

# York Road Nursery School & Pre-School



## Special Educational Needs and Disabilities Policy

Policy written June 2021. To be reviewed June 2022.

This policy represents the agreed principles for Special Educational Needs and Disabilities throughout York Road Nursery & Pre-School and should be read in conjunction with our 'SEND offer' (SEND Information Report). Please ask for a copy of that document or find it on our website at [www.yorkroad.herts.sch.uk](http://www.yorkroad.herts.sch.uk)

#### Definition of Special Educational Needs and Disabilities (SEN)

'Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them', as defined by the 'Special Educational Needs and Disability Code of Practice 2014: 0 to 25 years'.

#### Introduction

This policy is in line with the Code of Practice 2014, the Disability Discrimination Act (DDA) (1995) and the Equality Act 2010.

The Special Needs Coordinator (SENDCO) is Diane Frainer. She can be emailed at [head@yorkroad.herts.sch.uk](mailto:head@yorkroad.herts.sch.uk)

Shirley Parker is the named Governor with particular interest and responsibility for SEND and Inclusion. Melissa Jeeves is the SENDCO assistant for the Nursery School and Pre-School and Charlotte Armstrong is the SENDCO assistant for Yorkies Daycare.

At York Road Nursery & Pre-School School, we strive to provide a broad and balanced curriculum for all children enabling them to become confident young children with a growing ability to communicate their own views, who are eager to learn and will be ready to make the transition into full time education.

The Early Years Foundation Stage curriculum is our starting point for planning which meets the specific needs of individuals and groups of children. When planning together, key staff set appropriate learning challenges and respond to individual children's diverse learning needs. Some children have barriers to learning which may mean they have special needs and require particular action by the staff.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, staff will consider all the information about the child's learning and development from information from parents/carers, staff observations, reports and advice from outside professionals and more detailed assessment of the child's needs. Staff will pay particular attention to information on a child's progress in the four broad areas specified in the SEND Code of Practice

- Communication and interaction
- Cognition and learning
- Behaviour emotional and social development
- Sensory and/or physical development

A delay in learning and development in the early years may or may not indicate that a child has SEND, that is, they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there will be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of system such as the Families First Assessment, should be adopted.

Children may have Special Educational Needs and Disabilities either throughout or at any time during their time at nursery. This policy ensures that curriculum planning and assessment for children with Special Educational Needs and Disabilities takes account of the type and extent of the difficulty experienced by the child.

### Aims and objectives

The aims of this policy are:

- to enable all children to have full access to all elements of the curriculum
- to create an environment which meets the Special Educational Needs and Disabilities of each child
- to ensure that the Special Educational Needs and Disabilities of children are identified, assessed and provided for
- to make clear what all parents and carers can expect from the setting
- to identify the roles and responsibilities of all staff in providing for children's Special Educational Needs and Disabilities
- to ensure that parents are able to contribute in supporting their child's education
- to ensure that our children have a 'voice' in this process

### Educational Inclusion

At York Road Nursery & Pre-School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Identifying and assessing SEN for young children whose first language is not English requires particular care. All early year's practitioners should look carefully at all every aspect of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly any trauma or stress, and to take part in learning

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

### Sensory Trails

The aim of Sensory Trails is to facilitate sensory processing and sensory integration and to allow children to be in the optimum state of alertness and ready for learning. Some of the many benefits include:

- Improvement in self-esteem
- Development of physical skills (learning to skip, jumping, hopping and balancing etc.)
- 'Waking up' and being more readily engaged in group activities
- Improved communication skills
- Improved team-working skills
- An opportunity to develop individual skills in a safe and secure environment

Sensory Trails at York Road Nursery School take place 3 times a week in 2 sessions. The sensory trails run Monday, Wednesday and Friday and children attend either the 8:40- 9:00am session or the 12:10-12:30pm session. Sensory trail groups are kept at around 4-5 children per session, this allows the best interaction and productivity during the trail. Sensory trails take place in the garden room at York Road Nursery School and all the resources are stored here.

Children are highlighted as possibly needing sensory trails by key teachers, support staff, prior knowledge of SEND or as recommended on a child's EHCP.

If it is suggested a child attend sensory trails a permission form is sent home to the child's parent/carer and only then with the parent/carer's consent will the child be added to the trails.

