



## **BAYLIS COURT NURSERY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

### **Aims**

This policy outlines the provision for children with special educational needs and those with a disability (SEND) and supports children who experience barriers to learning, but who may not have SEND.

### **Objectives**

At Baylis Court Nursery School we ensure that all children have an equal opportunity to engage in the curriculum. We will provide a broad, balanced and appropriate statutory Early Years Foundation Stage (EYFS) curriculum, which is accessible to the individual needs of all our children. We will ensure that the needs of children are identified and assessed and we will provide appropriate support strategies through high quality targeted teaching.

Baylis Court Nursery School has a commitment to inclusion. Embedded in our planning and provision of the EYFS is a shared understanding of the need to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We view children's behaviour as an outward sign or indicator of another need that a young child may not be able to verbalise, or understand. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, special educational needs, impairment, attainment and background.

Children have a learning difficulty if they:

*Continue to make inadequate progress, despite high-quality teaching targeted at area/s of learning and development which the child finds most challenging.*

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to the following needs:

- Communication and interaction
- Sensory and/ or physical impairment
- Cognition and learning difficulties
- Social, mental and emotional health

### **Types of targeted provision provided at Baylis Court Nursery School to assist in the learning and development of children with SEND, or experiencing barriers to learning**

- Picture exchange communication (PECs)
- Structured teaching methods e.g. "First and then"
- Makaton
- Visual timetables
- Attention Autism. A method used to gain the child's attention.
- An experienced early years practitioner working with individuals and groups to support speech, language and communication needs
- Staff trained to support the learning and development of young children with Autism Spectrum Disorder (ASD) in the autism resource base



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### **Facilities for children and parents/carers with SEND at Baylis Court Nursery School**

- Accessible toilets
- Ground floor step free access and transition throughout the building

**The Head Teacher** assumes overall responsibility for the management of special educational needs and disabilities.

**The SENCo** is responsible for:

- overseeing the day to day operation of the school's SEND policy/report
- co-ordinating the provision for children with SEND
- working with the teachers so that learning for all children is given equal parity
- liaise with, advise and contribute to in-service training of all staff
- advising on a "graduated approach" to providing "additional" SEND support
- ensuring all records of children with SEND and those children experiencing barriers to learning, who may not have SEND, are kept up to date
- liaising with parent/carers of children with SEND and those children experiencing barriers to learning, who may not have SEND
- being a key point of contact and liaising with external agencies, health and social care and the local authority
- liaising with SENDCo of next provider to ensure a smooth transition
- ensuring with the Head Teacher and the Governing body that the school meets its responsibilities under the Equality Act e.g. "reasonable adjustments and access arrangements"
- ensuring that the school can track and record the support plans and decisions for all children with SEND
- Requesting and reviewing EHCP plans.

The role of the SENCo is strategic and to be effective the SENDCo should be a member of the senior management team

**The teacher** is responsible for:

- monitoring the progress and outcomes of children: dated, written observations and records to be kept
- supporting and guiding the work of teaching assistants (TA) and early years practitioners regularly informing the SENDCo of any progress and/or concerns relating to children with SEND
- liaising with parent/carers to discuss progress
- establishing individual records for children with SEND and those experiencing barriers to learning and development
- reviewing the progress and writing children's support plans, in partnership with the SENCo and parent/carers
- sharing information relating to the progress and needs of each child with SEND with the whole staff, in termly SEND review meetings
- liaising with outside agencies as required by the SENDCo

**Admission arrangements for children with special educational needs and/or Disabilities Equality Act 2010 prohibits schools from "discriminating against disabled children in respect of admissions for a reason related to their disability".**

Children with special educational needs and/or disabilities are considered for admission to the nursery school on exactly the same basis as for children without SEND. Where the nursery school is named in a child's EHC plan, the school is under a duty to admit the child. Prior to starting school, parents/carers of children with an



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Education Health and Care plan (EHC), or an EHC plan pending will be invited to discuss the provision to meet the child's identified needs.

### **Identifying and assessing the SEND of young children**

Information about any SEND may be gathered by the senior management team at the initial meeting with parents/carers when they apply for a place at the nursery school. A 'home visit' is made for each child by a teacher and early year's practitioner prior to children starting at the nursery school.

Information about the child, including details of any SEND or medical condition is discussed. Information from the local children's centre or any other relevant early years setting will be passed on to the nursery school prior to the child starting where possible.

If a child is receiving support from an outside agency the nursery school will make contact to gain additional information and will inform the parents of additional support that is available.

A SEND file will be opened and the child will be entered on the nursery school's SEND register. Professionals may be asked to give advice and may be invited to staff meetings to inform us about a specific need of a child, or the use of specialist equipment e.g. feeding tube, prior to them starting nursery school. Parent/carers who have any concerns about their child's learning and development are able to discuss the concerns with their child's teacher. The SENDCo and class teacher is also available to discuss any concerns a parent/carer may have.

Appointments can be made via the school's office in person, or by telephone 01753 521917

### **Assessing and reviewing children's progress towards outcomes – working with the parents/carers and the child**

We recognise the vital role of parents/carers in the identification, assessment and response to their child's needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

When we plan to initiate any strategies that are in addition to the nursery school's universal provision we consult the parents/carers. We recognise that the views of the child are important and will be sought, in a sensitive manner, and taken into account.

