

CHARTERS ANCASTER NURSERY AND FOREST SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Written By: Susannah Crump (Nursery manager)

Date approved by Directors: September 2017

Signature: _____

Date for Review: September 2018

CHARTERS ANCASTER NURSERY & FOREST SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

OUR SETTING

Charters Ancaster Nursery is a privately run charitable trust. The Nursery is set in the house and grounds of an old Victorian house with a purpose- built chalet building housing the Under Threes. Babies are cared for from 6 months old and the eldest children are rising 5. The Nursery receives Government Funding for children between the ages of 3 and 5 years. Some children who are 2 years old also receive Government funding if their circumstances meet the criteria. Some children may have other funding attached eg Pupil Premium. Parents can also use workplace vouchers to offset remaining fees.

The Nursery Directors and the Senior Management Team for the Nursery are responsible for monitoring the school policies and procedures to check that they reflect current legislation and that staff including students and volunteers are aware of them and follow them. The Director with a special interest in Special Needs is Mrs. Sarah Norman who is herself a trained speech therapist.

The Senior Management Team comprises of Nursery Manager (Miss Susannah Crump), SENCO Mrs. Louise Pope, Development Officer Mrs. Di Durrant and Early Years Teacher- Mrs. Nicky Crump

The Special Needs Coordinator Mrs. Louise Pope has responsibility for the day to day provision for children with SEN and can be contacted through the nursery school Office.

The Early Years teacher Mrs. Nicky Crump is a trained dyslexia teacher.

IMPLEMENTATION OF THE SPECIAL NEEDS POLICY

It is the responsibility of the Senior Management Team to:-

- Produce a Special Needs Policy for the Nursery and make it available to all parents. This provides information on how children with 'special needs' and 'disabilities' are supported within the Nursery.
- Ensure all staff are aware of the details of the policy.
- Be aware of 'special needs' and 'disabilities' in the context of Early Years provision and understand how statutory, national and local procedures apply in practice to children under 5.
- Ensure that the practice in Charters Ancaster Nursery and Forest school has due regard to the DfEE Code of Practice 2014 and that they- the SMT are familiar with it.
- Identify the necessary provision and staff arrangements to meet the 'special needs' of the children.
- Able to support other staff
- Will make links with parents and other agencies
- Ensure no child is refused a place unless their specific needs are unable to be met within the constraints of the Nursery's physical environment and/or by the staff.
- Set high, but achievable targets for children with special needs with staff, parents and children.

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- Liaise with organisations and agencies who are concerned with children’s special needs and disabilities.
- Ensure that staff have opportunities to undertake specialist training related to special needs, to improve and update their knowledge and understanding. Eg Makaton training, autistic spectrum disorders, dyslexia awareness etc
- Make effective use of any available LEA funding and resources to meet the identified needs of children in the nursery.

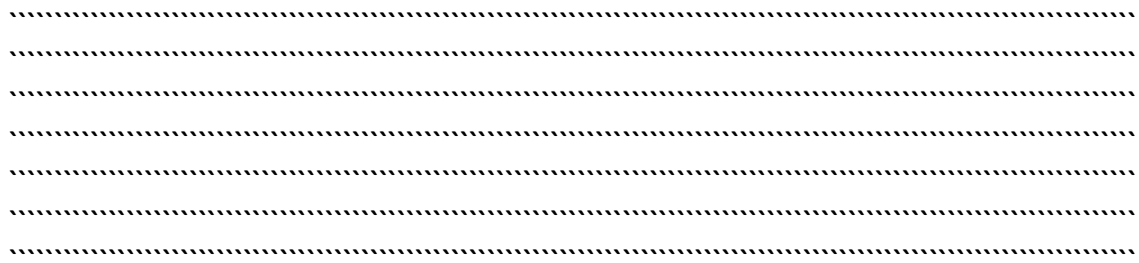
It is the responsibility of everyone who works for Charters Ancaster Nursery to :

- Know who the appointed SENCO is.
- Make themselves aware of the content of this policy.
- Be aware of ‘special needs’ and ‘disabilities’ in the context of Early Years provision and understand how statutory, national and local procedures apply in practice to children under 5.
- Set high, but achievable targets for children with special needs with other staff, parents and children.
- Liaise with organisations and agencies who are concerned with children’s special needs and disabilities.

