



## Rachel McMillan Nursery School and Children's Centre

### Special Educational Needs and/or Disabilities (SEND) Policy.

#### **How this Policy was Developed**

This policy was written by our Inclusion Lead, with support from our SENCo (Special Educational Needs Co-Ordinator) and in consultation with The Leadership Team, all staff, mums, dads, carers and Governors. The policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014), which is produced by the Department for Education and describes the way both schools and Education Authorities should identify and support all children with SEND, and with reference to the following guidance and documents:

- The Children and Families Act 2014.
- The Equality Act 2010: advice for schools DfE Feb 2013.
- The Statutory Framework for the Early Years Foundation Stage (EYFS).
- The Special Educational Needs and Disability Regulations 2014.
- Schools SEN Information Report Regulations (2014).
- Statutory Guidance on Supporting Children at School with Medical Conditions - April 2014.
- Safeguarding Policy.
- Accessibility Policy and Plan.

#### **Name of Special Educational Needs Co-Ordinator (SENCo)**

The SENCo for Rachel McMillan Nursery School is Eleanor Church. Eleanor works closely with the Leadership Team and staff team, to co-ordinate provision, organise training and ensure that all the children's needs are being met.

#### **Vision Statement**

Rachel McMillan Nursery School welcomes all children and families by offering support and care in order for all our children to have the best start in life. As a fully inclusive setting we embrace the diverse community which we serve and celebrate the uniqueness of each child. Through exciting, positive and stimulating activities the dedicated and qualified staff team provides a diverse, safe and caring environment. Children are motivated through play to connect with the outdoors, to explore, learn new skills and to become confident, independent life-long learners.

## **Aims for Inclusion**

At Rachel McMillan Nursery School, we aim to create a listening atmosphere and environment where everyone is welcomed, all individual needs are met, support is given and information is shared. We also want to ensure that we enable all children to become confident learners with a growing ability to communicate their own views. We are committed to working in partnership with mums, dads or carers and outside agencies, to raise aspirations and expectations for children with SEND by focusing our support on the whole child to ensure positive outcomes and to enable all children to fulfill their potential.

To achieve this we will:

- Provide a welcoming, receptive and responsive environment in which mums, dads or carers work in partnership with staff to meet each child's individual needs.
- Ensure effective communication between staff and children, staff and mums, dads or carers, mums, dads or carers and outside agencies, and staff and other stakeholders.
- Ensure that all children have access to a broad and balanced curriculum, which follows children's own interests and is delivered using a variety of high quality teaching techniques.
- Plan for and regularly assess children's individual needs following the "Assess, plan, do, review" cycle, involving mums, dads or carers every step of the way (see page 6).
- Develop a strong Leadership Team to support staff and stakeholders to identify needs and access training.
- Meet with mums, dads or carers regularly, allowing flexibility for meeting times where possible and respecting them as their child's first educators.
- Ensure transition periods are well planned for and information is transferred promptly and confidentially.
- Work collaboratively with Governors to monitor the progress and provision for children with SEND, and to monitor the accessibility of the physical learning environment, the curriculum and information for children with disabilities and their families.
- Ensure all school policies are inclusive and are known, and accessible, to all mums, dads or carers, staff and governors.
- Ensure that mums, dads or carers are well informed about the support they can expect to receive by publishing our SEND Information Report (previously called 'The Local Offer') on our website.

## Related Policies.

Policies and procedures are in place to facilitate the inclusion of all children. All the policies are accessible to staff, mums, dads or carers, Governors and all stakeholders via the school's website. Hard copies are available in the main school office. These policies include:

- Accessibility Policy
- Admissions Policy
- Settling In Policy
- Safeguarding Policy
- Pedagogical Toolkit
- Medical Needs Policy
- Equal Opportunities Policy
- Behaviour Policy
- Teaching and Learning statement
- Family Worker (Key Person) paper.

