



Policy for Supporting Children with Special Educational Needs and Disability (SEND)

Adopted date: June 2022
Overseen by: The Governing Body

Review Date:	Changes/Amendments	Approved by
June 2023	Policy adapted to reflect the federation of The Limes, Rosemary and St Werburghs Park Nursery Schools	FGB
July 2024 September 2025 June 2026	No Changes No Changes Changes – changing in structure of SENDCO role. Updated graduated response. Brought in line with current systems and professional involvement.	FGB – 17/10/2024 FGB – 25/06/2026

Rationale.

At the Limes, Rosemary and St Werburghs Park Nursery Schools, we are committed to providing a high-quality early years education and a positive learning environment, in which all children, including those with special educational needs, are fully supported to achieve their full potential.

We believe that all children, including those identified as having additional needs, have a common entitlement to a broad, balanced and accessible social and academic curriculum, enabling them to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We are committed to inclusion:

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

Definition of Special Educational Need:

'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' (Special Educational needs and Disability Code of Practice: 0-25 years, 2015)

Definition of Disability:

'A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities' (Equalities Act, 2010)

Aims

- To identify children's special educational needs as they arise, assessing their individual needs and providing a broad and balanced curriculum, which enables every child to realise his or her full potential.
- To ensure our provision is inclusive of all children, including children with Special Educational Needs and Disabilities (SEND).
- To ensure the views, wishes and feelings of the child and the Parents/Carers are central to planning and decision making (Children and Families Act 2014).
- To work in partnership with parents and other agencies in planning to meet individual children's needs. Ensuring that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- To ensure parents are supported, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood (Children and Families Act).
- To ensure that children and their Parents/Carers participate as fully as possible in decisions and are provided with the information and support necessary to enable participation in those decisions (Children and Families Act 2014).
- To work with the guidance provided in the SEND Code of Practice, 2015.

Objectives

1. To ensure the SEN and disability regulations 2014, the Equality act 2010 and the SEND code of practice, 2015 are implemented effectively across the setting.
2. To eliminate prejudice and discrimination and promote inclusive practice.
3. To ensure that our inclusive admissions practice provides equality of access and opportunity.
4. To ensure full access to the curriculum through differentiated and personalised planning for all children, by class teachers supported by the SENCO, and Early Years Practitioners.
5. To ensure all children are actively supported by adults to play and learn alongside each other, enabling effective equality and inclusion.
6. To ensure children move on from us as confident and independent learners, transition is carefully planned to meet children's individual needs.
7. To ensure the effectiveness of our Special Educational Needs and inclusive provision by collecting information from a range of sources e.g. provision reviews, staff and management meetings, parental and external agencies views, learning walks and drop ins. These will be reviewed and evaluated annually.

This policy should be read in conjunction with our local offer, which sets out details on how we meet our duties.

Admission Arrangements

1. Children who already have a SEND identified will be admitted in line with all children.
2. Each child's induction into Nursery will take into account the 'unique child'. We will work at the child's pace in consultation with Parents/Carers.
3. The settling in process can be adapted to meet the individual needs of the child and family; children with a high level of need will have a 'Positive and Safe Entry Plan' which clearly identifies actions that must happen before a child can take up their place. This may include specific training for staff.

Partnership with Parents/Carers

- Staff and Parents/Carers will work together to support children identified as having additional needs.
- We will meet Parents/Carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help them, and identify the responsibilities of the Parent/Carer, the child and the Nursery School. Children's progress and support plan updates will be shared with parents termly via Tapestry.
- Regular communication between Nursery School and home will ensure that concerns are promptly acted upon.

Graduated Response to Special Educational Needs and Disability

We follow the SEND Code of Practice (2015) in the identification and assessment of Special Educational Needs and /or disabilities.

We offer a graduated response to intervention, recognising that there is a continuum of need. This takes the form of a four-part cycle: **assess, plan, do, review**, known as the Graduated Approach.