### Special Educational Needs and Disabilities

Children with Special Educational Needs and Disabilities who have learning difficulties which call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

In order to gain a picture of each child, detailing their strengths, interests and needs, all our children are assessed on entry, enabling us to build upon their prior learning.

If our assessments show a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with SENDCO TEAM, the child's Key Teacher will offer interventions that are 'different from' or 'additional to' those provided as part of usual teaching practices. The Key Teacher will keep parents informed and draw upon them for additional information. If the SENDCO TEAM, Key Teacher and parents feel the child would benefit from further assessments of their needs, these will be implemented.

The Individual Assessment of Early Learning and Development (IAELD) is designed to be completed if practitioners are concerned about a child's rate of progress, or when some of their skills appear to be delayed. The IAELD assesses a child's skills within the setting and will be completed in collaboration with parents or carers.

Following on from this assessment we will record the strategies used to support the child within an Individual Support Plan (ISP). The ISP will show the short-term targets set for the child and the teaching strategies to be used, together with the planned outcomes and the date for the plan to be reviewed. In most cases, these reviews will take place once a term. Parents will be involved in the drafting and review of each ISP. We will also ask parents to help and support their child at home to meet these targets.

If the ISP review identifies that advice is needed from outside services, we will consult parents prior to any referral being actioned to explain and gain consent and support. This may lead to 'additional' or 'different' strategies and external support inside or outside of the setting. External support services will provide information and advice for the child's new ISP.

If the child continues to demonstrate significant cause for concern, a request for an 'Education, Health Care Plan' (EHCP) will be made to the local authority. The SENDCO TEAM will start the process with the parents. Expert advice about the child will be sought from our linked Educational Psychologist and other relevant agencies. Their advice will be used to support the request.

#### 'Education Health and Care Plans (EHC Plans)'

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and Disabilities of the child, they have not made expected progress, the setting will consider requesting an Education, Health and Care needs assessment.

Where a child has an EHC plan, the local authority must review that plan as a minimum every six months if the child is under five. As part of the review, the local authority can ask us to convene and hold the review meeting on its behalf. A representative from the Special Needs Team will be responsible for the drafting of the initial plan and any reviews.

The purpose of an EHC plan is to make special educational provision to meet the particular needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person if appropriate
- provide a full description of the child or young person's Special Educational Needs and Disabilities and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

#### Providing the support specified in the EHC plan

- Section F of the EHC plan specifies the special educational provision required by the child in order to ensure it meets their needs and enable them to achieve their desired outcomes. The local authority has a duty to make sure this support is provided. The SENDCO TEAM will have

been involved in the drafting or review of the EHC plan and will work with the Key Teacher and LSA (Learning Support Assistant) involved, to determine what can be provided from within the setting's own resources and what will require additional external expertise or further funding from the local authority.

### Local High Needs Funding

If a child needs additional support which is greater than our inclusive quality first teaching York Road Nursery School will work with parents and professionals to identify a pupil's needs and determine what level of funding would be needed in order for a school or educational setting to fully support a pupil. If appropriate, we can apply for Local High Needs Funding (LHNF). This funding may be used to purchase equipment, tools, specialist sessions and a variety of other resources.

### Behavioural Support

When we identify that we need additional support and advice regarding behaviour we work with the Hitchin Behaviour Support Service. They are a team who use combined experience and skills to support settings and children with Social, Emotional and Mental Health needs SEMH and SEND that are displaying challenging behaviours.

Their support may include-

- direct work with pupils
- advice and training for staff
- assistance with identification of needs
- development of strategies and policies

Individual work with children and school settings is through referral to the service. In addition, at York Road Nursery school we use STEPS which is a Hertfordshire Behaviour Strategy tiered system, to help identify the level of support required.

### Families First Assessment

The Families First Assessment, is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. The Families First Assessment is aimed at children and young people with additional needs which are not being met by their current service provision.

At York Road Nursery School the SENDCO TEAM:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and liaises with external professionals
- supports and advises colleagues
- oversees the records of all children with Special Educational Needs and Disabilities
- acts as the link with parents
- monitors and evaluates the Special Educational Needs and Disabilities provision
- manages a range of resources, financial, human and material, to enable appropriate provision for children with Special Educational Needs and Disabilities
- coordinates the provision of any bespoke training that staff may need to support children with special educational needs or disabilities

### Local Offer

Local authorities (in this case Hertfordshire County Council) must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which 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, and
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents

### Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the setting, including the provision for children with additional needs. She may apply, with parental permission, for Local High Needs Funding from Herts County Council if a child has exceptional needs or Inclusion Funding if a child may need some interventions and are showing emerging needs.