## Identifying Children with SEND.

At Rachel McMillan Nursery School, we believe that all children develop and learn at different rates, as is reflected in the EYFS and our Vision Statement. However, there are some children who, at some time in their school career, may find it harder to learn than other children. It is important that we identify a child's individual needs as early as possible and put things in place to help them quickly, as early intervention has been shown to improve children's long term outcomes.

A child is identified as having a special educational need and/or disability (SEND)

'where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to children of the same age' (Code of Practice 6.15).

Children may be identified as having difficulties in one or more of the following four broad areas of need:

1. **Communication and Interaction:** Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. These needs may change over time.
2. **Cognition and Learning:** Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including

moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), such as dyslexia or dyspraxia, affect one or more specific aspects of learning.

3. **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours can reflect underlying mental health difficulties such as anxiety or depression, attention deficit disorder or an attachment disorder.
4. **Sensory and/or physical needs:** Some children have a disability, which prevents or hinders them from making use of the educational facilities generally provided. This may include vision impairment, hearing impairment or multisensory impairment. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers (Code of Practice 6.28-6.35).

The four broad areas described above give an overview of the range of needs that the nursery plans for. However, individual children often have needs that cut across all of these areas and their needs may change over time e.g. children with ASD.

These needs may have been identified by mums, dads or carers, doctors, health visitors or a paediatrician before the child starts at nursery. Specialised agencies such as Portage, Speech and Language Therapy, Educational Psychology, Social Care etc. may therefore already be involved in supporting the child.

A child's needs may also be identified by nursery staff and/or mums, dads or carers, once they have started at nursery. In this case, school staff will consider all the information about the child's learning and development from within and beyond the nursery. Practitioners will pay particular attention to the child's development in the prime areas of the EYFS (personal, social and emotional development, communication and language development and physical development) when considering whether or not a child has SEN. The child will be closely monitored by practitioners; all information will be brought together with the observations of the mums, dads or carers, and discussed with them fully.

Importantly, the following needs/factors are **NOT** considered SEN, but may impact on progress and attainment:

- Disabilities (it is the duty of all schools to make "reasonable adjustments" to their setting to include children with disabilities as described in the Equality Act 2010—this **alone** does not constitute SEN).

- Attendance and punctuality.
- Health and Welfare.
- EAL (English as an Additional Language).
- Receipt of the Pupil Premium Grant.
- Looked After Child (LAC).
- Child of a serviceman/woman.
- Behaviour- no longer a way of describing SEN but a sign that a child has an unmet need.

### **A Graduated Approach to SEN Support.**

Once a child has been identified as having a special educational need, the child's name and need is recorded on the school's 'Record of SEN Support'. This outlines their specific needs and the types of support being accessed. The level and type of support for each child will be offered on an individual need basis, and may increase or decrease over time as the child's needs change.

At Rachel McMillan Nursery School we support children with SEN using a graduated approach:

- 1) **Monitoring.** Children are at this stage when concerns have been raised by practitioners or mums, dads or carers but more information is required before deciding if the child has SEN or not. Children at this stage will have access to high quality teaching and a differentiated curriculum. Practitioners will monitor children closely for a period of time (approx six weeks) and then meet with mums, dads or carers to discuss their concerns and to decide together if the child should be identified as having SEN. If so, the child is recorded on the school's Record of SEN support and moves into SEN Support 1.
- 2) **SEN Support 1.** Children at this stage have been identified as having SEN based on information gathered by the Family Worker/teacher, mums, dads or carers, any outside agency and in consultation with the SENCo. Children at this stage require provision different from, or additional to, that normally available to children of the same age, and this could include an episode of support from an outside agency such as Speech and Language Therapists. Children at this stage may be prioritised for specialist interventions such as language groups, music groups, social skills groups and peer supported play. If, as part of the 'assess, plan, do, review' process (see below), it is determined that a child requires increased specialist intervention, or additional support to make progress, the child will be moved to SEN Support 2.
- 3) **SEN support 2.** Children at this stage often have complex needs, requiring multiple outside agency involvement and/or episodes of one to one support to help them develop their skills and make progress. They will have a Personalised Learning Plan (PLP) written (with parental/carer and outside agency input) by the child's shelter teacher with the support of the SENCo. This identifies outcomes and strategies to help each child make

progress. Additional funding may be sought by the nursery to employ extra staff to ensure that children at this stage get access to the wider school curriculum with closer adult support as needed.