All children will be assessed on entry to the Nursery, after attending for 15 sessions. This is a curriculum based assessment that is recorded on Tapestry, it tracks how children progress through our unique curriculum.

Wellcomm Language screener is used for any children where progress has not been made or where there are concerns about a child's learning and development.

If the teacher/class team has a concern regarding the child's progress at this point further screening tools can be used, such as Sirona Early Years Speech and Language therapy service referral guidance, Communication and Language screening, Social Communication Questionnaire, Strengths and Difficulties questionnaire (Sirona healthcare), Well-Being & Involvement Scales (Tapestry).

Early identification, assessment and provision are vital. Class teams will identify children who may need additional support by using regular class assessment and record-keeping procedures. Concerns may also be raised by Parents and Carers.

A play plan may be created by the class teacher for children that require additional strategies to support their play and development within the classroom. These will ensure consistency for the wider class team when supporting individual children. These are created in partnership with parents/carers and outline their strengths, needs and supportive strategies. The SENDCO is informed of these and will review the next steps as necessary.

The class teams will discuss the outcomes of screening tools with the SENCO and plan the individual next steps. This will include continuing to monitor and involving the Parent/Carer.

Some children may be included in small group interventions such as 'talking tunes' or focused language based activities. Through ongoing conversations with parents and carers they will be informed about how we are supporting their child in Nursery.

Speech and Language therapists (SALT) come in termly to run Early Years drop in sessions at the Nursery school. If staff or families have any concerns about a child's Speech and Language development, they can be offered a space at these sessions. Alternatively parents/carers are also able to access a drop in phone line with the SALT team. Following these sessions SALT staff will then advise teaching staff on how to support children in nursery, making further referrals if necessary.

We also work closely with Bristol City Council's Portage and Inclusion team. We are able to make referrals into the Portage Inclusion Partnership (PIP) that can offer a joined up approach between home and Nursery School.

We are able to refer children in for other health services such as Physiotherapy, ASD pathway, Paediatrician and Educational Psychology team.

For children who have a greater need identified, the SENDCO will support the Parent/Carer and class teacher to write a Support Plan and Risk Assessment. This will record the child's strengths and needs and set SMART learning priorities to support progress. This document can be used to apply for SEND funding from the Early Years Panel. If funding is granted the Support Plan will be reviewed via a 'summary of funding impact' form which is submitted to the early years SEN panel, this is generally every other term. The child's progress towards their learning priorities will be reviewed in nursery every other term via the observation week approach, this will be discussed and shared with parents and uploaded to Tapestry.

At The Limes, Rosemary and St Werburghs Park Nursery Schools, we use SEND additional funding to enable us to employ an adult to provide "Enhanced Ratio" support.

To ensure consistency for children with Additional Needs, funding will be "clubbed" together to fund one full time adult where possible. We recognise that it is not possible to provide a limited intervention time for Early Years children. We believe, therefore, that is more beneficial to have an Enhanced Ratio adult available throughout the day to support children with identified needs.

We also believe that all children have the right to learn skills of independence and interact freely with their peers. This fundamental belief means that we avoid a 1:1 support approach, unless a child's individual needs require medical or full physical support.

If there are concerns regarding the child's progress with this funded support, an Education, Health and Care Plan may be applied for. This decision will be made in consultation with the Parents/Carers.

