

SEND (December 2016)
Inclusion and SEND Policy (ISEND).

Policy to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at Kay Rowe Nursery and Children's Centre (KR).

KR is committed to the early identification of children with Special Educational Needs and Disabilities (SEND) and to adopting clear and open procedures which are outlined in this policy. We are committed to working closely with parents/carers who are fully involved in decisions that affect their child's education. KR provides, within available resources, the highest possible quality support and inclusive education for children with SEND

We believe that inclusive education is an effective way to combat discriminatory attitudes and contribute towards the creation of welcoming and inclusive communities. An inclusive approach celebrates diversity and promotes equality of opportunity. At KR, we are committed to offering an inclusive curriculum, to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

KR follows the Special Educational Needs Code of Practice as laid down in the DFES guidance published in January 2015. This is a graduated approach and recognises there is a continuum of SEND.

The co-ordination of special educational provision is an integral part of KR's School development Plan (SDP) which is monitored termly by the governors.

The Inclusion Team:

The Inclusion Manager and SEND coordinator is Tracey Bevan who can be contacted via the school.

The SEND Outreach Officer is Josie Brown.

Three full-time Nursery Nurses: Safa Mohammed, Naya Briaj and Sophie Leacy

Two part-time Nursery Nurses, Aruje Khan, Aneesa Patel and a TA Malika Doodwhala.

Inclusion governor, with an interest in SEND, is Jane Williams.

The Governing Body as a whole is responsible for making provision for pupils with SEND.

We also employ a part time Speech and Language Therapist (one day a week) and a

dance movement specialist who works for one morning a week.

The role of the SENCO.

The SENCO:

- Works with other staff to implement the SEND Policy.
- Coordinates provision for all children with SEND.
- Liaises with and advises staff.
- Assists Inclusion Team and staff in planning for children with SEND.
- Supports the SEND Outreach Officer to manage TA's in the Inclusion Team.
- Offers support for parents/carers.
- Contributes to in-service training and supports staff development.
- Liaises with LA support services and other external agencies.
- Keeps appropriate records.

The SENCO has the following specialisms: Advanced Diploma in 'Education and Psychology for Special Needs

The role of the SEN Outreach Officer.

- Works with the SENCO and Inclusion Team to implement the SEND Policy.
- Ensures that Provision Mapping provides high quality, appropriate activities that meet the needs of children.
- Monitors how SEN provision is implemented.
- Provides support and advice for staff; and liaises with them.
- Works closely with parents/carers and families providing support for them, offering advice, sign-posting them to appropriate services.
- Liaises with LA support services and other external agencies, making referrals when necessary.
- Provides services and support to the wider community by organising SEND Stay and Play sessions and weekend workshops.

Admission arrangements.

The Governing Body has agreed with the LA 'admissions criteria' which do not discriminate against pupils with SEN or disabilities. KR's Admissions Policy has due regard for the guidance in the Code of Practice (COP). The school has an Accessibility Plan which is appended to this policy.

As a Centre KR aims to support families in the early identification of SEND and offers a range of SEND out reach services. We also offer children with SEND extended transition arrangements and early admissions whenever possible.

Staff training.

The school audits training needs for all staff taking into account school priorities as identified in the School Development Plan (SDP), as well as individual Continued

Professional Development.

Early identification, assessment and intervention.

A child has a learning difficulty if he or she:

- 1 Has a significantly greater difficulty in learning than the majority of children of the same age;
- 2 Has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she or he will be taught.

KR aims to:

Remove barriers to learning.

Raise expectations and achievements.

Identification of special educational needs.

Children with special needs may become known to our setting in a number of ways.

A family may indicate that their child has a particular need when they register their child for a nursery place.

Staff may become aware of children with special needs who are attending sessions based in the Children's Centre or the Nursery School such as: Parent and Toddler group or Pre Nursery sessions.

Staff may become aware of children with special needs during home visits prior to their starting date at Nursery.

Learning support services who are working with the families in the area may contact the school or advise the family to contact the school

Early Intervention

Early intervention is vital to ensure that children who have difficulties in learning receive the help they need as soon as possible. KR is committed to early identification of SEND and adopts a graduated response to meeting special educational needs in line with the COP.

There is clear criteria for identification of SEND and agreed referral pathways. KR is committed to addressing the educational, social and medical barriers, which impact on children's learning.

There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on KR's medical register.

The Curriculum

The curriculum we present is broad and balanced. Staff plan activities and learning opportunities, which are developmentally appropriate, differentiated and flexible enough to meet the needs of all children including those with a range of special needs. We recognise that early identification of difficulties and appropriate intervention will give children the best possible start, help them progress and raise achievement. Through our curriculum organisation we aim to enable all children to have equality of access and to reach a high standard of achievement in relation to their potential. In addition to this we offer a ranges of specialised groups according to need (provision mapping)

Provision Mapping

Our Inclusion Team offer a wide range of activities designed to provide learning opportunities that support and meet the needs of children with SEND. These activities include: specific language activities, Box Clever, Sensory Stories, Developmental Movement, Soft Play, use of the Sensory Room, Circle-Time. Children identified as having additional needs will have access to this Provision Mapping.