4) **Education, Health and Care Plan (EHC Plan).** Mums, dads or carers or nursery staff may apply for an EHCP needs assessment by the Local Authority if it is evident that the child's needs are complex, will have a long term impact on their learning and/or the child requires more than 20 hours of one to one adult support in school. The decision to request an EHC needs assessment for a child can take place at any point, but will often happen within the regular review meetings with mums, dads or carers, Family Workers or shelter teacher, SENCo and all other involved outside agencies. In order to proceed with the request for an EHC needs assessment, a child must be receiving input from a number of outside agencies and an Educational Psychologist and mums, dads or carers must agree with this decision. The request is made via a 'Profile', which is prepared by the SENCo in close consultation with mums, dads or carers and with input from any outside agencies involved. A Team Around the Child (TAC) meeting to finalise the child's Profile, will be held and then the SENCo, will submit the profile, along with supporting documentation, to the Local Authority to request an EHC needs assessment. If successful, the resulting EHC Plan will detail the support required for the child to make progress and state the number of hours of adult support the child is entitled to (Code of Practice 5.39-5.46).

At every stage of SEN support mentioned above, children and families are at the centre of planning and wider family needs are considered. Children may move up or down the stages of SEN support depending on progress and needs which may change over time. The decision to move children up or down the stages of SEN support is made as part of the 'Assess, plan, do, review' cycle within each stage.

1) **Assess.** Children's progress is assessed against the EYFS outcomes each term by their shelter staff team. Assessments may also be done by outside agencies (with mum's/dad's/carer's consent) who then set targets and suggest strategies to support children to achieve the targets. The results of these assessments are shared with mums, dads or carers.

2) **Plan.** Based on the results of the assessments, outcomes are identified and agreed with mums, dads or carers, Family Worker and SENCo. An updated or new PLP is written for children on SEN Support 2. The PLP will outline the outcomes sought, the interventions and support to be put in place, the expected impact on progress, development or behaviour. A clear date for a review of these outcomes is set (typically termly).

3) **Do.** The child's shelter staff team is collectively responsible for working with the child on a daily basis. The shelter teacher oversees the implementation of the interventions/strategies outlined in each child's PLP. All staff will make observations on

the success of the strategies and the child's progress towards their outcomes. The shelter teacher will assess the effectiveness and impact of the interventions in consultation with the staff team.

4) **Review.** Mums, dads or carers will be asked to attend a meeting at nursery, termly (three times per year) to discuss their child's progress towards their outcomes, the effectiveness of the support provided and its impact on the child's progress. This meeting must include the child's Family Worker but may also include the SENCo, the shelter teacher and any outside agencies involved (Code of Practice 5.39-5.46). The child's views are always sought and included in the review process. Decisions will be made at this meeting regarding any additional provision, interventions or support that may be needed for the child to continue to make progress.

At every stage of SEN support, the nursery may request help from outside agencies to better assess a child's needs and gain appropriate strategies. **These referrals are only made with mums', dads' or carers' consent**, and a referral form will normally need to be filled in and signed. Some of these agencies may include

- Speech and Language Therapy.
- Social Communication Worker.
- Educational Psychology.
- Occupational Therapy.
- Music Therapy.
- Dietetics.
- Physiotherapy.
- Sensory Service (for Vision/Hearing Impairments).
- CAMHS (Child and Adolescent Mental Health Service).
- Community Paediatrician

### **Roles and Responsibilities for SEND at Rachel McMillan Nursery School: Whole School Approach.**

We take a whole school approach to the management of children with special needs. This involves the Leadership Team, SENCo, Teachers, Early Years Practitioners, Early Years Assistants and other support staff in:

- Developing a range of strategies to meet the needs of all children.
- Building on the achievements of all children.
- Having positive attitudes and high expectations of all children.
- Valuing individuals and accepting each child for themselves.
- Working in partnership with mums, dads or carers.
- Making sure the child's voice is heard and included in planning.