The **triggers** for intervention through the '**graduated approach**' (Plan; Do; Assess; Review) are as follows:

- a child who continues working at levels significantly below those expected for children of a similar age due to cognition and learning difficulties
- presents persistent social and emotional health difficulties and/or well-being difficulties
- has sensory and/or physical problems, and continues to make little or no progress
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning

The **triggers** for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period (one term)
- continues working at a stage substantially below that expected of children of a similar age



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- has social and emotional health difficulties and/or well-being difficulties, which substantially and regularly interfere with the child's own learning or that of the child's class.
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

### **Securing expertise**

We are committed to establishing an effective collaboration between all agencies working with a child and actively support a multi-disciplinary approach to meeting children's SEND.

Support from outside agencies may include specialist help from the speech and language therapist, educational psychologist, clinical psychologist, occupational therapist, physiotherapist, hearing impaired service, visually impaired service, autism outreach service, services supporting behaviour, consultant paediatrician, health visitor, specialist nurse, doctor, child and adolescent mental health services (CAMHS).

### **Discussing children's progress and outcomes**

Discussing children's progress is an on-going process. At the end of each session an evaluation of provision is discussed and changes are made according to interests, needs and abilities. Observations of children are read and discussed. Early identification of SEND is built into the monitoring of children's progress to improve attainment and secure good to outstanding attainment/progress.

Each term at parents'/carers' meetings, the class teacher will discuss progress and review support plans, ensuring their views and contributions are valued.

Parents/carers will be offered advice about how they can work with their child at home. The effectiveness of any intervention will depend upon the level of involvement of parents/carers.

Parents/carers are given information about procedures and the support of outside agencies.

### **Supporting children's transition**

Parents/carers of children with SEND are invited in to meet with the SENCo with their child, prior to starting at the nursery school. This is an important meeting for the parent/carer to share information with the school about their child's needs and any concerns they may have. Where appropriate, transition arrangements into the nursery school will be discussed at this meeting, and shared with all relevant staff and agencies. This may include structured transition visits to the nursery up to a term prior to the child's start date. Outside agencies may be contacted to gather any additional information about the child where necessary. Following a child's settling period to the nursery school, the class teacher will arrange a meeting with the parent/carer to review the child's learning and progress.

### **Transition to Primary school**

All children are usually invited to visit their new primary school with their parent/carers prior to transition. Further visits are arranged according to the individual needs of the child. A photograph book showing aspects of life in primary school is used to prepare children for transition.

All documentation, this will include a individual support plans, EHC plan, any reports from outside agencies, will be forwarded with a progress report to the child's primary school.

In addition to this, the SENDCo will:

- prepare and share a transition report with the child's new class teacher and



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the school's SENDCo. A copy will go to the parent/carers

- contact the SENDCo or new class teacher to discuss and forward plan appropriate support and provision for children with SEND
- hold a meeting with parent/carers, nursery staff and primary school staff
- invite the new class teacher/SENDCo to visit the child at nursery school.

### **Requesting a statutory assessment of needs**

In deciding whether a statutory assessment is necessary for a child the following should be considered:

- the child makes little or no progress in specific areas over a long period
- the child continues working at a stage substantially below age related expectations
- whether there is recorded evidence of the child's identified needs
- whether individual strategies have been in place for a reasonable period of time
- whether outside advice has been sought in relation to the child's:
  - Communication and interaction
  - Sensory and/ or physical impairment
  - Cognition and learning difficulties
  - Social and emotional well being
- parent/carers views have been taken into consideration throughout the process

### **How the governing body evaluate the success of the education which is provided at the nursery for children experiencing barriers to learning**

At each governors meeting (held once a term) the head teacher reports on special educational needs and disabilities in the nursery. They are kept informed about the number of children with SEND. If a child starts nursery school with a special educational need that requires additional information, understanding and provision, this is discussed fully at these meetings. It is the responsibility of the governing body to ensure this policy/report is reviewed and evaluated. The data programme provides governors with information about how children with SEND and any child experiencing barriers to learning make progress.

The nursery are committed to providing and facilitating attendance at in-service training in the area of SEND. The SENDCo will attend courses and the education authority cluster meetings to keep abreast of new initiatives and developments in the area of SEND. All staff will attend courses to support their continuing understanding of the broad spectrum of needs and strategies to support them in their work with the children.

### **Arrangements made by the governing body relating to the treatment of complaints from parents/carers of children with special educational needs concerning the provision made at nursery**

Regular communication between school and home will ensure that concerns are promptly acted on. We aim to be responsive to any concerns parents/carers may have in the provision we provide for their child.

Where this has not happened, however, parent/carers are able to make a complaint by contacting the head teacher or, if this fails to resolve the issues, the governing body. Issues regarding children with SEND will be dealt with, with extra sensitivity.

The school's complaints procedures are available from the school office and sets out the steps in making a complaint in more detail.

**Agreed by Governing Body: 5<sup>th</sup> February 2021**

**Review Date: February 2022**