

SEN policy and information report



FLATTS
NURSERY SCHOOL

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding children with SEND
- Set out how our school will:
 - Support and make provision for children with special educational needs and disabilities
 - Provide children with SEND access to all aspects of school life so they can engage in the activities of the school alongside children who do not have SEND
 - Help children with SEND fulfil their aspirations and achieve their best
 - Help children with SEND become confident individuals living fulfilling lives
 - Communicate with children with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the child
- Explain the roles and responsibilities of everyone involved in providing for children with SEND
- Communicate with, and involve, children with SEND and their parents or carers in discussions and decisions about support and provision for the child
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all children with access to a broad and balanced curriculum.

We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of children, no matter how varied.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for children with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for children with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all children whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that children with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A child has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Children are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the child’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Children who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Children may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Children with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Children may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These children may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Andi Gilroy-Sinclair (Headteacher)

They will:

- Inform any parents that their child may have SEND and then liaise with them about the child's needs and any provision made
- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children
- Advise on the deployment of any additional funds for example - (SENDIF – Special Educational Needs and Disability Inclusion Fund) and Disability Access Fund.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the child and their parents are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all children with SEND up to date and accurate
- Alongside the leadership team monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Alongside the leadership team regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- Alongside the wider leadership team (Teachers and Senior Early Years Practitioners) identify any patterns in the school's identification of SEN, within the school and use these to reflect on and reinforce the quality of teaching

6.2 The headteacher

At Flatts Nursery School the headteacher is also the SENDCo. For the purpose of this policy the headteacher will:

- Work with SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have responsibility for monitoring any SEND funding the school receives
- Have an overview of the needs of the current cohort of children on the SEND register
- Advise the LA when a child needs an EHC needs assessment, or when an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Alongside the staff team, identify any patterns in the school's identification of SEN, within the school and use these to reflect on and reinforce the quality of teaching

6.3 The governing body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every child with SEND gets the support they need
- Make sure that children with SEND engage in the activities of the school alongside children who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any children with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for children with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of children with SEND

6.4 The SEND link governor

The SEND link governor is Amanda Crompton

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.5 Child's Key Person

At Flatts Nursery School we have a strong key person system to support building bonds and relationships with children and families. As part of this role the Key Person is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet child needs through a graduated approach
- The progress and development of every child in their group
- Working closely with any specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom practice
- Working with the SENDCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the child and the school
 - Listen to the parents' concerns and agree their aspirations for the child

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a child on the SEND register will always be given the opportunity to provide information and express their views about the child's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the child's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child

The school will take into account the views of the parent or carer in any decisions made about the child.

6.7 The child

It is important to us to take into account children's own views. This can be challenging when working with very young children and/or children who cannot express their opinions and feelings verbally. The child's key person will observe patterns and behaviours during provision to support their feedback at meetings e.g. a child who is motivated and stimulated by bubbles is communicating they like bubbles. This will be communicated during meetings to ensure this is kept in a child's plan.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying children with SEND and assessing their needs

At Flatts Nursery School we complete developmental assessments every six months followed by a two-month review, in addition to completing the two-year check (if this has not already been completed by the health visitor)

We will assess each child's current skills and levels of development. This starting point will build on information from previous settings and information given by parents. We will also consider any evidence that the child may have a disability and if so, what reasonable adjustments the school may need to make.

Each key person will regularly assess the progress of all children and identify any whose progress:

- Is significantly slower than that of their peers starting from the same starting point
- Fails to match or better their previous rate of progress
- Fails to close the development gap between them and their peers
- Widens the development gap

As a nursery school we will focus on the three prime areas of the Early Years Foundation Stage:

- Personal Social and Emotional Development
- Communication and Language Development
- Physical Development

When a child's key person identifies an area where a child is making slow progress, they will target the child's area of weakness with differentiated, high-quality teaching. If progress does not improve, they will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the child's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEN for children whose first language is not English.

When deciding whether the child needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the child starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving children and parents

The school will put the child and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the child and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's record and given to their parents.

We will formally notify parents if it is decided that a child will receive special educational provision.

8.3 The graduated approach to SEN support

Once a child has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The child's key person and the SENDCO will carry out a clear analysis of the child's needs. The views of the child and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the child, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be communicated to staff through a child profile.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The child's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and children
- The level of progress the child has made towards their outcomes
- The views of teaching staff who work with the child

The teacher and the SENDCO will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents.

8.4 Levels of support

School-based SEN provision

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, the child will be referred to the Early Years SEND service with the parents' consent. If the child's needs require an enhanced ratio then a SENDIF application will be made. This funding will support some additionality of staffing to enable targeted work to take place.

Education, health and care (EHC) plan

Children who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for children with SEN by:

- Tracking children' progress
- Using child observations
- Monitoring by the SENDCO
- Holding annual reviews for children with EHC plans
- Getting feedback from the child and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every child. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist outreach services or teachers
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Portage workers
- LA EYSEN service

11. Admission and accessibility arrangements

11.1 Admission arrangements

Our arrangements for the admission of prospective children with SEN or a disability include:

- Section on admission form to include any additional information around disability or need.
- Follow up conversation with parents around needs, looking at any additional services involved and collating information to ensure provision is appropriate
- Children will be admitted as soon as possible, with safety in mind. If a child requires enhanced ratio to be safe and additional staffing will be needed, then the child will need to wait until funding is secured.

11.2 Accessibility arrangements

Flatts Nursery School site is physically accessible as it is all on one level, with ramps to support physical disabilities.

There is a full sensory room to support sensory and physical needs.

Our curriculum is developmentally stepped ensuring all children can access it at their developmental level

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with their child's key person. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the child themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of children with SEND at the start of the autumn term
- How early children are identified as having SEND
- Children' progress and attainment once they have been identified as having SEND
- Whether children with SEND feel safe, valued and included in the school community
- Comments and feedback from children and their parents

13.2 Monitoring the policy

This policy will be reviewed by Andi Gilroy-Sinclair (Headteacher) and Amanda Crompton (SENDCo) **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.