Planning, Provision and Assessment

- All children will have access to a balanced and broad curriculum (See Teaching and Learning Policy).
- Every Class Teacher is responsible and accountable for all children in their class wherever or with whoever the children are working.
- Teachers will make effective use of their assessment and knowledge of each child's learning to plan their future learning priorities, ensuring gaps are closed and good progress is made.
- Teachers will plan high quality inclusive activities in response to the individual additional needs and strengths of all children.
- Once a potential additional need is identified, school should take action to remove barriers to learning and put effective Special Educational provision in place.
- Where children have a support plan Individual Provision Plans and SMART learning priorities will show how children will be supported by the range of available strategies. It will be tailored to meet the child's identified needs.
- For children with SEND learning opportunities will be effectively personalised and take into account a child's interests and motivations and where they are developmentally.
- Class Teachers are responsible for regularly reviewing the progress of SEND children against their targets and adjusting as necessary to ensure further progress can continue. Using the focus observation week approach children with identified SEND learning will be reviewed and shared with parents termly.
- Class Teachers are responsible for seeking support from the SENDCO if they are unsure about how to put the appropriate support in place.
- Children with, or who may need, an Education, Health and Care plan at Nursery School, will have their progress reviewed with Parents/Carers and involved Professionals annually.
- Teachers will plan for the enhanced ratio element of their class teams and direct staff accordingly.
- Children with SEND will be included in the daily planning discussions with class teams.

Arrangements for training.

- All staff have access to professional development opportunities and are able to request for additional needs or inclusion training, where a need is identified either at an individual pupil or whole class level.
- Staff are encouraged to extend their own professional development and the leadership team will ensure 'tailor-made' training is offered where this appropriate.
- Teaching staff have access to a wide range of support strategies and can provide in house training opportunities within their staff teams when necessary.

Access of outside agencies and services.

- We liaise with other Professionals involved with children with additional needs and their families, including transfer arrangements to other settings and schools.
- Where a child continues to make little or no progress, despite well founded support that is matched to the child's area of need, we will consider involving specialists, including those from outside agencies.
- Parents/Carers are consulted before any outside agency is involved.
- Parents/Carers are able to make independent referrals to their Doctor or Health Visitor.
- Parents/Carers may be directed to contact Speech and Language Therapy (SALT) drop in sessions or direct referrals made to access this service
- We will focus on positive outcomes for each child by rigorously monitoring and evaluating the additional support provided.

- We are committed to collaborative working with outside agencies.
- Advice from outside agencies is used to inform support plans and interventions.

Roles and Responsibilities.

The Role of the SENDCO

The Assistant Head teachers in each school are the SENDCOs (St Werburghs – Rosie Armistead and Sam Trace, Rosemary- Kate Ticehurst, The Limes – Jo Chambers and Nicky Brinkworth)

Their role is:

- To ensure that high-quality learning and teaching effectively meets the individual needs of SEND children.
- To use their own professional skills and judgement to support the expertise of staff in the identification of individual children's needs, including those with behavioural challenges.
- To ensure that where appropriate additional funding for pupils with Special Educational Needs is applied for in a timely way.
- To maintain all paper and electronic records pertaining to pupils with Special Educational Needs and Disability and to ensure that relevant staff receive professional reports and other correspondence relating to their pupils.

The Federation SENDCO and Inclusion Lead is Lucy Freeman.

This role is

- To lead, manage and develop SEN provision across the federation.
- To increase capacity of the School based SENDCOs as needed

The Role of the Governors.

- Our SEND Governor is Charlie Williams.
- The SEND Governor will meet regularly with the Inclusion Lead to ensure up to date knowledge about the Nursery School's SEND provision, including how funding, equipment and personnel resources are planned and deployed.
- The SEND Governor has responsibility to report back to the Governing body.
- The SEND governor meets with the Inclusion lead to discuss and analyse the data, progress and provision of children with Special Educational Needs and Disability

The Role of the Head Teacher/Inclusion lead.

- To meet regularly with the SENDCOs to discuss and review the SEND at a strategic level, including the SEND register, the implementation of children's IPP's, funding requested and allocated by the SEND panel.
- In partnership with the Governing Body, to monitor the effectiveness of the role of the SENDCOs.
- To oversee the development of the policy on Children with Special Educational Needs and Disability

Dealing with complaints

- If a Parent/Carer wishes to complain about the provision or the SEND Policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.
- If the issue cannot be resolved, the Parent/Carer can submit a formal complaint to the Head Teacher.
- Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy/Procedure. This is available, on request, from the school office or can be found on the school's website.