



## Special Education Needs & Disabilities Policy

### RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

**Article 3** - The best interests of the child must be a top priority in all things that affect children.

**Article 23** - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

**Article 28** - Every child has the right to an education.

**Article 29** - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### RATIONALE

The Nursery Schools Federation Governing Body is committed to ensuring that the necessary provision is made for every pupil that has special educational needs.

'All children are special' - some have different needs to enable them to compete on a level playing field.

### CONTEXT

A child is defined as having special educational needs if he or she has a learning difficulty on a long or short-term basis which may affect that child's ability to progress in a specific area of the curriculum or a generally across the whole curriculum, or it may mean that a child has a disability, which needs different educational facilities from those generally provided by Selly Oak Nursery.

SEN covers the range of ability from significantly below the normal to significantly above the normal within this particular age group.

A child's SEN may result from cognitive, physical, medical, sensory, behavioural or social and emotional difficulties.

### AIMS:

The overall aim of this policy is to improve the outcome for every child with a Special Educational Need & Disabilities (SEND) in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved through the following (specific) outcomes:

- To provide all children with a broad and balanced learning environment that is committed to the integration of children with Special Needs. Our philosophy is that all children should have the opportunity to develop their full potential alongside other children in an educational environment.

- Making SEND provision an integral part of our School Improvement Plan.
- Enable successful transition of SEND pupils to the next stage in their education.
- Each Pupil to have an individual learning programme.
- Arrange specialised provision in small groups to meet the needs of individuals as resources allow.
- Enable all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- Ensure that appropriate staffing and funding is in place for pupils with SEND.
- Ensure that all local committee Federation Governors, particularly the SEND governor (Mrs Linda Pain) are up to date and knowledgeable about the School's SEND provision.
- Developing a complementary and consistent Disability Equality scheme that reflects the legal duty of the Federation Governing Body to promote equality of opportunity between disabled people and other people.

### **ROLES AND RESPONSIBILITIES.**

The Head Teacher, Special Educational Needs Co-coordinator (SENCO) and the School's leadership team has responsibility to ensure the implementation of the Special Educational Needs & Disabilities (SEND) Policy.

- The appointed governor for SEND plays a vital role in ensuring that SEND stays on the Federation Governing Body agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEND. This includes making all staff who are likely to teach these pupils aware of those needs.
- The Local Committee Federation Governors and the Friends of SONS shall receive regular reports from the Head Teacher, Special Educational Needs Co-coordinator (SENCO) and the named SEND Governor on the practical implementation of this policy, highlighting any issues of concern and follow up actions.
- The Federation Governing Body shall receive an annual report from the SENCO as part of its wider monitoring and evaluation role.

### **ETHOS**

Within any Nursery School a good working relationship with parents/carers is important in the education and development of every child. We welcome a parents/carers guidance and knowledge because they know their child best.

- We actively encourage parents/carers to feel welcome and able to discuss any concerns that they may have.
- At Selly Oak Nursery, we are a close caring community and know the children well,
- However, if any member of staff has a concern about a child in our care, they will raise this with the child's key worker who will liaise with the SENCO. The key worker / SENCO will meet with the parents /carers to discuss any action that may need to be taken (if appropriate).
- Our Nursery School welcomes the opportunity for both parents /carers and children to come for visits prior to starting Nursery and to discuss ways in which the Nursery can meet the child's individual special educational needs. Our Induction process enables a smooth transition, adapted to individual needs.
- We actively promote mutual respect amongst the child's peer group through our strong PSE curriculum.

We support known SEND children coming in to the school, by visiting them in their home and previous settings.

We have links with our local schools in order to ensure effective transition into their new school.

We aim to meet the needs of the more able child through a differentiated curriculum.

### Procedures

1. Identification of SEND will be made as early as possible through:

- Discussion with parents when they register their child for a place at Nursery.
- A home visit by the child's key worker.
- An entry assessment and ongoing observations of the child.
- Working closely with external agencies when necessary

2. We use early identification sheets to record any concerns. Staff keep daily logs on children where they are concerned to try to identify patterns of behaviour and triggers.

3. The school will follow the 'Assess, Plan, Do, Review cycle as outlined in the Code of Practice, 2014. 3-stage model as outlined in the Code of Practice. The first two stages are school based, the 3<sup>rd</sup> stage being statutory assessment.

4. Support will be given to the child and their family as far as resources allow, in a manner considered to be the most effective.

5. The school will involve parents /carers at each stage to discuss targets set and to assess progress. A regular review will take place with all agencies involved in the child's progress according to the Code of Practice.

Our Nursery has a designated member of staff (SENCO) who has responsibility for all children with Special Educational Needs and Disabilities.

The SENCO will be responsible for: -

- The day to day operation of the schools SEND policy.
- Providing support in drawing up SEN and Early Years Support Plans / Behavioural Plans.
- Liaising with colleagues, external agencies and parents /carers
- Referring children thought to be in need of statutory assessment.
- Consulting with the Head Teacher and keeping them informed about concerns.
- Maintaining the SEND register and any relevant monitoring and assessment documentation.

Sometimes a child may show a particular talent or high ability in one or more aspects of learning. We feel it is important to encourage and extend learning for these children.

Daily planning for focussed activities in each area of learning is differentiated to take account of all learning abilities, including the more able child. Through differentiated grouping we aim to provide extended activities which will help motivate and challenge.

**At Selly Oak Nursery School we aim to meet the needs of all children enabling them to progress and achieve during their time in our school.**

**Complaints process for children with SEND**

If you have a concern or complaint about your child please speak with the SENCO or Head Teacher. The complaints policy will then be followed.

The School SENCO is Laura Foster

The current appointed Governor for SEND is Linda Pain

## **WHAT CAN I EXPECT AT SELLY OAK NURSERY SCHOOL IF MY CHILD HAS SPECIAL NEEDS?**

### **Open and honest communication**

We have a member of staff called the Special Needs Coordinator (SENCO) who will explain everything to you and make sure you understand what is happening.

We will make all the information we need to share with you jargon free and accessible.

The SENCO will make sure that all necessary school staff are aware of your child's needs and worries.

The SENCO will ask your views when it is proposed that your child needs additional support. She will explain what will be provided and what outcomes are expected.

Your child's progress will be reviewed regularly and you will be invited to school to discuss the outcomes and give your views. Your child will also be able to give their views.

### **Appropriate and effective Teaching and Learning**

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum.

A range of resources will be available in all learning areas to support learning for children operating at different levels.

Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs.

The school will provide support for children if they need support with managing their own behaviour and/or build up skills and confidence in dealing with social situations.

The school will provide a range of interventions in literacy and maths both small group and individual to enable children to "catch up" and/or to make progress from their starting point.

The school will ensure that children with additional needs and their families are able to participate fully in the social life of the school.

## **A Partnership approach**

We will work in partnership with you to identify the needs of your child and put in place the correct support.

The school may ask your permission to consult with an outside agency e.g. Educational Psychologist, Speech and Language Therapist, where they feel school staff need specialist advice to be able to meet the needs of identified children.

Where specialist support and advice is needed (e.g. Educational Psychology; specialist teaching) the school will engage appropriately qualified and registered practitioners to provide that support and advice.

The SENCO will involve you in all decisions and take your views into account at all stages of the identification and support process.

The school will involve your child in decisions and will take account of his/her views as far as possible depending on the child's age and level of understanding.

Should the school be unable to meet all of your child's needs they will help you to access other services within the LA to find the right provision for your child.

We will be happy to give you contact details for organisations who can give advice and support in relation to your child's needs.