



**PEARTREE WAY NURSERY
SCHOOL**

Special Educational Needs Policy

Reviewed: September 2023

Date of Next Review: September 2026

At Peartree Way Nursery School, inclusion, and equality are central to our whole school ethos and we strive to provide a broad and balanced curriculum for all our children, enabling them to become confident learners who are able to communicate their views as they continue their learning journey into compulsory education Peartree Way provides nursery and preschool education for two, three and four year olds and we advocate a graduated response to meeting the needs of individual pupils.

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

Our aims and objectives 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 promote a climate of warmth and support in which self-confidence and self-esteem can grow.
- To develop skills in identifying children with learning difficulties and construct suitable programmes of work.
- To adopt positive and consistent strategies to help children with behavioural and/or emotional difficulties.
- 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 and feelings of the child relevant to their age and maturity.

Definition of Special Educational Needs (SEND)

“Children have special educational needs if they have a learning difficulty or disability which calls for Special Educational provision to be made for them.” As defined by the *Special Educational Needs and Disability code of Practice 0-25 years*, (January 2015)

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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, Sian Gardiner SENCO@peartreeway.herts.sch.uk works closely with Stacey Smith, Support Co-Ordinator. ssmith@peartreeway.herts.sch.uk The governor with responsibility for special needs is Carolyn Linsell clinsell@peartreeway.herts.sch.uk

Roles and responsibilities of SENCo, Headteacher, Teachers, 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 special educational needs co-ordinator (SENCO) will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in school.
- Manage the day-to-day operation of this policy.
- Advise on the deployment of the school delegated budget and other resources to meet the child's needs effectively.
- Provides professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Will be the point of contact for external agencies, especially the local authority and its support services.
- Advises on the identification of pupils with SEND and uses the graduated approach to providing SEND support ensuring the views and wishes of the child and parent are included.
- Ensures the school keeps up to date records including support plans and assessments of all the children with SEND.
- Monitors and evaluates the Special Educational Needs provision.
- Attends DSPL2 meetings, forums and training and keeps up to date with current practise and research.
- Liaises with Reception teachers and SENDCo's of receiving schools to ensure that meets its responsibilities under the Equality Act (2010) with regards to smooth transition, reasonable adjustments and access arrangements.

The SEND Governor will:

- Help to raise awareness of SEND issues at full governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy.

The Headteacher will:

- Work with the SENDco and the SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Group Leads and Keyworkers will:

- Be responsible for the progress and development of every child in their group
- Work closely with any support staff to plan and access the impact of support and interventions and how they can be linked to teaching.
- Work with the SENDCo to review each pupils progress and development and decide upon any changes to provision.
- Ensure they follow this SEND policy.

Identifying and assessing the needs of children with SEND

We will assess each child's current skill sand levels of attainment on entry, which will build upon parental knowledge and information from previous settings where appropriate. Key workers will make regular assessments of progress for all children and identify those whose progress

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rates of progress.
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Staff are vigilant for needs that are a barrier to progress and use their assessments to determine the support that is needed and how we can provide this.

Consulting and Involving Children and Parents

WE will have early discussions with parents when identifying whether their child has SEND. These discussions will make sure that:

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

Notes on early discussions will be recorded on CPOMS and shared with relevant staff.

Parents will be notified if their child is receiving SEND support.

Assessing and reviewing children's progress towards outcomes

We will follow the graduated approach and the 4 part cycle of **assess, plan, do review**.
Keyworkers will work with the SENDCo to carry out a clear analysis of the child's needs.
This will draw on:

- Group lead/keyworker assessment and experience of the child.
- Their previous progress and attainment or behaviour.
- Other assessments where relevant
- The individuals comparison to their peers and age/stage related expectations
- The views and experience of parents
- The child's own views, wishes and feelings
- Advice from external support services if relevant.

The assessment will be reviewed regularly. All staff who work with children will be made aware of their needs, the outcome sought, the support provided and any teaching strategies, adaptations or approaches that are required. We will regularly review the effectiveness of the support and interventions and the impact on the children's progress.

