



**A secure and happy child today promotes a fulfilled, independent adult of tomorrow."**

## **Birchwood Nursery School**

### **Special Educational Needs Policy**

#### **Definition of Special Educational Needs (SEND)**

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them". (The Equality Act, 2010)

#### **1 Our Aims and Objectives**

**Our Aim:** At Birchwood we are committed to meeting the unique needs of all children, including children with special educational needs, disabilities and higher achieving children, to ensure they make progress and fulfil their potential.

**Objectives:** At Birchwood we will:

- ensure the Special Educational Needs of each child are identified, assessed, provided for and monitored;
- to work within the guidance provided in the SEND code of practice 2014;
- create an inclusive environment that meets the Special Educational Needs of each child, including specialist resources and equipment as necessary;
- ensure all children have access to an appropriately differentiated Early Years Curriculum that promotes high standards of attainment, achievement and enjoyment;
- recognise, value and celebrate children's achievements, however small;
- listen and respond to the child's voice, including their interests, learning styles, motivations, responses and behaviours;
- work in partnership with parents and carers in supporting their child's education;
- ensure the inclusion policy is implemented consistently and that all staff are familiar with commitment 1.2 (Inclusion Practice) within the Theme (A Unique Child);
- provide a Special Educational Needs Coordinator (SENDCo) who will lead on the implementation of the SEND policy ;
- identify the roles and responsibilities of staff in providing for children's Special Educational Needs and provide training as necessary;
- work in partnership with the LEA and outside agencies who provide specialist support and teaching for children with Special Educational Needs;
- ensure induction and transition procedures are in place to ensure all relevant information is shared as appropriate.

**2. Roles and Responsibilities:** The name of our Special Educational Needs Co-ordinator (SENDCo) is:

**Tracey Jackson (Nursery), teacher**  
**Angela Cumming (Pre-School), manager**

#### **3. Identifying Special Educational Needs**

The 2014 Code of Practice says that:

A child has SEND if they have a learning difficulty or disability that make it harder for them to learn than most other children of about the same age and which calls for special educational provision to be made.

Special educational needs could mean that a child has:

- learning difficulties – in acquiring basic skills in school
- emotional and behavioral difficulties – making friends or relating to adults or behaving properly in school
- specific learning difficulty – with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing or visual impairment, which might affect them in school
- communication problems – in expressing themselves or understanding what others are saying
- medical or health conditions – which may slow down a child's progress and/or involves treatment that affects his or her education.

Some children may not have SEND but other factors may impact on their learning:

- disability;
- attendance and punctuality;
- health and welfare;
- EAL;
- Being a looked after child;
- Being in receipt of EY pupil premium or 2 year old funding;
- Being a child of a serviceman/woman

The SENDCo will:

- work positively with all members of Birchwood Nursery and Pre-School to promote inclusion;
- ensure appropriate procedures are in place, working with, and including children with SEND and disabilities;
- liaise with practitioners and external agencies to ensure planning and assessment is differentiated to reflect the needs of children with SEND and disabilities;
- maintain an 'SEND Register' naming the children with SEND and disabilities and their stage within the SEND code of practice;
- keep practitioners updated regarding the needs of the children with SEND or disabilities;
- offer advice and support to nursery practitioners, particularly key person's, to observe and identify children's strengths and areas for further development, then to develop meaningful "next steps" and provide appropriate strategies;
- liaise with parents offering advice and sharing strategies to promote a consistent approach. Complete a Common Assessment Framework (CAF) and organise Team around the Family (TAF) meetings, as appropriate;
- co-ordinate external specialist provision and contribute to assessments and reviews;
- co-ordinate induction and transition procedures to ensure all relevant information is shared as appropriate to ensure a smooth transition for children with SEND and disabilities between settings;
- work closely with the Governors on the teaching and learning committee and practitioners to ensure Birchwood's SEND policy and Inclusion policies are adhered to;
- monitor and evaluate the SEND policy and report to the governing body on its effectiveness and use of SEND resources;
- complete, and update as appropriate, a provision map to inform practitioners, governors and parents of the SEND provision made by the Nursery;

- ensure the Nursery's SEND Offer is available on the Nursery website to inform parents of our SEND provision

The Governors on the teaching and learning committee are responsible for SEND provision. Their role is to keep the governing body informed about the Nursery's SEND provision and how the Nursery is meeting the statutory requirements.

