



**Stockingford  
Nursery School**

# **SPECIAL EDUCATIONAL NEEDS/DISABILITIES POLICY**

**Passed and adopted by Governing Body:**

Signed ... *C. Phillips* ...

Dated ... *01-10-23* ...

*Reviewed: October 2023  
Next Review: October 2024*

# **Stockingford Nursery School**

## **CONTENTS**

### **1. Basic information about Stockingford Nursery School's Special Educational Needs provision**

- a) Aims and objectives of the Policy
- b) SENDCO's role and responsibilities
- c) Admission arrangements
- d) Accessibility

### **2. Information about identification, assessment and provision for children with SEND**

- e) Resources and specialist provision
- f) Identification
- g) Early Years curriculum
- h) Learning environment and accessibility
- i) Monitoring and evaluation of policy
- j) Complaints

### **3. Staffing and partnership with other agencies**

- k) Training
- l) Partnership with parents/carers
- m) Links with other Early Years settings
- n) Links with other support services/agencies

**1a. The aims of our SEND Policy are:**

- This policy is written with due regard to Section 69, PART 3 of the children and families act 2014, SEND Code of Practice 2014, the Special Educational Needs and Disability Act (SENDA 2001) and the Equality Act 2010
- To ensure early identification of any Special Educational Needs/Disabilities
- To outline the offer of our setting with regards to Special Educational Needs/Disabilities
- To explain how children with SEND are identified
- To ensure that the aims of the Early Years Foundation Stage (EYFS) are applied to all children

**1b. The name of the Special Educational Needs Co-ordinator (SENDCO) is:**

**Sally Phillips**

The newly appointed SENDCO has commenced the National Award for SEN Co-Ordinator (NASENCO) in October 2023.

**The name of the SEND Governor is:**

**Tricia Elliott**

**The SENDCO's role is to:**

- Ensure that the objectives of the SEND Policy are reflected in practice
- Advise, support and inform Nursery staff in order to meet the aims of the SEND policy
- Liaise closely with parents of children with SEND, aiming to build supportive relationships
- Promote the work of Warwickshire's Special Educational Needs and Disability information, advice and support. (SENDIAS), & Warwickshire Parent Carer Voice
- Liaise with other professionals/agencies
- Establish and maintain an up-to-date SEND register
- Ensure Individual Intervention Plans (IIPs) are in place and reviewed regularly
- Ensure appropriate teaching strategies are in place to meet IIP targets
- Ensure any additional equipment or resources indicated by the IIPs/EHC plans are made available
- Gather all relevant information and keep effective records
- Monitor the SEND policy
- Liaise with SEND governor and contribute to any written reports on SEND made by the governors to parents/carers
- Ensure records are stored securely

**1c. The admission arrangements for children with SEND**

We welcome all children and aim to respond appropriately to each child's background and individual needs. We ask parents/carers to give as much notice as possible if a child is disabled or has special educational needs/disabilities. This will enable us to explore with parents and any outside professionals how we can provide support most effectively for that child. A child will not be refused a place due to their special needs or disability unless governors feel that the level of need cannot be met safely.

Applications for a child with SEND will be treated no less favourably than applications for other children. In exceptional circumstances it is possible that there may be some delay to the child starting their place due to the need for risk assessments highlighting the need for staff training, health care plans, handling plans or other paperwork which supports the Health and Safety of the child and staff.

- The setting will liaise with parents/carers and child in order to seek the parents/carers views, gain information, explain our policy and reassure the parent/carer and child. Permission will always be sought to contact any other agencies involved.
- There may need to be adaptations i.e. risk assessments, specialist equipment required for the transition into Nursery to support the individual needs of the child.
- With the parents/carers permission, advice and information will be sought from associated professionals e.g. IDS, Speech & Language therapy.
- The setting will put into place any adaptations necessary, including purchase or hire of specialist equipment, consideration of access to the building, employing extra support, where this is possible.

#### **1d. Accessibility**

- Stockingford Nursery School is constructed to legal standards for equal opportunities and access.
- Big Nursery and Little Nursery have a changing area and there is disabled access toilet in the Library.
- There is a lift access to the first floor
- Specialist training is undertaken by staff as integral professional development e.g. Makaton signing. Further, specific training is commissioned according to need.
- Specialist equipment will be sourced to be borrowed, purchased or hired as the need arises and wherever possible e.g. Braille books, 'portapotty' etc.
- Nursery staff receive First Aid training and there are at least 6 designated Paediatric First Aiders in the building at any time.
- Stockingford Nursery School is recognised by the Warwickshire Inclusion kite-marking scheme which is reviewed regularly.
- The Nursery School holds Makaton accredited status

#### **(a) 2. INFORMATION ABOUT STOCKINGFORD NURSERY SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL CHILDREN WITH SEND**

#### **2e. Resources & specialist provision we provide for children with SEND**

- Opportunities to work in small groups or on an individual basis.
- Middle Nursery is a smaller, calmer sensory environment for smaller groups of children to access
- Makaton signing. We are an accredited Makaton Nursery School.
- Books with large print, simplified pictures, cause and effect, look and lift.
- InPrint symbols in the environment and used for visual timetables and now/next boards and communication stations both indoors and outdoors within provision.
- Specialist equipment according to specific needs.