The structure for how SEN is organised is detailed below:

**Governors (Sarah McCarthy—SEND Governor).**

- Monitor the provision for SEND children in nursery and ensure all children's needs are being met (monitoring visits, meetings with SENCO, Headteacher's report to governors).
- Publish an SEN information Report on the schools website—updated annually.
- Maintain and update an Accessibility Plan—every three years.

**Headteacher (Theresa Lane).**

- The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for the children with SEND and monitoring their progress.
- To keep the Governing Body fully informed about SEND provisions.
- To work closely with the school's SENCo, Governors and LT in determining the strategies development of SEND policy and provision.

**SENCo (Eleanor Church/Rachel Hogarth-Smith).**

- Overseeing the day to day operation of the SEND policy and co-ordinating provision for children with SEND.
- Advising on the graduated approach to providing SEN support
- Liaising with mums, dads or carers of children with SEND
- Being the key point of contact with external agencies
- Liaising with potential next providers of education to ensure the child and their mums, dads or carers are informed about options and smooth transition is planned.
- Working with the Headteacher and Governors to ensure that the nursery meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements and in determining the strategic development of the SEND Policy and provision.

**Shelter Teachers.**

- Responsible for the progress of all children, including those who have 1:1 support.
- Support Family Workers to implement strategies, assess impact, liaise with mums, dads or carers, feedback to SENCo

**Shelter staff teams.**

Work closely with shelter teacher/SENCo to implement strategies, observe children, record progress, assess on EYFS, feedback to mums, dads or carers, consult with and feedback to SENCo

### **Supporting Children and their Families.**

At Rachel McMillan Nursery School we put children and families at the centre of identifying, planning and supporting children with SEND. We recognise the importance of mums, dads or carers as their child's first educator and their views on their child's development are sought and recorded as soon as children start nursery. Partnership with mums, dads or carers plays a key role in promoting a culture of co-operation between families, the nursery, the Local Authority and others. This is important in enabling children with SEND to achieve their potential. Mums, dads or carers should be fully involved in decisions made about their child's needs. Mums, dads or carers are supported at every step to understand what they can expect from us within the nursery's own resources by the staff team. This information is also available to current and prospective mums, dads or carers via the SEN Information Report (previously called the "Local Offer") on the nursery website: 'SEN Information Report' (local offer)

Mums, dads or carers are encouraged to visit our local Children's Centres to access services and support see [www.quaggydevelopmenttrust.org](http://www.quaggydevelopmenttrust.org) for more information.

Mums, dads or carers can also access the Local Authority's 'Local Offer' to find out what is available in the Royal Borough of Greenwich:

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

### **Admissions.**

Where children have been identified as having special educational needs and/or disabilities by mums, dads, doctors, a health visitor or clinic before they reach nursery age, they will be given special consideration within the Greenwich Education Authority admissions guidelines for a place at the nursery. For more information see: Admissions Policy.

### **Transfer to another Nursery School or Primary School.**

If a child is on the 'Record of SEN Support', the SENCo will inform the primary school they will be attending. Before transfer to primary school the receiving SENCo is contacted to ensure that the transition to reception is successful. Arrangements are made for visits for staff to share information and look for ways to support the transfer process. Whenever possible, preliminary visits will be made with the children to the receiving school and primary school staff will be invited to meet the children at nursery. In many cases, a transition meeting will be arranged including mums, dads or carers, Family Worker, SENCo, all involved agencies and the receiving school's SENCo will be invited. On transfer, the child's records will be passed on to the receiving school. It is recognised that some children may need detailed transition plans and/or Communication Passports.

### **Supporting Children at Nursery with Medical Conditions.**

The nursery recognises that children with medical conditions should be properly supported so that they have full access to education, including trips out.

- Some children with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equality Act (2010).
- Some children with medical conditions may also have special educational needs (SEN) and therefore have an EHC plan.