### **3. The admissions arrangements for children with SEND are:**

Children with SEND will be admitted to Birchwood in line with our Admission Policy and the statutory requirements of the SEN and Disabilities Act (2001).

Birchwood's admission policy states that children with additional and special educational needs must be admitted as a priority.

The admissions process is the beginning of a partnership between the practitioners and parents. At Birchwood the practitioners are committed to meeting the needs of all children and promoting the culture and ethos of inclusion within the settings. Parents are requested to inform us of any special educational needs, medical conditions, allergies or any other concerns they may have on the Admission Form. Home visits are also offered to enable parents to discuss their child's needs with their child's key person. The children's centre outreach team or other professionals may notify the SENDCo about children with additional needs, with parent's consent. This will enable the SENDCo to put into place actions to support each child, such as, a differentiated curriculum or specialist resources.

### **4. Specialist facilities and staffing:**

Please refer to the 'Local Offer' for Birchwood Nursery School on our website.

The teaching staff will include an experienced, qualified SENDCo teacher. The SENDCo's and Headteacher will keep fully up to date about SEND issues through reading, attendance at specialist training and cluster meetings and discussions with outside specialists. All practitioners will be kept up to date informally by the SENDCo and formally at staff meetings, by access to courses, through the expertise of Inclusion and Disability Support Services (IDSS).

At Birchwood Nursery School a qualified teacher is in the classroom at all times. Adult to child ratios are at most 1:10. We provide a wide range of resources to promote and assist the learning and development of all children.

The large majority of our practitioners are qualified to level three, and have had training in paediatric first aid. All have a basic knowledge of Makaton training and using visuals. We have a dedicated member of staff who is our Communication champion. She carries out the Wellcomm programme and supports individual children and parents with language development. Some practitioners have had further training on epilepsy, autism and downs syndrome.

The Governors will ensure that they are kept up to date of their statutory responsibilities by attending training and receiving regular updates from the SENDCo.

**5. Curriculum:** At Birchwood our curriculum is based upon the Early Years Foundation Stage (EYFS) areas of development for all children, including children with SEND and/or disabilities. Activities are differentiated to be relevant to the abilities, interests' developmental levels and needs of each individual child, as appropriate.

### **6. Identification, Assessment and Reviews of children with SEND and /or Disability:**

At Birchwood we follow the SEND Code of Practice on the identification and assessment of Special Educational Needs. We offer a graduated response to intervention, recognising that there is a continuum of SEND. Children with an identified additional need will have access to a differentiated curriculum and a level of support necessary to allow the child to access all activities as fully as possible. Parents will be kept fully informed at all stages

A support plan and, where appropriate, Medical Care Plan (MCP), will be written and reviewed half-termly or as necessary. An environmental risk assessment will be conducted as appropriate. A IEP will contain clear, achievable targets for learning and development that identify the individual needs of the child. All children will be assessed on entry to the nursery. Children who are identified with an additional need will be monitored by the SENDCO and key person.

### **Graduated Response to SEND:**

At Birchwood we have adopted a graduated approach to ensure that all children make good progress. We do this through a cycle of assessing, planning and reviewing our provision. Through our Provision Map we demonstrate our universal provision, available to all children, and the additional support and interventions we offer to meet the additional needs of children, including those with Special Educational Needs and/or a disability.

The areas of need include:

- cognition and learning (early learning and play);
- communication and interaction;
- sensory and physical;
- social, mental and emotional health

(SEND Code of Practice, Children and Families Bill 2014).

Details of Birchwood's Local Offer, Provision Map and SEND Pathway can be viewed on Birchwood Nursery School website

## **Our Provision Map**

### **Wave 1 (Universal Services)**

This is the universal provision offered to all children at Birchwood. The Head, class teachers and manager of the Pre-School are responsible and accountable for the progress and development of all children in their work bases.

All children will have access to a broad and balanced curriculum and their progress will be monitored and assessed through the development levels of the Early Years Foundation Stage (EYFS) and WellComm Speech and Language Assessments. Achievements and progress will be monitored and documented in a Learning Journey. Assessment of each child's achievements and progress is ongoing and is shared with parents / carers.

At Birchwood all children are valued. We recognise each child as an individual with unique learning needs. Children's previous experiences, learning styles, motivations and interests are used to plan meaningful, stimulating and challenging learning opportunities.

