

To be reviewed Summer 2017

**Special Educational Needs and Disability Policy**

Date Arial 24

Abercromby Nursery School is committed to the social and educational inclusion of all children. We aim to work in partnership with parent/s and carers to identify the uniqueness of each child and recognise each child’s particular abilities, strengths and level of development.

We liaise and work with a range of professionals to ensure all children and their families receive appropriate support. We aim to provide a learning environment that reflects these values and offers all children a broad, balanced and stimulating range of learning opportunities.

Provision for children with Special Educational Needs is made with due reference to the new SEN Code of Practice introduced from 1st September 2014.

Arrangements for the Co-ordination of Provision:

If parent/s carers have any concerns regarding their child they can discuss these with their child’s Key Person or speak to a member of the Leadership Team.

The Nursery School has a designated Special Educational Needs Co-ordinator.

The Nursery School has a member of staff designated to lead the Speech and Language Early Invention Programme.

The Head Teacher / Class Teachers / School SENCO:-

1. ensure that provision for children with special educational needs is co-ordinated by liaising with parent/s and carers and any other professionals
2. build links with other early years professionals, who can advise staff and parents / carers, provide support, help identify children’s needs and specify helpful strategies
3. advise and support other practitioners in the setting and collect and collate relevant background information.
4. monitor and review any action taken, record and update information and where appropriate keep a record of children at *SENDs Support* and those with Education, Health and Care Plans.

Observations of children engaged in play activities allow staff to support children in their learning and plan for their progression. This information helps staff, parents / carers and where appropriate children, to put together relevant and achievable targets in form of Care Plan, which is reviewed and updated, as appropriate.

Admission Arrangements

Relevant information is collected during the pre-admission meeting with parents/carers. All agencies involved are contacted by the SENCO within the first half term to ensure all professionals are working together to meet the needs of individual children.

Specialist Provision and Facilities

Links made with colleagues from Health and Education sectors can include:

* Local doctors and health visitors
* Health Visitor and Community Nursery Nurses
* SENISS – Special Educational Needs Integrated Support Services
* Speech and language therapy team
* Consultant Paediatrician
* Social workers
* Occupational Physiotherapist
* Occupational Therapist

We aim to develop close links and work with these support services. Any records and information from other agencies will be kept confidentially with the child’s records.

The Nursery School offers staff/child ratios that allow for individual and small group learning opportunities to take place on a regular basis.

We place great importance on Quality First Teaching. Children are taught in class and work is differentiated at their level. Sometimes children work in a group and work is more tailored to their needs and sometimes children work 1 to 1 with an adult. This adult may be a teacher or an Early Years Practitioner working under the teacher’s direction.

Access to a wide range of sensory resources and materials are provided. Appropriate resources to support access to all areas of play and learning will be provided wherever possible to support the inclusion of all children regardless of their ability or special need.

Identification, Assessment and Review Procedures

The Nursery School undertakes a confidential record of admission of a child form and admission form with parent/s and carers on entry and collates any concerns raised by them, their health visitor, family doctor and/or family/social worker. Staff will complete an individual assessment record for each child, continually updated by observations collected in the setting and information from parent/s carers.

Through observations if there is a concern about a child, these will be shared with the parent/carer. Staff can seek guidance from the School Special Educational Needs Co-ordinator whose support will be offered to the child and family.

We apply the ASSESS-PLAN-DO-REVIEW cycle as set out in the Code of Practice 2014.

The cycle is applied through the Waves model. Each wave refers to teaching and learning, assessment, planning and review.

• Wave 1 refers to whole class quality first teaching with differentiation.

• Wave 2 refers to some children who need some extra support.

• Wave 3 refers to children who have a special educational need.

A referral may be made to an identified agency if it is felt that more support is needed for the child to reach their full potential. An EHAT (Early Help Assessment Toolkit) may be completed if the child has complex needs following full consultation and agreement with the child’s parent/ carer. The child parent/ carer will be kept regularly informed and updated in respect of the process of the referral.

If provision for special educational needs is required, a graduated and considered response will be set in motion, in consultation with parents/carers.

Requests for an Education. Health and Care Plan (EHCP) can be made to the LA in consultation with parent/s carers and other professionals where there are severe and complex needs evident.

Any action taken is reviewed in consultation with parent/s carers and other relevant parties on a regular basis.

Arrangements for Providing Access for Children with SENDs to a Broad and Balanced Curriculum

* All curriculum planning takes account of SENDs
* Differentiated targets are identified for children
* Assessment and recording of individual progress takes place, using individual profiles and achievement records
* Teaching styles are flexible and adaptable
* The curriculum is monitored and evaluated by the a member of the Leadership team
* All children are able to have access to the full nursery curriculum (indoors and outdoors) through careful planning, differentiation and assessment of individual progress.
* The effectiveness of the provision made for children with SENDs is evaluated through their progress towards the individual targets set through termly Play Plans.

Transition for SENDs Children

* SENCO works closely with the feeder school and parent/carers for the transition to a new setting to be a smooth one.
* SENCO invites feeder school Key staff to transition/ EHAT review in Summer term.
* Visits to feeder school arranged and SENDs children supported by our staff on initial visits.
* Top Up funding applied for if required in preparation for the transition to Reception.
* SENSIS Inclusion Support Worker applied for in the Summer term if felt needed to support the SENDs children.

Complaints Procedure

If parents / carers wish to complain about the SENDs provision within the Nursery School and Childcare Centre they are invited to discuss this with the Key Person, the SENs Link member of staff, the SENCO or a member of the Leadership team. They can also follow the City Council’s complaints procedure directly. Parent/s, carers can also contact OFSTED on 0300 123 1231.

Staff Development and Training

All staff are committed to developing their knowledge and skills in relation to SENDs, they attend courses organised by the LA and take part in in-house training sessions, often with invited trainers from other agencies.

Partnership with Parents

The Nursery School values parents’/carers’ knowledge and involvement and is committed to developing genuine relationships that allow working in partnership to take place. There is a commitment made to sharing information at regular reviews and the open door policy allows informal daily contact to take place. Parents/carers will be consulted and informed of any SENDs provision that is available to their child/ren.

The Local Offer is a directory of services available in the city for children and young people with SEN and Disabilities.

The Local Offer can be found in the Early Help Directory on the Liverpool.gov.uk website. <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

This Policy links with the SENs provision Map and SENs information report.