Report. This is displayed on our website.
- The SENCo completes an individual report as part of the local authorities 'Local Offer'. Again, this is included on our school website and the borough's local offer pages.

### **Role of our SENCO:-**

- The SENCO has responsibility for the day-to-day implementation of the SEND Policy and for co-ordinating provision for children with SEND including making referrals to other services and making initial and summative assessments
- The SENCO will keep individual records of children with SEND stored in a secure place

- The SENCO will work with staff, parents and other agencies to consider the best ways to support a child in our school so that they make appropriate progress in their learning
- The SENCO will keep a provision map which lists any children who may need additional support and this details the specific nature of that support
- The SENCO will advise will advise other staff regarding possible strategies to support a child
- The SENCO will collect, record and update information about individual children with Special Education Needs and Disabilities
- The SENCO will liaise with the teacher in school regarding interventions, their outcomes and next steps
- The SENCO will arrange and chair any necessary TAF/review/transition and EHCP meetings

### **Role of the SSA from SEND Support Services:-**

- To support children with Special Educational Needs and Disabilities, on an assisted place or with an EHCP.
- To work closely with the SENCO in the drawing up and implementation of Personal Support Plans.
- To contribute towards online learning journals

### **Organisation of Special Needs and Disabilities Provision and Admission**

All children are visited by two members of staff prior to admission. In the cases of children with known Special Needs, this would be the Keyperson with the SENCO where possible and SSA where appropriate.

Provision is made by the Local Authority for a SEND Nursery Nurse to support children with an Assisted Nursery Place.

All children are divided into small groups with a member of staff responsible for their record keeping and development during group time and work closely with an SSA should one be in post. Staff liaise with the SENCO for support when necessary.

Each member of staff keeps a Learning Journey for each child in their group, with group time activities forming the basis for teaching and assessment. SEND is on the staff meeting agenda; regularly giving opportunity for staff to bring up concerns formally, however, the SENCO is available at all times to discuss pupil progress. Whole group pupil progress data is also collated and analysed at least termly to ensure our children with SEND make progress appropriate to their individual needs.

The "Graduated Approach" - all children are monitored and assessed by their group teacher. Differentiation for all children is apparent in the way we work at group time with small groups or individuals. Any child with a "cause for concern" who does not show signs of improvement will be discussed with the SENCO and a Personal education Plan will come into force, and extra help given to staff. Specific focus is given to the child's area of need. Should the child continue to cause concern after implementing a range of strategies we would contact SEND Support Services. Where it has been decided that a child would benefit from a Personal Support Plan, this is put in place and would include 1-1 activities with their Keyperson and/or SENCO.

We would always discuss any initial concerns with parents and the possible need for a Personal Support Plan. We share ideas for the plan, asking parents to contribute. We will inform parents, of all developments regarding their child and they will be invited to attend all reviews and give their input. They will always be given a copy of the plan and review outcomes.

The RoSCo (Robinson's Screen of Comprehension) includes a screening test which we use on each child on entry. This gives us an insight into those children with difficulties in their understanding. Any child with difficulties will be targeted with specific interventions through a range of activities to improve their understanding, speech and often confidence.

A Pre-CAF (Children and Families) Assessment may be completed, when it is felt that the child/and or family need some support from school and other agencies.

Mid and end of year review meetings are also held, where decisions are taken as to whether the child will need an Education and Health Care Plan (EHCP). If an EHCP is felt necessary this will be instigated via the SEND Advisory Teacher. If a panel decides that an EHCP would be beneficial to the child and is appropriate, then an 'All About Me' meeting would then be arranged by the SENCO to bring together relevant people, including, most importantly, parents.

O-25 Code of Practice 2014 states there must be the following sections in an EHCP:  
A - The views, interests and aspirations of the child/young person and their parents  
B - The child/YP's SEN

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- C - The child/YP's health needs
- D - The child/YP's social care needs
- E - The outcomes sought
- F - The special educational provision required
- G - Any health provision reasonably required
- H - Any social care provision
- I - Placement
- J - Personal budget
- K - Other advice and information

Whenever possible we will arrange transitional visits to Primary School for children with any SSA or Key Worker. All Reception Class Teachers will be welcomed to visit us. SENCOs from receiving Primary Schools will also be invited to attend review meetings or TAF meetings as well as visit the child in Nursery.

SENCO's and any SSAs in post will attend relevant courses and disseminate ideas and strategies to the rest of the staff.

### **Child Participation**

Children who are capable of forming views would communicate these to us as part of the person-centred approach. Where children are not able to express views we would try to capture their interests and preferences through observations and the sharing of information via their Key person/SSA where applicable.

### **External Support Agencies**

- Advice will always be sought from the relevant agencies
- Staff will work closely with those visiting school and will then act upon the advice given
- We work closely, in particular with Speech Therapists, Educational Psychologists, Advisory Teachers, Health Visitors and Paediatricians.

### **Partnerships with Parents**

- A close relationship with parents is essential in the education of young children. We aim to give this relationship a firm foundation with our home visit, prior to entry, where we hope to gain any information the parent can give us about their child
- We encourage parents to be active in their child's online learning journey (Tapestry). We encourage parents to talk to us about any concerns at any time, but also hold regular Parent Meetings. In the case of parents of children with Special Needs, specific communication is often on a daily basis.

## **Physical Access**

- We have wheel chair access to all areas of the Nursery
- Our school is on 1 level, with no stairs to negotiate
- We have a specially designed shower room with a changing bed
- We have a disabled toilet
- All children can access our EYFS curriculum
- We have 1 disabled parking space
- Appropriate provisions are made when necessary for children being admitted to school
- Our Accessibility Policy is reviewed/updated every 3 years

## **Allocation of Resources**

- Available resources are allocated from our main school budget, but we have no specific SEND funding except access to inclusion funding and disability funding via the local authority
- SSAs are funded through the Local Authority, as is access to other support services such as SEND Advisory Teachers
- We are able to loan resources (such as custom made chairs) to meet individual needs

## **Inclusion**

Turncroft Nursery School strives to be an Inclusive School, engendering a sense of community and belonging through our:

- Inclusive ethos
- Broad and balanced curriculum for all children
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children
- Welcome for all pupils in accordance with the Local Authority's Admission Panel

We have an Inclusion Policy, which can be read alongside this policy and is on our school website.

## **Evaluating the success of the Policy**

- Monitoring by the SENCO/Headteacher
- Approved by the Governing Body

- Ascertaining parent views through a questionnaire as to how well they have been informed and how successful they feel our school provision has been
- Children's progress as seen in online learning journals and individual data
- Review meetings which will monitor child and school performance

### **Complaints Procedure**

- We follow the Local Authority's guidelines for any complaints that may occur
- Parents may be able to access a Parents Support Service which can provide an independent supporter

Written and revised by: Mrs E. Shears on August 2022

Policy revisions to be formally agreed by Governors: November 2022

Signed: *Elizabeth Shears* - Headteacher

Signed: *Celia Rushton* - Chair of Governors

(Signed copies held in school)