High quality teaching ensures the curriculum is differentiated for individual children and is the first step in responding to children who may or may not have SEND.

Regular pupil progress meetings are held to monitor children's progress and ensures that children at risk of under achieving are identified and strategies and support put in to place.

Our learning environment provides opportunities for all children to be included in the setting as a whole:

We have a wide range of differentiated play equipment, which are regularly changed, in two classrooms and a shared outdoor area modelled on the 'workshop' approach, with continuous provision inside and outdoors.

Structured learning sessions are held twice during the three hour sessions. These sessions provide opportunities to ensure consistent progress in areas of the curriculum not always advanced by the continuous provision.

All work bases have additional learning support assistant who may be allocated to support individual or groups of children.

### **Wave 2** (catch up)

When a child is assessed as working at developmental levels lower than those typical of their chronological age or are not making progress, then the SENDCo will consider moving to Wave 2.

At Wave 2 the SENDCo will introduce additional support to help the child to make progress and 'catch up'. This will be offered through:

- targeted / focussed one-to-one and /or group activities;
- planned interventions;
- targeted resources;
- individual / specialist equipment (with care plan if necessary)
- environmental adjustments e.g. quiet areas.

Birchwood has a dedicated speech and language practitioner who is the communication champion for the school. She assesses children's speech and language development and works with individuals and groups of children on the Wellcomm programme and with speech sound activities.

Weekly staff planning meetings are held which involve evaluation of strategies and plans for individual children and to agree any changes.

### **Wave 3** (SEND)

Children who have an unmet additional need will be at Wave 3.

At Wave 3 a child's needs will be monitored through a support plan displaying:

- differentiated provision;
- small targeted steps;
- strategies;
- resources.

Knowledge and advice from relevant professionals and outside agencies may be sought with parent's consent. The SENDCo and nursery practitioners will use specialist knowledge and advice about a child's individual needs to enable them to make progress and reach their full potential.

A referral for exceptional needs funding may be made for extra support or funding.

A Families First assessment may be completed.

Team around the Family (TAF) meetings may be arranged. This is an opportunity for the family and professionals to discuss how a child's additional needs can be met.

An Education, Health and Care Plan (EHCP) may be initiated. (Children and Families Bill 2013).

**7. Complaints:** The complaints procedure for SEND will follow Birchwood's complaints procedure. Complaint forms are available at the main office.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with their child's key person. If a concern continues then the SENDCo will discuss the concern with the parents / carers. At this stage the Headteacher and Chair of Governors may be informed.

**8. SEND Training:** The SENDCo will attend training courses, relevant for her professional development, on children with special educational needs and disabilities.

All practitioners will attend relevant courses, which will be organised by the Head Teacher and evaluated through the school's professional development and performance management policies.

**9. Partnership with Parents and Carers:** At Birchwood, if we feel that a child is having difficulties then their parents will firstly be approached by their key person. If necessary a meeting with the SENDCo will be arranged to discuss and share any concerns and agree on the next steps.

If contact needs to be made with any outside professionals then the SENDCo will always obtain a written agreement from the parents before going ahead. Parents will then be involved by way of arranged meetings in any discussions and decision-making regarding any arrangements that need to be made about their child's individual needs.

Parents will always be invited to reviews of their child's progress.

**10. Links:** Links will be maintained, with parental consent, with other professionals and agencies, including:

- Health Visitors;
- Medical Professionals e.g. Paediatricians; Occupational Therapists (OT); Physio Therapists; Speech and Language Therapists (SALT);
- The Child Development Centre;
- Educational Psychiatrists (EP);
- Inclusion Teachers;
- Children's Integrated Services;

Family support may be sought from the child's children centre and links maintained with the Outreach Workers/Family Support Workers.

Links with other educational settings are made with dual settings and during transition to ensure changes are managed as smoothly as possible for all concerned. Information regarding the child's progress is shared with the new setting. The child's Learning Journey is kept by the child and family.

**11. Monitoring and evaluation of our SEND policy:** Our SEND Policy will be monitored and evaluated via termly reports to the governing body. School governors are responsible for an annual review of the policy. A copy is available to read on the website and a hard copy can be accessed from the main office.

Tracey Jackson SENDCo: July 2017  
Review date: July 2020