

St Paul's Church Nursery School

Special Needs Policy

Our Nursery aims to have regard to the DfE SEND Code of Practice (revised 2014), Children and Families Act 2014, and the Equality Act 2010. These form the basis of our identification and assessment of Special Educational Needs and our aim is always to provide an inclusive, welcoming and appropriate learning opportunity for all children.

From September 2014 the provision for children and young people with SEND (0-25 years) has changed and they will now be supported by a new single education, health and care plan (EHCP), instead of the current 'statement of special educational needs (SEN)'. Families should now be more actively engaged in reviewing and accessing the services available to them through the Local Offer (see below). Furthermore, a single category 'SEN Support' will replace Action and Action Plus categories.

The areas of SEN needs that may be identified are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

There is a requirement on the Local Authority to publish a Local Offer of SEND services. This Local Offer, should enable parents to see more clearly what services are available in their area and how to access them. All areas of provision and agencies, including education, health and social care are required to contribute to this, including early years settings such as our own.

Information can be found on;

[Surrey County Council – Our local offer – support and advice for children and young people with SEND.](#)

SEN Provision at St. Paul's Church Nursery School

We follow the EYFS framework which, along with formative ongoing assessment of all children's progress, enables us to identify and support children with SEN or disabilities, and promote equality of opportunity (see Equal Opportunities Policy, in particular Part 3 Inclusion).

Our system of observation and record-keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Our Key Person system ensures that an adult is especially responsible for, and close to, a small group, so each child receives plenty of adult time and attention. Parents are encouraged to informally discuss any concerns with their child's Key Person or Head. We also hold regular parent/Key Person meetings in which we discuss the child's progress and share information.

The school is an open plan nursery with free access to outdoor play. Easy access is available to the outside for children with physical disabilities. The school is situated in the southern part of the town, with shops, a park, woods and open countryside all within walking distance. This provides a rich environment for children to have real life experiences. Short local trips out sometimes occur to encourage increased use of language and extend social development.

If at all possible, the physical environment will be altered or adapted to accommodate a child with Special Needs.

Activities will be adapted where necessary to enable children with Special Needs to take part.

The Nursery will aim to ensure the privacy of children with Special Needs, as with all children, when intimate care is being given. (See Intimate Care Policy)

All members of staff are encouraged to attend training courses in order to best meet the needs of the children in our care.

Children with special needs, like all other children are admitted to the Nursery after consultation between parents and the Head teacher, and are home-visited prior to admission.

Procedures

When a child is at Nursery and appears to be behind expected levels or, progress gives cause for concern, we would consider all the information about that child's learning and development. This would come from detailed observations within the setting, feedback from key person/parent meetings, as well as formal checks/assessment beyond the setting (if available). The Key Person and SENCO would work with the parents to complete an IEP/ISP with 3-4 targets which will focus on strategies that are additional to the normal differentiated curriculum, in order to best meet the needs of the child. We work in liaison with other professionals such as SPLTs, HVs, psychologists, social workers, paediatricians and Portage workers, in order to meet children's specific needs.

If it is felt that a child's needs cannot be met in the Nursery without the support of a one-to-one worker, funding will be sought to supply one. Also, input from other agencies may indicate the need for completing an Early Help Assessment (Enhanced Local Offer).

If on reviewing the EHA, ISP/IEP, it is felt (in consultation with the child's parents/carers) the child has not made expected progress, then we would consider requesting an Education, Health and Care needs assessment (previously Statement of Special Educational Needs). At this stage we, along with the Local Authority, parents and other agencies involved, would work together, through individualised targeted support to achieve the best outcomes for that child.

The Head Teacher is the designated SENCO and is responsible for;

- The day-to-day implementation of the schools SEN Policy
- Advising staff on meeting a range of needs
- Co-ordinating the staged approach to school based assessment (i.e. assess, plan, do and review)
- Maintaining effective record keeping to include observations by members of staff and through individual child assessment
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaison with HVs, Learning Support Services, SALT, Community paediatric team, EP, Portage etc.
- Liaison with external agencies, including Educational Psychology Service (EPS), the district health authority, social services, and the Area SENCO, and, where appropriate, the named representatives of voluntary organisations.
- Deciding with the Key Person and parents on targets for the IEP/ISP and the teaching strategies
- Arranging a review meeting at least once a term which involves those who have been working with the child
- Supplying information/reports for an EHA or EHCP as required and attending review meetings for these as necessary (co-ordinated via an online e-help system)

Key:

SEND Special Educational Needs and Disabilities

SENCO Special Educational Needs Co-ordinator

IEP/ISP Individual Education Plan/Individual Support Plan

SALT Speech and Language Therapist

EP Educational Psychologist

EHA Early Help Assessment

EHCP Education, Health and Care Plan

This policy was originally adopted at a meeting of St. Paul's Church Nursery School Management Committee on 8th May 2003 and reviewed on a three year cycle in line with the School Development Plan.

This policy was reviewed, adapted and agreed at a meeting of St. Paul's Church Nursery School Management Committee during the Autumn Term 2014.

Signed on behalf of the Management Committee _____

Signed on behalf of the Nursery _____ Date: _____

Review Date: _____