Transition

Before a child moves into another setting or school , we will work with them to plan and prepare for transition. This may include:

- Visits from a receiving teacher
- Visits to a new setting
- Information booklets
- Photobooks
- Social stories
- Sharing of key strategies to support settling and tailored to meet the child's needs.
- Sharing transition information with the local authority (Transition level of Need forms)

Transition will include a review of the SEND support being provide or the EHC plan.

To support with the transition information will be shared by the current setting with the receiving setting or school, with parental agreement.

Our approach to teaching pupils with SEND

Teachers/group leads are responsible and accountable for the progress and development of all children in their group. High quality first teaching is our first step in responding to a child with SEND. This will be adapted for different children.

We might also provide the following interventions:

- Xxx
- Xxx
- xxx
- Targeted speech and language activities
- Wellcomm screening and activities
- Attention autism
- Makaton signing
- Shared attention activities

- Sensory activities
- And any other activities recommended by external professionals such as advisory teachers, impairment teams, physiotherapists, occupational therapists, ASD team, health services and family centres.

Adaptations to the curriculum and learning environment

All children have an entitlement to a broad and balanced curriculum, we make the following adaptations to make sure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example by grouping, 1-1 support, teaching style
- Adapting our resources and staff
- Using recommended aids such as visuals, Makaton signing, xxx and visuals to support understanding.
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of key skills, simple instructions with less words.

Our individual SEN journeys celebrate strengths and show strategies to support inclusion. Our SEND support plans follow a small-step approach, breaking down existing levels of attainment into finely graded steps and targets so staff ensure that children experience success.

Additional support for learning

WE have a number of staff trained to deliver interventions as detailed in our 'approach to teaching pupils with SEND'.

We work with the following agencies to provide support for children with SEND and their families:

- Advisory teachers
- Visual impairment team
- Hearing impairment team
- Occupational therapists
- Physiotherapists
- Communication and Autism team
- Health colleagues including- health visitors, SEND health visitors, community Nursery Nurses, GP's paediatricians
- Family Centre
- Outreach services including specialist support from special schools and triaging through DSPL5.

Early Help Module

The EHM is aimed at children with additional needs which are not being met by their current service provision. We access the EHM to collaborate with other professionals across children's services with

the aim to help the early identification of children's additional needs and promote co-ordinated service provision in order to meet them. Staff at the Nursery are only able to implement this assessment having first obtained parental consent.

Education Health and Care Plans (EHCP)

- If a child has not made expected progress then in partnership with parents we will consider requesting an Education, Health and Care needs assessment.
- The purpose of an EHC plan is to make special education to meet the particular needs of the child
- The local authority must review the plan as a minimum of every 6 months.

We may apply, with parental permission, for some time- limited funding such as Early Years Inclusion funding and Local High Needs funding through Herts County Council.

Local Offer

Local authorities (Hertfordshire) must publish a Local Offer, setting out, in one place, information about provision that they expect to be in place across education, health and social care for children and young people in their area who have SEND or are disabled including those who do not have Education, Health and Care plans. In setting out what they 'expect to be available' local authorities should include the provisions that they believe will actually be available.

The Local Offer has two key purposes

To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.

To make provision more responsive to local needs and aspirations by directly involving disabled children, children with SEND and their parents.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Training

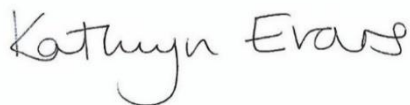
Regular staff meeting time is allocated to the discussion and development of special needs within the Nursery school with appropriate in-service training or CPD for staff where a need is identified.

Admission arrangements

Admission arrangements for children with SEN are the same as for all the children. Details of this can be found in our admissions policy which is available on our website.

Complaints procedure - Arrangements for complaints

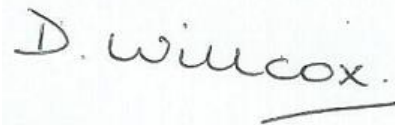
Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's keyworker (Early Years Practitioner) in the first instance. Anyone who feels unable to talk to the keyworker, or is not satisfied with their comments, should ask to speak to the SENCO where a time can be arranged to fully explore any problems or issues. 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 2023



Signature:

Deborah Willcox, **Headteacher**

Date: September 2023