For more information about how we support children with medical conditions, please see 'Medical Needs Policy'.

### **Accessibility.**

The nursery recognises its responsibility in line with the Equality Act (2010) to identify and remove barriers to learning for all children. This includes:

- Increasing and promoting access for disabled children to the Nursery School, the curriculum and wider school activities such as trips out.
- Improving access to the physical environment of the nursery by, for example, providing physical aids to facilitate a child's access to education.
- Ensuring print or written information is provided in a form appropriate to the needs of the child or their family. This could include timetables, newsletters, etc.

For more information about how we support children in the above areas, please see 'Accessibility Plan and Policy'. Our Accessibility Plan outlines our long term plans to improve access to the curriculum, the environment and information. It is updated every three years by the Headteacher and Governors.

### **Monitoring and Evaluation of SEND.**

The monitoring of children's progress and support is usually carried out by the SENCo, with the involvement of the Leadership Team and Governing Body via the SEND Governor. We use various strategies:

- The 'Record of SEN support' is reviewed each term and the SEND folder and Provision Map are kept up to date by the SENCo, in liaison with shelter staff teams.
- 'Children's meetings' are held fortnightly to share targets, strategies and information about children between the staff teams.
- Shelter staff teams meet weekly to ensure all children are being planned for and the environment is adapted to meet individual needs in the rooms. The SENCo gives input according to need.

- Termly parent meetings are scheduled with all children's mums, dads or carers so progress can be discussed and targets set. For children at SEN Support 1 reviewed outcomes are updated on the school provision map and for children at SEN Support 2, PLP outcomes are reviewed and new targets set as appropriate.
- Termly additional review meetings for children at SEN Support 2 are held between mums, dads or carers, Family Workers, SENCo and outside agencies to review progress and outcomes.
- Regular pupil progress meetings are held with Headteacher and shelter staff teams to discuss children's individual progress and possible support and interventions.
- The SEND Governor and SENCo meet regularly to discuss SEN provision and ensure all of the children's needs are being met.
- The Headteacher reports to Governors termly on the progress and provision for children with SEND.
- Governors publish the 'SEN Information Report' annually on the nursery website, outlining outcomes for SEND children from the previous academic year and they update the Accessibility Plan every three years.

### **Training and Resources.**

At present, part of our delegated budget is allocated to support children with SEND. We currently buy additional support in the form of a Social Communication Worker. The Leadership Team consults with the SENCo termly and decisions are made to allocate resources as needed for things such as specialist equipment, targeted staff training and the provision of additional hours.

For some children, additional funding will be requested from the Local Authority if it is determined at their review meeting that a child would benefit from one to one support from an adult.

We are committed to providing staff and Governors with training to help them meet the needs of children with SEND. Training is offered through individual courses or as whole staff professional development days.

For a record of staff and Governor training for the 2016/17 academic year, please see: 'SEND staff training list.'

### **Complaints.**

At Rachel McMillan Nursery School we take all complaints from all mums, dads or carers very seriously. Each complaint is recorded and mums, dads or carers are invited to meet with the Headteacher. If the matter is not resolved to the family's satisfaction, they may then meet with the Chair of Governors and/or the SEND Governor and if necessary the Local Education Authority as outlined in the nursery's complaints policy and procedure: 'Complaints Policy'.

### **Storing and Managing Information**

SEND records on individual children are stored on a confidential drive. This drive is only accessible to the Leadership Team and SENCo. Hard copies of individual children's reports are kept in an SEN folder, which is stored in a locked cupboard. Records are kept for seven years and then deleted.

### **What Success Will Look Like at Rachel McMillan Nursery School.**

- Children with SEN are identified at an early stage.
- All children have appropriate targets to meet their identified needs.
- Children make progress and fulfill their potential.
- Positive feedback from mums, dads or carers.
- Positive feedback from external agencies.
- Increased staff confidence in meeting the needs of all children.

### **Reviewing the Policy.**

The SEND policy is reviewed by the Leadership Team on an annual basis. The next review date will be May 2018.