

Peartree Way Nursery School

Special Educational Need Policy – September 2022

At Peartree Way Nursery School, inclusion and equality are integrated as a whole school inclusive ethos. This school advocates a graduated response to meeting the needs of individual pupils. Peartree Way provides nursery education for three and four year olds and also caters for two year old provision. The staff at Peartree Way are committed to helping young children learn in the best possible way.

This policy is in line with the Code of Practice 2015, the Disability Discrimination Act (DDA) 1995 and the Equality Act 2010.

Our aims are:

- To identify a child with special educational needs as early as possible.
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To develop skills in identifying children with learning problems and construct suitable programmes of work.
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
- To have a programme of support and referral that will enable children to receive the help they need quickly and effectively.
- To inform parents of the needs and progress of their child and to work in partnership with them.

- To consider the wishes of the child relevant to their age and comprehension.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special educational provision means educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age.

Arrangements for co-ordinating provision:

The nursery has appointed a Special Educational Needs Co-ordinator (SENCo) who is responsible for co-ordinating the special educational provision within the school. The SENCo will provide support and advice to staff, liaise with the local authority and external agencies and monitor and develop special educational needs provision.

The SENCo, SENCO@peartreeway.herts.sch.uk liaises regularly with Deborah Willcox, the Headteacher and Charlotte Verney, the Pre-School Leader. The governor with responsibility for special needs is Carolyn Linsell.

Roles and responsibilities of Headteacher, Teacher, other staff and governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational

needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN.

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the governing body informed about SEN issues
- working closely with the SEN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The governing body will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy
- they have regard to the requirements of the SEN Code of Practice (2015)
- parents are notified if the school decides to make special educational provision for their child

- they are fully informed about SEN issues, so that they can play a major part in school self review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- the quality of SEN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The special educational needs co-ordinator (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEN
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEN
- supporting Early Years Practitioners and Assistants in devising strategies, drawing up Pupil Provision Maps (PPMs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's Inclusion register and records

- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based assessments/records
- contributing to the in-service training of staff
- managing learning of support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools to help provide a smooth transition from Nursery to Reception.

Teachers/Early Years Practitioners are responsible for:

- including pupils with SEN in the pre-school and nursery, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion.
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN.
- implementing advice and strategies from external professionals as advised by the SENCO.
- giving feedback to parents of pupils with SEN.

Early Years Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Identification, assessment and review arrangements:

Practitioners are responsible for the learning and development of all the children within their care, including those with special educational needs. It is the practitioners' responsibility to assess and identify children with special needs and notify the special needs co-ordinator, who will support the practitioner in setting up appropriate strategies and programmes of work. The nursery is working towards refining skills and procedures that will aid in the early identification of children with special needs. Reviews are undertaken in consultation with the special needs co-ordinator, practitioner and parents.

Integration and access to the early years' curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that brings feelings of success and achievement.

All staff follow the 'Planning in the Moment' which allows for individual responses to children's interests and enables children to learn in context and at a pace appropriate for them.

All staff use a range of strategies to meet children's Special Educational Needs. Individual educational plans (IEPs), which employ a small steps approach, break down the existing levels of attainment into finely graded steps and targets so staff ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible we do not withdraw children; however, we may work in small groups, or in a one-to-one situation to maximise their learning.

Resources

We provide specific aids to learning when appropriate. We provide differentiated learning resources as necessary. We organise Pre-School and Nursery to ensure access to resources is appropriate to all the children's needs and to give the best possible learning opportunities.

Peartree Way Nursery recognises the need to provide the maximum amount of assistance for children with special needs within budgetary limitations. Assistants are provided to support children within their groups and individual practitioners undertake to deploy any such assistance in the most beneficial way. However, we aim to remain as flexible as possible in meeting the differing needs of children and may use learning support in other areas when appropriate.

Parents in partnership

We recognise the importance of effective dialogue between staff and parents. Parents are consulted and kept informed of their child's progress at every stage and are welcomed to engage with the setting to support their child's learning.

Should any parent be dissatisfied with the Nursery's efforts on behalf of their child, they will be referred to the special needs co-ordinator and/or the headteacher so that the situation can be investigated and if necessary improved.

A member of the Governing body of the nursery is named as having a particular interest and responsibility for special educational needs and complaints can be taken to him/her if necessary.

Liaison with pre-schools, schools and agencies

The records for any child with special educational needs within the nursery will be passed, with the parent's permission, to their primary school. Additionally, there are regular liaison meetings between the

special needs co-ordinator and the SENCOs at the primary schools to which the children move on. Specialists from external agencies are consulted to support the progress of the children.

Training

Regular staff meeting time is allocated to the discussion and development of special needs within the nursery school with appropriate in-service training for staff.

Admission arrangements

Admission arrangements for children with SEN are the same for all the children. They are in line with the school's admission arrangements.

Complaints procedure - Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's keyworker (Early Years Practitioner) in the first instance. Anyone who feels unable to talk to the keyworker, or is not satisfied with their comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school. In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy.

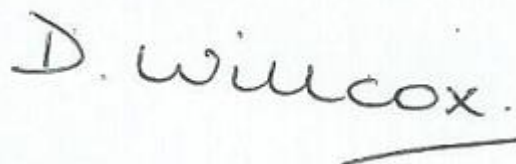
Signature:



Kathryn Evans, **Chair of Governors**

Date: September 2022

Signature:



Deborah Willcox, **Headteacher**

Date: September 2022