



Special Educational Needs Policy

Review date February 2022

Special Educational Needs and Disabilities (SEND) Policy

Our Special Educational Needs and Disabilities Co-Ordinator (SENDCO) is Ben Hasan. You can contact him at admin@wentworth.hackney.sch.uk 0208 985 3491 option 1.

Aims of our policy:

To outline our key objectives within Special Educational Needs and Disabilities:

- To work in accordance with national and local guidelines including DFE Special Educational needs and disability Code of Practice 2015
- To ensure the child has an active voice in their educational journey through observations and consultations.
- To ensure our aspirations for all our children reflect high and ambitious targets in relation to each individual child.
- To ensure services are planned in a co-ordinated manner pulling together key agencies including: health and education.
- To ensure the child's keyworker plans and reviews learning for all children including those with SEND (Special Educational Needs and Disabilities)
- To ensure we plan through a graduated fashion, but always recognizing what is most important to the child.
- To ensure we all respect all children irrespective of their need as outlined in the Equality Act 2010 and therefore recognize the value all children including those with SEND bring to our nursery school.
- To make reasonable adjustments in provision and practice to enable children with special educational needs and disabilities to access the curriculum alongside their peers.
- To enable children with SEND to have the choice to be educated in a mainstream school.
- To enable all children to have the right to learn through play and are entitled to a broad and balanced curriculum in the Early Years Foundation Stage.
- To strive to overcome actual or potential barriers to learning faced by children to ensure every child is able to play and learn in a way that is appropriate for them.

- To want all of our children to feel a sense of ‘belonging’. All children are valued individuals with unique interests and strengths. All children should be given opportunities to reach their full potential educationally, emotionally and physically.
- To ensure Parents have an active and key role in planning and supporting their child’s education.
- To ensure all staff recognize the importance of teaching all children within our community irrespective of need.
- To utilise early intervention, observations and reviews as key strategies in addressing the needs of young children.
- To monitor and review individual needs of our children, so that we can effectively identify strategies that are flexible in response to the child’s changing need and so ensuring the momentum for learning and progress.
- To work in partnership with families and key professionals to provide coherent assessments and plans for learning as outlined in the provision of Educational Health Care Plans.
- To provide a local offer which reflects our strategies and key objectives in meeting the needs of children with special educational needs in partnership with our staff, parents/carers and the Local Authority. Hackney Learning Trust Local offer can be found here:
<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id= KTBic1ziOo>

DEFINITION OF SPECIAL EDUCATIONAL NEEDS. (CODE OF PRACTICE 2015)

- A child has special educational needs if they have significant learning difficulties in comparison to the majority of children of the same age or if they have a disability which prevents or hinders them from using educational facilities generally provided for children of the same age. Special Educational Provision is provision which is additional to or different from the educational provision made for children of the same age in mainstream schools.
Special educational needs and disability code of practice: 0 to 25 years

EARLY IDENTIFICATION

CHILDREN KNOWN TO HAVE SENDD BEFORE ADMISSION

We may be given information about a child who has SENDD (special educational needs and disability) by parents or outside agencies prior to admission. If a child known to have SEND we will link with their family/setting to ensure a smooth transition. The SENDCO (Special Educational Needs Co-ordinator) and keyworker will visit the child in the setting/at home to enable parents/carers to share any significant information as well as gain an insight into the child's needs and interests. The voice of the parent will be **paramount**, and we will use the information provided by the parent in conjunction with other agencies, (where applicable) to plan for a smooth transition, to maintain and further ensure rapid progress for the child. A pre-admission meeting will be held with parents and all professionals involved so that arrangements can be in place when the child starts nursery.

IDENTIFYING SENDD AFTER ADMISSION

For some children it is only apparent after they have started nursery that they may have some form of SENDD. The school will be continuously assessing children through observations and interactions with the child. Should a child be determined to have a SEND, the school will ensure the following:

Have undertaken observations of the child

Discussed observations with the parent/carer to establish whether there are any similarities at home.

Modify strategies to in partnership with parents/carer to further support the child.

Should the child continue to display SEND and the initial strategies have not been effective a more formal process of intervention will be implemented and reviewed again ensuring the **parents/carers are active participants**.

SYSTEMS FOR SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Many children will need some extra support during their time in school. For many this will be for a short time, but others may require more long-term provision. At each stage of provision the child's needs and the effectiveness of the provision will be reviewed.