The SEN outreach officer offers family support and a range of support to parents, including “home talker” SEND stay and play, Stepping Stones

The Code of Practice Procedures;

Children may enter Nursery with a previously identified special need and may already have involvement from a range of professionals. These children will be placed on to the SEN support list. Consideration will be given to the nature of their need and how this will best be met in school. In some cases a special need may not lead to an additional educational need. In the case of some medical conditions a care plan is put into place and no additional educational provision is needed.

Children for whom parents express concerns about their development are monitored and assessed by their key person with the support of the SENCO and the staff team during their settling-in period. After discussion with the parents a suitable referral will be made or parents sign posted to access services such as advice from Speech and Language Therapy (also available one day a week at Kay Rowe) or via Chatterbox sessions. Other children may remain under observation and offered extra support in Nursery in a range of ways.

All children on SEN support are included on the School Provision Map which includes their individual needs and the additional support that will be offered in addition to the nursery curriculum. The School Provision Map is reviewed termly and the children’s progress is also reviewed to show impact from interventions that they have attended.

All nursery staff are informed of individual children via the SENCO and regular staff meetings where individual children are discussed and any particular concerns or issues can be raised. Staff can also raise concerns about a child with the SENCO at any time or by filling in a ‘Cause for Concern’ sheet.

The SENCO monitors the implementation of the School Provision Map, offers support to key persons and supports staff that are responsible for carrying out certain programmes.

The Head Teacher and Class Teacher hold termly meetings with key person’s to discuss individual children’s progress and to monitor their records.

Key persons meet with the children’s parents to set individual targets for them together and the SENCO will also be present in meetings where a child has a special educational need.

Children who have an identified need will have their needs assessed termly and next steps identified.

A meeting to discuss progress will be held with parents/ carers and the key –person and the most relevant person in the inclusion team. Wherever possible, the child’s voice will be captured via verbal communication, from careful observations from practitioners and from parents carers views.

High Needs Block Funding.

Currently the Nursery is block funded for 12 children. (December 2016) This means that the nursery is able to use the funds creatively to support all the children with additional needs. If numbers rise to 15 or more then the Nursery is able to apply for additional funding.

Transition

When children on the C.O.P are due to go to Primary School a transition programme is implemented as soon as possible, usually 8-10 weeks before transfer. The SENCO liaises with the parents/carers and SENCO of the Primary School to ensure that effective arrangements are in place to support the child. Specific issues which may cause the child difficulty in transition are considered and where possible strategies put into place to ease them. A review meeting is also held and staff from the receiving school, along with parents/carers invited to attend.

A Multi-Agency Approach

KR recognises the benefits of working closely with support services and external agencies in order to provide a fully inclusive and supportive learning environment.

Agencies currently used by KR:

- Speech and Language Therapy (SLT).
- Behaviour Support Service (BSS).
- Health Visitors and Community Nurses.
- Early Years Development Advisory Team (EYDAT).
- Area SENO.

There are also regular Every Child Matters (ECM) meetings attended by the Head Teacher or the Centre Coordinator and Family Support Worker. These are multi-agency liaison meetings, with representation from Social Services, Health, and the Education, to ensure effective collaboration in identifying and making provision for

vulnerable pupils.

Success Criteria

Success criteria will be reviewed by the Leadership Team (LT) and the 'Governing Body' will detail the successful implementation of the policy and the effectiveness of the provision made.

Evidence used to demonstrate this:

- Monitoring of classroom practice by the school's LT/SENCO/SEN Outreach Officer.
- Monitoring of procedures and practice by designated SEND governor.
- School's Self-Evaluation.
- OFSTED inspection reports.
- School Development Plan.

This policy will have been successful if:

- Parents/carers of children with SEND feel involved in their child's education and supported in their relationships with outside agencies.
- Children with SEND are enabled to fully access the curriculum.
- Children with SEND are achieving the targets on their 'Learning Stories' and 'Next Steps' and are making progress appropriate to their stage of development.
- Data demonstrates sustained progress and achievement.
- Relationships between the school and outside agencies are effective in meeting the needs of the children and promoting inclusive practice.
- Children with SEND have a smooth transition to their new school because of effective

Partnership with Parents and Carers

At KR we believe that parent's/carer's knowledge, views and concerns are an integral part of the process of identifying and addressing their child's SEND and their involvement as partners vital. The effectiveness of any intervention depends upon their level of involvement. Parents/carers are involved and consulted throughout the process. Procedures are explained so that there is a close working relationship and so that parents/carers are aware of the targets set for their child and the support that is being provided. They are also offered advice about how they can work with their child at home. Consultation with parents is made informally on a daily basis as well as at Parent Conferences and review meetings. Additional consultations can be made at either the parents/carers or our request at a mutually convenient time. Parents/carers may bring a friend to meetings for support. KR will make arrangements for an interpreter or translator to be present at meetings when necessary. Newham's Parent Partnership Service offers support and advice for parents/carers of children with SEND. Their telephone number is available through the school.

Complaints Procedure

Staff liaise closely with parents/carers at all times, however, in the event of parents/carers feeling unhappy about the school's response to their child's needs the LA complaints procedure will be followed. Leaflets explaining this procedure can be obtained from the Office Manager or Head Teacher. Complaints should always be discussed with the Head Teacher.