



Special Educational Needs and Disability Policy

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Introduction

The purpose of this policy is to ensure that there is a whole School approach to supporting children with special educational needs including identification, assessment and provision. This policy has been reviewed to ensure that it complies with the Special Educational Needs Code of Practice 2015 and the Disability Discrimination Act 2001.

All children in this School are encouraged and challenged by the Staff to be successful learners and thinkers within a welcoming, caring and stimulating environment. Each child follows a broad, balanced curriculum suitably adapted to meet his/her individual needs. Some children have additional needs and we are committed to the provision of added support to ensure that these needs are met.

Principles

As a School we believe that:

- children of all abilities have the right to be educated in their local community setting if the appropriate provision can be made to meet their individual needs;
- all children, including those with additional needs, are entitled to a broad and balanced curriculum: children are encouraged and supported to participate as fully as possible in all areas of the curriculum;
- children are encouraged to build on their previous experiences and knowledge by capitalising on their own interests;
- children are encouraged to have a positive self-esteem and to develop an empathy towards each other's needs;
- the early years is a crucial stage of the child's development: in order to maximise progress during this stage, early identification and support of children with additional educational needs is vital;
- the parents' and carers' knowledge and understanding of their child are of profound importance and an ongoing partnership is essential;
- all staff work as part of a whole School approach to meet each child's additional educational needs.

(Throughout the rest of this document 'parents' should be taken to include all those with parental responsibility.)

Definition of Special Educational Needs and Disability

“A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

Children have a learning difficulty or disability 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 him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.” (*Special Needs and Disability Code of Practice 2015, p.4-5, 1;xiii, xiv*).

A disabled person is someone who has a physical or mental disability which has an effect on his or her ability to carry out normal day-to-day activities.

That effect must be:

- substantial
- adverse
- long term.

These specific needs could be related to:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and / or physical needs.

(*Special Needs and Disability Code of Practice 2015, p.74*)

The Needs of Children

A positive atmosphere is created which is supportive and where all children are valued and respected. In order to do this, it is necessary to be sensitive to individual children’s needs and encourage them to make use of their strengths and build on success. Praise and recognition are given for effort and behaviour.

Admissions

The Admissions Policy has been drawn up by the School’s Governing Body. Parents whose preference for a place for a child with special educational needs or a disability is Boundstone Nursery School, have their preference considered in accordance to The Code of Practice 2015.

The Nursery School has devolved funding through the Early Years National Funding Formula which includes a stream to support children who have SEND.

Staff Roles and Responsibilities

The Headteacher

The Headteacher, Jim Brannan, is responsible for the strategic leadership and daily operation of the School, including ensuring that adequate provision is made for children with special educational needs and disabilities. He will keep the Governors informed about children with Special Educational Needs and Disabilities in School and the provision made for them through the Headteachers report to governors.

The Headteacher and Inclusion Manager (INCO) will work closely together, particularly when liaising with other agencies and the LA. The Headteacher will be informed about children who are on the Additional Needs Register. With parents' consent, children will be referred to the Early Years Planning and Review Meeting (EYPARM) for further assessment towards an Education, Health and Care Plan if appropriate, or to determine the child's need for SEN Support at primary school.

Inclusion Manager

The Inclusion Manager (INCO), Kate Wollaston, together with the Headteacher, is responsible for promoting and implementing the Special Educational Needs and Disability Policy.

This policy is aimed at securing high quality teaching and the effective use of resources to bring about enhanced levels of achievement for all children. The INCO maintains a register of children with additional needs, and ensures that appropriate records of the children are kept, including observations, Communication Monitoring Tools, One Page Profiles and Targeted Support Plans (TSP's). She liaises with other Nursery Staff and advises them of appropriate actions to meet the needs of the child.

Key responsibilities include:

- overseeing the day-to-day operation of the School's SEND policy;
- coordinating provision for children with special educational needs and disabilities;
- liaising with and advising fellow practitioners;
- managing support assistants;
- overseeing the records of all children with special educational needs and disabilities;
- liaising with parents of children with special educational needs and disabilities;
- contributing to the in-service training of staff;
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- contributing to EYPARM and EHCP processes;
- Representing Boundstone and wider Early Years providers at EYPARM meetings.