Support offered to children, families and staff:

- The school recognizes that early intervention is essential and at Wentworth we seek to identify special needs early on and to plan for intervention through observations and discussions with colleagues; with the child's keyworker taking the initial lead.
- We discuss concerns as early as possible with parents and seek to work in partnership with them.
- We recognise that parents are the experts on their child, and it is through partnership working that we can achieve the best for the child.
- We have some additional staff who are available to support some children with complex special educational needs but do not have an EHCP (Educational Health Care Plan, this is a legal document that outlines the child's needs and provision to support her/him).The school will always comply with EHCP requirements. The school will employ the following criteria when determining which children will be offered additional support who do not have an EHCP who has difficulties relating to:
 - Communication and interaction difficulties
 - Cognitive difficulties
 - Social and emotional difficulties
 - Sensory and/or physical difficulties

In addition, the school will consider the severity of the need specifically (severity of need will be determined by the gap between expected attainment and current attainment). When considering the severity of need the school will also consider:

 - The impact on learning and progress
 - The impact on access and participation to the curriculum
 - The impact on personal and social development.
 - In addition to the above, consideration will be given to children who are known to social services, have a Child protection plan or a CIN plan.
 - Support plan reviews: this is reviewing specific priorities with parents/carers and relevant professionals such as the child's keyworker and speech and language therapist (SALT).
 - We work in partnership with multi-disciplinary professionals including an Educational Psychologist, Speech and Language Therapist and Specialist Teacher.
 - We use our budget to employ a Speech and Language therapist to support the effective enhancement of children's communication and language development.
 - Training and Implementation of specific strategies to enhance the learning of children including: Picture Exchange System (PECS), Lego Therapy (using key roles to promote verbal and social interaction and attention group: to enhance children's attention through highly motivating experiences within a small group.

The Individual Needs staff meeting (at least once every half term) is the forum for:-

- Enabling children to make substantive progress in their learning.

- Formally discussing concerns about any area of a pupil's development or performance.
- Informing all staff about a change in circumstances of a pupil that may impact upon their behaviour, for example a change in home life.
- Informing staff about aspects of a pupil's SENDD that all staff need to know; e.g. dietary restrictions or requirements; behaviour plan for named pupil; visual or hearing difficulties and strategies for dealing with these.
- If a pupil is not demonstrating substantive progress in their learning, they must be discussed in this meeting. At the meeting decisions will be made about appropriate actions to meet a child's individual needs, which might include:
 1. all staff being consistent in their response to a particular behaviour.
 2. more information to be gathered within nursery
 3. review within a specified time period
 4. staff/SENDCo or Head teacher to meet with parent/s or carer/s
 5. agree to make a referral to an outside agency

COORDINATION OF PROVISION

- The Headteacher, Ben Hasan, is responsible for the overall provision.

The SENDCO has responsibility for co-ordinating provision for all pupils with identified SEND, and the day to day running of this policy, by:

- Informing parents
- Liaising with other professionals
- Chairing the half termly Individual Need's staff meeting
- Monitoring and reviewing Support plans delivered by Learning Support Assistants and Keyworkers
- Preparing and giving advice at Reviews (Annual and Interim) of Educational Health Care plans
- Writing school advice to inform on the Statutory Assessment of Educational Health Care plans
- Maintaining the SEND register
- Co-ordinating provision for children with SEND both internally and externally in concert with the L.S.C. (learning support co-ordinator)
- Liaising with parent/carers.
- Delivery of training in consultation with the specialist teacher for SEND, SALT and LSC.
- Observing children and monitoring progress including through LSA meetings, and support plan reviews

Learning Support Assistant Coordinator

The named LS Coordinator of Wentworth Nursery School is Dona Davis and is responsible for:

- Ensuring all children who have support from a LSA are making substantive progress and or revising strategies in consultation with the SENDCO, SALT and the child's keyworker.
- Coordinating the LSA team
- Organising specialist interventions such as Complex group, and attention group.
- Facilitating records are kept of children's progress and such information is used to further develop children's learning.

Partnership with Parents/Carer

We understand that parents are their child's first educators and are experts about their child's interests and needs. Through the key worker system we have informal daily contact with parents. As soon as we have any concerns about any aspect of a child's development, we will discuss this with parents to decide how the child can best be supported at school and at home. Parents will actively contribute to children's learning priorities and contribute to such priorities at home. If the Educational Psychologist or any other agency needs to be involved, parents need to give their permission for referrals to be made. Parents will be involved at review meetings and consulted through all stages. We will work together with the parents to help plan the next stages for their child. The Learning Support Co-ordinator can facilitate visits to other settings and schools so that parents can make fully informed choices, should this be necessary.

