



Special Educational Needs and Disability Policy

To be reviewed November 2021

Aims

Abercromby Nursery School is committed to the social and educational inclusion of all children. We aim to work in partnership with families 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 and Disabilities (SEND) is made with due reference to the new SEND Code of Practice introduced from 1st September 2014.

Arrangements for the Co-ordination of Provision

If families have any concerns regarding their child they should discuss these with their child's key Person or teacher first.

The Nursery School has a designated Special Educational Needs and Disability Co-ordinator (SENCO), Tamara Bennett, who is also available to give advice and support.

The Nursery School has a member of staff, Mandy Corrigan, trained to lead the Speech and Language Early Intervention Programme.

Role of the Head Teacher/Class Teachers/School SENCO

Observations of all children engaged in their daily activities allow staff to support children in their learning, assess where they are in their development and plan for their progression. This information is fed into our tracking systems and helps identify where any gaps in learning are, and how these may best be addressed. Children are identified as needing extra support when they are found to not be making the expected progress over time in an area, or overall. Staff, families and where appropriate children will then put together relevant and achievable targets in form of a Play Plan, which is reviewed and updated, usually termly. The SENCO will work together with the key person and teachers to identify whether a referral for specialist support such as Speech and Language Therapy or Educational Psychology would be appropriate.

Staff will:

1. ensure that provision for children with SEND is co-ordinated by liaising with families and any other professionals
2. build links with other early years professionals, who can advise staff and families, 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 and their SEND support and those with Education, Health and Care Plans and/or Early Help Assessments.

Admission Arrangements

If a child is joining the Nursery School with identified SEND, relevant information is collected during the pre-admission meeting with families. 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/Paediatrician
- SENISS – Special Educational Needs Integrated Support Services
- Speech and Language Therapy team (SALT)
- Consultant Paediatrician
- Social workers
- Occupational Physiotherapist
- Occupational Therapist
- Educational Psychologist

We aim to develop close links and work in partnership with these support services, to identify the best way to support children with SEND and meet their learning needs. Any records and information from other agencies will be kept confidentially with the child's records.

The Nursery School follows strict staff/child ratios that allow for individual and small group learning opportunities as part of the daily routine.

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 a nursery officer 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 aims to find out as much as possible about children joining us. We do this by undertaking Home Visits before children start, asking families to fill in a confidential record of admission on entry and an "All About Me" booklet. This may include any concerns raised by them, their health visitor, family doctor and/or family/social worker. Staff will complete an individual Pupil Progress Profile for each child, continually updated by observations collected in the setting and information from families.

Through observations if there is a concern about a child, these will be shared with the family. Staff can seek guidance from the School SENDco and 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. At Abercromby, this is encapsulated in a Play Plan.

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 SEND.

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 family. The child's family will be kept regularly informed and updated in respect of the process of the referral.

If provision for SEND is required, a graduated and considered response will be set in motion, in consultation with families.

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

Any action taken is reviewed in consultation with families and other relevant parties on a regular basis.

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

- All curriculum planning takes account of SEND
- All children have individualised learning planned for them
- Assessment and recording of individual progress takes place, using Tapestry, our online learning journal system, which feed into our Pupil Progress Profiles and then into our school tracking systems.
- Teaching styles are flexible and adaptable to meet the differing needs of children.
- The curriculum is monitored and evaluated by the Senior 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 SEND is evaluated through their progress towards the individual targets set through regular, usually termly, Play Plans.

Transition to a new setting for Children with SEND

- The SENCO works closely with the feeder school and families, aiming for the transition to a new setting to be a smooth one.
- The SENCO invites feeder school key staff to a transition/EHAT review before the child starts in their new school. For most children this will be in the Summer term before they move on to their Reception class.
- Visits to the feeder school are arranged and children with SEND may be supported by our staff on initial visits.

- Top Up funding is applied for, if required, in preparation for the transition to Reception.
- A SENISS Inclusion Support Worker is applied for in the Summer term, if felt this would support the children with SEND, in their early weeks at school.

Complaints Procedure

If families have concerns about the SEND provision within the Nursery School they are invited to discuss this with the Key Person, the SENCO or a member of the Leadership team. They can also follow the City Council's complaints procedure directly. Families 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 SEND, they attend courses organised by the LA and other recognised agencies and take part in in-house training sessions, often with invited trainers from other agencies.

Partnership with Families

The Nursery School values families' knowledge and involvement and is committed to developing genuine relationships that allow working partnerships to take place. There is a commitment made to sharing information at regular reviews and our open door policy allows informal daily contact to take place. Families will be consulted and informed of any SEND 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 SEND. 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 SEND provision Map and SEND information report.