The Graduated Approach

This describes the continuing cycle of *Assess, Plan, Do, Review*, as required by the *Code of Practice* (p.75) and is fully explained in the 'SEND Support at Boundstone Nursery' which is available to families on request.

When it has been established that a child has Special Educational Needs, coordinated intervention is initiated. This involves additional or different support from that which is provided as part of the Nursery School or Daycare's, usual differentiated curriculum. A TSP (Targeted Support Plan) is written at this stage in consultation with parents and outside professional agencies, if appropriate. These are regularly reviewed and updated. TSPs are undertaken for all children with SEND including those within Boundstone's Special Support Centre (SSC) and those for whom an EHCP has been issued.

Boundstone facilitates targeted support groups, for example Nurture Groups, for those children who may require additional support for specific aspects of the curriculum.

Effective Partnerships with Parents

All staff are committed to building strong, effective partnerships with parents, other professionals and outside agencies.

We recognise that parents of children with additional needs may require an opportunity to talk through their anxieties or concerns and to support this we offer an open door policy where parents can contact our Inclusion Manager at any point.

The School has a Resource File and library for parents that provides information including addresses of local and national organisations which may provide advice or support.

Effective Partnerships with Other Professionals and Outside Agencies

The Nursery School and Daycare have established close links with other professionals who help staff to meet the needs of the children. Regular Drop-in clinics are run in the building by the Speech and Language Therapy service and the Health Visiting team. These can be accessed by parents (along with key workers if required) for advice regarding any specific concerns.

We have two part-time Speech and Language Therapists who work closely with the children in the Special Support Centre and conduct assessments and reviews as well as giving advice on programmes to meet children's specific needs. They may also lead staff training sessions if appropriate.

The School liaises with the Child Development Centre in Worthing. Following the EYPARM meeting an Educational Psychologist may visit the School to give advice or assess a child. He/she may also provide relevant in-service training if appropriate. We liaise with other agency representatives and voluntary groups when appropriate. These include the Ethnic Minority Achievement Teams, Special Needs Officer, the Sensory Support Team, Health Visitors, Social Care, Paediatricians, Child and Family Support Services and other schools and preschool settings.

Transition Arrangements

Transitions are carefully planned as children enter Daycare or Nursery and similarly when children are ready to move from Nursery to school.

On occasions children move to a different setting and these transitions are also handled sensitively with parents and the receiving setting.

Close contacts are maintained with mainstream primary schools, Special Support Centres and Special Schools and transitions for our children are very successful. An individual transition plan is co-written by the parents, the Nursery School and the receiving school at a meeting during the summer term to ensure that the child's transition into primary school progresses as smoothly as possible.

Receiving schools are sent a copy of the Transition Programme, the Progress Review for each child and any copies of related special needs documentation, including reports, assessments or information that will be useful to them in understanding the child. Staff from the receiving school are encouraged to visit to see the child in the Nursery School as often as necessary before transfer. Records are sent on as early as possible to enable the receiving school to make suitable arrangements.

The Inclusion Manager contacts, and where appropriate visits, the receiving schools during the Autumn Term to offer further follow-up support and to ensure the Transition Plan has been followed.

Parents are informed of their right to nominate a Special School, a Special Support Centre or mainstream placement for their child if an EHCP is in place when reaching statutory school age. School staff may accompany parents or arrange visits to local and specialist provision if they wish.

The Role of the Local Authority / The Local Offer

The Code of Practice emphasises a continuing 'essential function' for Local Authorities in making effective arrangements for special educational needs.

The Nursery School liaises regularly with the Authority on relevant issues.

The Local Authority is obliged to publish a Local Offer that sets out clear and comprehensive information about the provision they expect to be available across education, health and social care. Each school or setting must also publish their own Local Offer that makes clear their provision for children with SEND and how to access it. The Local Offer can be accessed via WSCC website and Boundstone Nursery Schools website.

Governors

The Governing Body endeavours to ensure that the necessary provision is made for any child who has special educational needs or a disability. It is committed to ensuring that all children are fully included in all aspects of school life. There is a nominated governor with responsibility for monitoring the provision and support for SEND within the School.

Complaints Procedures

If parents have concerns about the special educational provision made by Daycare or the Nursery School, they should first consult the child's Key Carer and/or the Inclusion Manager. If concerns persist they are referred to the Headteacher. Following this, if parents have a formal complaint to make they should follow the Schools Complaints Procedure.

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