How our support is differentiated

- The first tier of our support will be through our differentiated provision involving keyworkers, and the whole school staff.
- The second tier involves more focused intervention involving the formulating of a specific plan of priorities and strategies to support the child in partnership with parents/carers. This is likely to include an educational support plan: (strategies and targets).
- The third tier involves the Educational Psychologist and outside agencies in making provision to meet the child's needs in partnership with the family.
- Should the child have persistent difficulties such that their needs cannot be met through the above levels of support, then the child will be referred to the LEA for a statutory assessment; with the aim of achieving an Education Health Care Plan. Hackney Learning Trust local offer which describes the EHCP process can be found here:
<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id= KTBic1ziOo>

Local Offer

Wentworth Nursery School and Children's Centre Local Offer (the above and the following underpin what we do to support children with SEND. This includes the following key principles:

- We are a State maintained Nursery School and Children's Centre and as such are inclusive to children within the local community as determined by Hackney Learning Trust admission guidelines.
- We use observations, consultations with the child to ensure the child's voice is always paramount.
- We assess children through observations, discussions with parents and engagement with wider professionals.
- We utilise children's interests as a key strategy in moving young children's learning on.
- We uphold children's entitlement to a broad, balanced, challenging and in-depth curriculum.
- We recognise the value of children learning with their peers, through high quality challenging play based learning experiences.
- We recognise that parents/carers are key to the success of children's educational outcomes and as such they are active participants in their child's learning journey.
- We recognise that where children's educational needs may be complex or particularly significant an Educational Health Care (EHCP) plan may be required. An EHCP is a legal document outlining the child's needs, the important role of the parent/carer and any additional provision the child may be provided with to enable him/her to be better placed to reach his/her full potential.
- Educational Health Care plans can be requested by the school or by the parent/carer, in which case parents/carers will need to make an application to The Hackney Learning Trust.
- When making a request for an EHCP, a formal assessment will need to be undertaken by key professionals including a statement by the parent/carer of their child's special educational needs.

- We ensure for those children with most complex and significant needs additional support through the provision of a highly experienced Learning Support Assistant is aimed to be provided during the period of assessment as is possible within our school.
- We recognise that transition from home to nursery school and indeed from nursery to Primary School is a significant step for a young children and family. Consequently there are planned visits to the new primary school in partnership with the parents/carers and indeed with key professionals from the new school, to discuss the child's key interests and educational needs to ensure an effective transition so the child is feeling confident and secure about the next step in her/his educational career.

COMPLAINTS PROCEDURE

We recognise, because of the possible emotional nature of SEND, any complaints from the parents need to be treated with care and sensitivity. If the matter cannot be resolved through discussion with the teacher (/Keyworker?) or SENDCO, then the parents should be referred to the Head teacher. If this is not satisfactory the parents of children with an Education and Health Care Plan can be referred to the appropriate person in the SEND Section at the Hackney Learning Trust.

LINKS WITH OTHER SCHOOLS AND SETTINGS

When a child with SEND will be transferring to primary school, the SENDCO and/or class teacher from the next setting will be invited to come to the last review and planning meeting in order to organise the transition programme; the parent/carer will be involved as will any relevant professionals. The child's next teacher will be invited to come and visit them at Wentworth Nursery School. The SENDCO ensures that copies of all records are sent to the school before the end of the child's last term.

The records will include: Support plans, minutes from meetings, reports from professionals, EHC plans, Annual Reviews (where appropriate) and any practical information about the child themselves and how we have managed meeting their needs at Wentworth Nursery School. They are put together in a very visual form so that they can be easily accessed. The information needs to be kept up to date and in a form that can be shared with the child and their parents.

MONITORING AND REVIEW

- This policy will be reviewed as part of our rolling programme of policy review, or as and when LEA or national directives necessitate it.

- Keyworkers will monitor the progress of the children with SEND in partnership with parents/carers.
- The SENDCO will monitor the effectiveness of the support given to the children on the SEND register by reviewing all Support plans, EHCP, and annual reviews.
- The SENDCO will monitor the progress of individual children to ensure all children are making substantive progress in their learning.

Policy to be reviewed: February 2022