AIMS OF THE NURSERY

This policy relates to all of the Nursery School aims:

- To provide a safe, secure and stimulating play environment
- To welcome all children to our nursery regardless of faith, race and culture and celebrate the enrichment a varied community can enjoy
- To listen to every child and adult and so they feel valued and children feel nurtured
- To enrich every child’s learning and experiences
- To create confident, capable, and independent learners well prepared for school
- To involve parents and families in nursery life
- To provide ways of developing self-esteem, teamwork and social skills through both the Indoor and Outdoor environments



CURRENT STATUTORY REQUIREMENTS

This policy complies with the statutory requirements laid out in the following documents:

- SEND Code of Practice 0-25 (2014)

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<https://www.gov.uk/government/publications/send-code-of-practice-0-25>

- Equality Act (2010)
- Statutory guidance on Supporting pupils at school with medical conditions (2014)
- The Early Years Foundation Stage (2017)

Links with other nursery policies

- Equal opportunity
- Behaviour policy
- Health and safety
- Safeguarding
- Accessibility Plan

Definition of Special Educational Needs

A child has special educational needs if he or she has a learning difficulty which calls for special education provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age; or**
- b) Has a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age**
- c) Is under five and falls within the definition at (a) or (b) above or would do if special provision were not made for the child.**

A child is not regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means :

Educational provision which is additional to, or otherwise different from , the educational provision made generally for children of the child's age.

INCLUSION AND LOCAL OFFER

Charters Ancaster Nursery is an inclusive nursery and we welcome all children including those with special educational needs and disabilities. However although we recognise the individuality of all children, in the best interests of all our pupils we reserve the right to refuse a child for whom we do not have suitable facilities or staff expertise. Charters Ancaster Nursery has a longstanding track record of developing and supporting children with special educational needs and disabilities.

AIMS OF THIS POLICY

The purpose of our approach to SEN at Charters Ancaster Nursery is to:-

1. To raise the aspirations and expectations for all pupils with SEN.

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2. To offer a differentiated curriculum that provides every child with an opportunity to learn and develop and lead happy and fulfilled lives. All children will be encouraged to work towards greater independence and encouraged to focus on skills which will make the child eventually useful in education and life *eg co-operative and empathetic skills, literacy and numeracy skills, development of imaginative and problem-solving skills etc*
3. To raise outcomes for all children by working in partnership with families and other agencies.
4. To highlight any special educational needs as soon as possible and to put support in place quickly.
5. To keep parents informed of the services they can reasonably expect to be provided and involve them in decision-making for the provision for their child.

In the SEN code of Practice providers are required to (5.4)..... *have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised - identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.*

At Charters Ancaster Nursery we are alert to emerging difficulties and respond early. We listen to parents, who know their child best, when they express concerns about their child's development particularly in the :-

Prime Areas of :-

- 'Personal and Social Development
- Communication and Language and
- Physical Development.'

We also are concerned with the needs of the whole child not just their SEN. And so we consider also the 4 areas of Need and Support identified in the SEND Code of Practice(2014)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and /or physical needs

The progress of all children is monitored and reviewed. If there is any cause for concern about a child's development we work closely with parents to assess the child's needs and put a plan in place to support the child. The children are assessed against levels of development typical for their age. (see Development Matters booklet)

We are aware that sometimes children do not have SEND but may have additional needs that may impact on their progress and attainment. These include :

- Disability (both themselves and their family)
- Attendance
- Health and Welfare

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- English as an additional language
- Being a Looked after child
- Being in receipt of Pupil Premium Grant

A graduated approach to identifying and meeting children's special needs

The staff are available at the beginning or end of the day for informal exchanges, or parents can make an appointment for more in depth discussions. Each term we provide an opportunity for parents to meet with key workers to discuss their child's progress. Parents are also kept in touch through online assessment journals (Tapestry) of their child's progress and can add information to the journal themselves. Key workers for all children provide activities and information on their key child's Next Steps and follow a cycle of assess, plan, do, review.

If following this process concerns about a child's development continue then the process of assess, plan, do, review is repeated and recorded on an individual education plan now called a **Setting-Based Support Plan**.

Assess

Using on-going assessments based on development typical for a child of this age and discussions with parents a child's needs are identified. This assessment is recorded on an **Early Help Assessment Plan** or SBSP.

Plan

An individual Setting based Support Plan is written by the SENCO with input from the child's Key Person and parents. Initially this is done internally using the knowledge, resources, and staffing already available in the nursery. Parents are involved in this process and their contributions are included in the paperwork. If any other professionals are involved with the child then their contributions are sought and included also. eg Health visitor or Speech and language therapist.

The plan includes strategies that all adults can follow both at nursery and if appropriate at home, to support the child's development. The plan also includes **S.M.A.R.T.** (Specific or Small, Measurable, Attainable, Realistic, Timely -tied to a deadline) targets which are used to review progress. The plan builds on a child's strengths as well as addressing areas of need.

Do

The plan is followed and the strategies put in place. Observations, assessments, and liaison with parents continue. Where necessary the Nursery School may organise staffing to provide additional support for a child and may purchase specific resources to support the child's development.

Review

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The Setting Based Support Plan is reviewed by the SENCO, key staff and parents within 3 months. The SENCO liaises with the team concerned with the child regularly to review progress and plans.

If following the review it is agreed that the child is making expected progress the SBSP will be updated with new targets and strategies and the cycle repeated.