### Assessment

Early identification is vital:

- Key Teachers inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- Key Teachers and the SENDCO TEAM assess and monitor the children's progress in line with the developmental stages of the Early Years Foundation Stage. This is an on-going process.
- The SENDCO TEAM works closely with parents and their child's Key Teacher to plan an appropriate programme of support when this is needed.
- The assessment of children reflects as far as possible their participation in the whole curriculum. The Key Teacher and the SENDCO TEAM can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

Staff use a range of strategies to meet children's Special Educational Needs.

Individual Support Plans (ISPs), which employ a small-steps approach, break down the existing levels of attainment into finely graded steps and targets so staff ensure that children experience success from their own starting points.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible we do not withdraw children; although we may work in small groups, or in a one-to-one situation in other areas of the nursery to maximise their learning.

### Wellcomm

Wellcomm is a programme that we use that screens children who may need additional speech and language support. This is not a diagnosing toolkit. It helps support practitioners with the identification of potential problems so they can adapt their 'quality first teaching'. If a child is selected to be screened they will play games and activities with our lead experts which are provided from the toolkit and they will be scored against their actual age bands and rated Red, Amber or Green on a variety of Speech and Language tasks. If a child scores in the Red range we will ask you to visit one of the local Speech and Language drop in centres for further exploration if we feel that this would also be beneficial. If your child scores in Amber or Red we will also do additional small group work with our trained Wellcomm team in addition to their key teachers supporting them on a daily basis. Termly retesting ensures that we are addressing each child's current needs and what support we can put in place to assist them further.

### Transition

Before a child moves onto another setting or school, York Road Nursery will work with their parents and their new school to plan and prepare for transition. This will include a review of the SEN support being provided as documented by ISPs or the EHC plan. To support the transition, information will be shared by the current setting with the receiving setting or school, with parental agreement. We will also arrange for additional visits if required. This is usually in the Summer Term.

### Partnership with parents

At York Road Nursery & Pre-School we work closely with parents or carers in the support of those children with Special Educational Needs. We encourage an active partnership through an on-going dialogue with parents and an "open door" policy. Parents are vital to our support for children with Special Educational Needs. We have additional meetings with these parents to review the progress of their children against the targets set in the ISP and to set new targets, considering the child's needs as a whole. We inform parents of any outside intervention and advice and share the process of decision making by providing clear information relating to the education of children with Special Educational Needs and Disabilities and arrive at joint decisions based on all the available information.

### Pupil participation

At York Road we encourage children to take responsibility and to make decisions. This is part of the culture of the setting and relates to children of all ages and all abilities.

### 'Our Local Family'

Local Family (run by the charity Barnados), supports families. It brings together all the services available from different agencies, which makes it easier for families to co-ordinate their child's health, education and social care needs.

We work in close partnership with the Family Centre and specifically with Outreach workers who are there to help families. Referrals can be made by the SENDCO TEAM for support, such as to the Family Support Worker team.



## Working in Partnership with Yorkies Daycare

The Daycare SENDCO TEAM works under the supervision of the Nursery School's SENDCO TEAM and all information and provision is shared and communicated regularly.

If you would like to discuss your child's special needs and support please talk to your child's Key Teacher and/or the SENDCO TEAM

York Road Nursery & Pre-School has developed a SEND offer (SEN Information Report) which is available on our website [www.yorkroad.herts.sch.uk](http://www.yorkroad.herts.sch.uk) or ask at the office for a copy..

### **Change History:**

<b>Issue</b>	<b>Date</b>	<b>List of Changes</b>	<b>Approved by</b>	<b>Authorised by</b>
1	March 2015	Policy re-written in line with SEN Code of Practice	Governing Body	Helen Griffiths
2	March 2016	Policy re-written in line with SEN Code of Practice	Governing Body	Diane Frainer
3	July 2017	Policy re-written in line with SEN Code of Practice	Governing Body	Diane Frainer
4	Jan 2020	Policy re-written in line with SEN Code of Practice	Governing Body	Diane Frainer
5	June 2021	Policy re-written in line with SEN Code of Practice	Governing Body	Diane Frainer

