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ROCKWOOD NURSERY SCHOOL

Policy for meeting Special Educational Needs and Disabilities

This policy is in line with the revised Code of Practice

Special Needs and Disabilities Coordinator (SENDCo) for Nursery School:
Karen Bleasdale - SENDCo and Senior Teacher
Tracey Raynor - Speech and Language Champion

Headteacher - Mrs Faith Stringer

The SEND Governor: Mrs Vicky Bradshaw

Introduction

At Rockwood Nursery School, we strive to provide a broad and balanced curriculum for all children. The Early Years Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, staff set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have additional needs and require particular action by the nursery.

Definition of Special Educational Needs and Disabilities

Legislation defines a child with special educational needs and disabilities (SEND) as having:

a) A significantly greater difficulty in learning than the majority of children his or her age

OR

b) A disability which either prevents or hinders him/her from making use of educational facilities of any kind generally provided in nurseries and schools, within the area of the local authority concerned for children of his/her age.

Although there are acknowledged links - in some instances - with pupils who have English as Additional Language Needs, this is a separate area of provision and is addressed accordingly in a different policy document. Children with EAL should not be regarded as having a SEND, although pupils with EAL may also have SEND that need addressing. The Equality Act 2010, the 2006 Disability Discrimination (NI) Order and the current 2015 SEND Code of Practice, continues to strengthen previous legislation by stating that children with SEND must be educated in mainstream schools where parents prefer this and where the provision efficient education for other children is not significantly affected.

We support this view and therefore we aim to cater for the individual learning needs of all children as well as providing specialised provision for those who need it.

The aim of our Special Educational Needs Policy is to ensure that:

- We identify and assess children with SEND as early as possible.
- Include all children and their families in our provision.
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities.
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspect of play and learning.

The SEND co-ordinators will be responsible for the co-ordination of all matters relating to Special Educational Needs and will be the people who liaise with outside agencies as well as overseeing provision within the nursery setting.

Admission Arrangements.

Admission arrangements for Rockwood Nursery School can be found in the settings admission policy. We welcome all children irrespective of their ability and anticipate that the needs of most children will be met within existing provision. Children with a Statement of SEND will not be discriminated against in line with legislation outlined in the SEND Code of Practice 2015. We are fully accessible for children with physical disabilities. There is an accessibility plan in place.

Arrangements for Identification of Special Educational Needs:

A graduated Approach to identifying and supporting pupils with SEND is adopted at Rockwood Nursery School through Provision Mapping:-

Wave 1 - All children

Wave 2a - Early interventions based on group or individual TLP's.

Wave 2b - Additional external support

Wave 3 - Education and Health Care Plan

Some children access Rockwood Nursery with identified SEND needs with previously identified SEND needs either from birth or the 2 year check list and we ensure these needs are addressed prior to the child starting nursery and will automatically be tracked under Wave 2 or 3 of provision offer. For children accessing without a pre-identified SEND we place significant emphasis on the early identification of children experiencing difficulties accessing learning and general school life opportunities. A register of all children with SEND will be kept by the SENDCo. All staff will be made aware of the SEND register. Parents will be kept informed at all stages.

Wave 1

Individual assessments of all the children are completed within the first six weeks of nursery life; these assessments range from 'Making Children's Learning Visible' assessment system, a summary of assessment across all Areas of the Early Years Foundation Stage, ECAT and ELKLAN and other speech and language developmental assessments and also Pen Portrait information from parents and carers. These assessments are used to indicate where a child may have SEND and this is discussed with the SENDCo. If further action is deemed necessary, this will be discussed between the SENDCo/Key Person and the parents. The SENDCo/Key Person and parents will complete a CAF if outside agencies involvement is required.

Wave 2 a

Identified children will be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The child is identified with special educational needs. The SENDCO, working alongside colleagues and parents, will assess and record the child's needs and future support. Children at this stage will be given a Targeted Learning Plan (TLP) with specific, developmental targets and this will be recorded on a provision map. This plan will be continually under review in consultation with the child and their parents.

Wave 2 b

If the TLP's are not meeting the children's needs then the SENDCO will inform parents and involve outside agencies in order to offer additional support and advice. This stage is characterised by the involvement of external support services, usually requested by the SENDCO and colleagues in consultation with the child's parents. Additional Inclusion Support (AIS) may be applied for and TLP's at this stage will become individual and more detailed and the child's progress monitored at least half-termly and reported to parents. If these interventions still do not result in satisfactory progress, it may be necessary for the nursery, in consultation with parents and any external agencies already involved, to request a statutory assessment towards a statement of special education needs.

Wave 3

Formal Assessment (Education and Health Care Plan - EHCP)

If the child's needs are still not being met then the SENDCo will inform parents that they will call a formal assessment which may lead to a Statement in the form of an EHCP being issued and additional funding allocated to support the child's needs more effectively. This process will involve parents, SENDCo and agencies meeting to write an 'All About Me' for the child to inform the process and collate information from everyone, including the child.

The EHCP will be formally reviewed annually, and monitored regularly, with specific amendments being made if required. The SENDCo, Key persons and parents are responsible in drawing up a TLP to meet the targets set out in the EHCP.

Review Procedures

It is the responsibility of all teachers to monitor the support and provision for children with SEND in their care.

For children at Wave 2 there will be staff reports on child progress reviews at planning meetings and target reviews with parents and key staff every 2 months. Parents will be invited to add their input in order that progress can be discussed and plans devised. TLP's will be reviewed and amended every 2 months by the SENDCO and Key Person.

For children at Wave 2b or 3, a more formal review will be held to which parents and any outside agencies who are involved with the child's progress will be invited to attend or offer a written report.

Where a child has a EHCP, there is, at the minimum, a six month review carried out by the nursery in conjunction with the LA to which parents and outside agencies are encouraged to attend.

Partnership with Parents

Parents are valued and their contribution in terms of identification and support with children with SEND is fully recognised. Parents will be kept fully informed where their child has special educational needs and from Wave 2a onwards, will be encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible.

Access to the Curriculum

All children with SEND will have a full entitlement to a broad and balanced curriculum, as provided for all other children. In order to maximise their access some children may be taught in extension groups or on a 1:1 basis for short periods of time during sessions. Our aim is to provide a variety of appropriate teaching and learning opportunities, differentiated planning opportunities, support and resources all within the normal nursery environment.

Children with Medical Needs

Children who have medical needs may require intervention and support from nursery staff. Such a child will have a Medical Health Care Plan implemented at nursery which has been written for them in liaison with parents and the Health Service. This ensures a safe, agreed set of principles and procedures to ensure the child's needs are fully met and all health and safety arrangements have been addressed.

Policy Reviewed September 2018 - to be reviewed every 3 years minimum.