If following the review the child is making less than expected progress consideration is given to requesting specialist assessment and support from external agencies and professionals.

With the parent's permission the appropriate referral forms are completed . referrals can be made directly to:-

- The Community paediatrician
- Audiology
- Therapists -Speech and language, occupational, physiotherapist
- Educational Psychology service
- Specialist Advisory teacher

The assess, plan, do, review cycle continues following advice from external agencies and professionals and is recorded on the SBSP. If the Nursery staff in conjunction with outside agencies feel that a child meets the criteria for Special Needs funding for extra support because progress is limited, the SENCO will apply to the Local Authority with evidence and request that an Education, Health and Care Needs Assessment is completed. If the child's needs are considered severe and complex enough to qualify for an assessment this will result in an Education, Health, and Care Plan being written by the LA, agreed by parents and implemented by school and other professionals. This support if funding is forthcoming will be put in place as soon as possible.

Step Down Procedures

If at the review meeting it is clear that the child has made progress and their development is within the range considered typical for their age then the child will be considered to no longer have SEND. This will be recorded on the SBSP. The child will continue to have their progress monitored as part of the nursery's usual assessment arrangements and will continue to receive differentiated activities based on their individual needs as necessary ie Next Steps.

FORMAL ASSESSMENT

Progress check at Two

When a child is between 2 and 3 years of age, usually at 27months, the child's Health Visitor contacts the Nursery to compile a comprehensive profile of the child's development so far. Parents, carers and keyworkers all liaise together with the Health Visitor so that they are in agreement about the child's strengths and weaknesses. If there are emerging concerns (or

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identified SEN or disabilities) practitioners develop a targeted plan to support the child involving other professionals eg. The SENCO, Speech and Language therapist etc

TRANSITION

Charters Ancaster nursery works closely with other providers to provide a smooth transition for all children including those with SEND. Reception teachers receiving children from Charters Ancaster are invited to the nursery to meet all the children and discuss their individual needs and progress with their Key Person. If a child has been identified as needing additional support an extra meeting is organised where any SBSP is shared. A transition plan is put in place which may include additional visits to the new school supported by staff from Charters Ancaster. Any paperwork concerning a child's SEN is passed on to the receiving school.

We run a toddler group called CATKINS and this gives us an opportunity to meet some nursery children prior to them starting at nursery and informally assessing and identifying any possible needs. It also helps the toddlers and babies become familiar with staff, routines and environment making the 'First days' in a nursery class easier.

COMPLAINTS

Parents who are unhappy with any aspect of provision should discuss their concerns with their child's Key person. If concerns continue they may wish to talk to the SENCO or Nursery Manager. If parents wish to make a formal complaint they should follow the Nursery school's complaint procedure which is available from the office or on the website. The local authority also offer a parent partnership service who can give advice.

MONITORING AND EVALUATION OF SEND PROVISION

The SEN policy is reviewed every year to ensure that it is in line with statutory requirements and reflects practice in the nursery.

The progress of all children is monitored using assessment data to identify individuals or groups who are not making expected progress.

A check at two years of age is made.

Parents' views are gathered through a questionnaire which includes questions about their child's progress.

The Director with responsibility for SEND carries out an annual visit to the nursery to review all aspects of SEN provision.

The Nursery Manager includes information regarding SEND when reporting to the Directors regularly.

TRAINING AND RESOURCES

SENd provision is funded through careful budget planning. It is supported by resourced provision funding received from the local authority to provide high quality Early Years provision for children with delayed development or disabilities.

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All staff are encouraged to undertake on-going training and development and staff individual needs are identified through the appraisal and supervision process.

The Nursery Manager and SENCO attend any meetings provided by the LA to keep up to date with local and national updates in SEND. They cascade the information to the rest of the staff and arrange INSET in-house sessions where possible.

LOCAL SUPPORT AND INFORMATION

<https://czone.eastsussex.gov.uk>

- Inclusion and SEND
- Matrix of provision
- Early Years

National Support

The Autism Education Trust for children and young people on the Autism Spectrum

www.autismeducationtrust.org.uk

The Communications Trust for speech, language and communication difficulties

A coalition of 50 not -for -profit organisations

www.thecommunicationtrust.org.uk

The National Sensory Impairment Partnership for vision impairment, hearing impairment and multisensory impairment

www.natsip.org.uk

Contact (Contactafamily) for information about medical conditions and for help, support and guidance for families with a child with a disability.

www.contact.org.uk

SEND CODE OF PRACTICE 2014 www.gov.uk/publications/send-code-of-practice-0-25

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Dyslexia Action www.dyslexiaaction.org.uk

Dyslexia SpLD Trust on dyslexia and literacy difficulties www.dyslexiaspldtrust.org.uk

Parent support

AMAZE SENDIASS

Special Educational Needs and Disabilities Information Support Service
eastsussex@amazebrighton.org.uk

BDA British Dyslexia Association www.bdadyslexia.org.uk