- Assessment tools to monitor progress.(e.g. Teaching Talking Profiles/ Welcomm Screen)
- Differentiated resources to promote early language, personal, social and emotional development, literacy, maths and physical skills, including extension materials for the most able
- Enhanced extra staffing where needed and funding is available
- Good contacts and input from other agencies e.g. IDS, EPS, SALT,

## 2f. Identification and assessment of children with SEND

We have regard for the Code of Practice on identifying children and young people's needs.

The practice of our setting is:

- (a) A child gives cause for concern and/or parents,carers express concern.
- (b) Staff share information informally with parents /carers.
- (c) Staff/parents/carers observe and record information which is shared
- (d) Outcomes could be:
  - i. agree no further action necessary
  - ii. continue to monitor
  - iii. move to Early Years Action - agreeing individual targets and create an individual intervention plan (IIP) or positive intervention plan (PIP) and a review date. The child's name is entered on the SEND register after consent from parents/carers is given.
  - iv. If it is agreed that support from external agencies is required, moved to Early Years Action Plus.
- (e) Parent/carer permission is sought if any external support is indicated.
- (f) IIP's/PIP's are reviewed formally approximately every half term, consulting parents/carers, the child and any professionals involved. Next steps are agreed.
- (g) Input, observation, monitoring, assessing and communication continue.
- (h) At the end of the school year, information is shared with the receiving school/ nursery with parents/carers permission through an individual transition meeting.
- (i) When required and with parents/carers agreement, a request may be made to the LA for an Education, Health and Care assessment Plan.

N.B. If parents/carers do not acknowledge our concerns, recording and observing continues as at (c)

N.B. The child should be involved in this process where appropriate

### Targeted Support is

When the keyworker who works day-to-day with the child or the SENDCO identify that a child has special educational needs, together they provide interventions that are *additional to or different from* those provided as part of the setting's usual curriculum or strategies. An individual intervention plan (IIP) or positive intervention plan (PIP) will be devised targeting a few specific skills. Some children may require similar support and may have targets which are the same but they will be reviewed individually. Targets will be worked on regularly, as part of their usual session and possibly as part of a small group or individual work.

If the child continues to find it difficult to access their environment, social opportunities or curriculum and progress to specific targets set in an Individual Intervention Plan is inconsistent then an additional referral to outside agencies may be appropriate. If the advice of outside

agencies is required to meet the needs of the child this is Targeted Outside Support. For the majority of children this will be referral to Warwickshire's IDS 0-5 team or SaLT.

### **Targeted Outside Support is**

When the keyworker who works day-to-day with the child and the SENDCO are provided with support from outside specialists, so that alternative interventions additional to or different from strategies to those provided for the child through Targeted Support can be put in place.

All children, both at Targeted Support and Targeted Outside Support will continue to have the range of differentiated activities, monitoring and assessment that is offered to every child; their provision at Targeted Support and Targeted Outside Support will be in addition to universal provision.

Some children may have the support of an outside agency and not necessarily have a SEND. Where the child's needs can be met within usual differentiated provision and curriculum progress is good, then there is no need for the child to be identified as with a SEND. This might include for example children who access physiotherapy and children with orthotics who are able to access all equipment.

For a very few children there may be further referral to the Local Authority for an EHCP. This is for children with high level needs which will be ongoing. For the majority of children they will be at Targeted Outside Support for some time before this and their needs will be well identified.

### **2g. We plan our Early Years curriculum to include children with SEND as follows:**

- In the moment planning and taught programmes of study takes into account a variety of educational needs. We plan from the child.
- Staff evaluation of the planning takes place continuously.
- All children are monitored continually through observation, professional discussion, evidence, photographs and records.
- Teaching styles are adapted to deliver learning activities to children with different individual needs.
- Additional staff may be deployed to support children with additional needs.
- We have Time to Talk champions in both Big Nursery and Little Nursery and follow a communication friendly approach.
- We implement Positive Intervention Plans (PIPS) where required, identifying escalation and de-escalation of behaviours and potential triggers.

### **2h. Our learning environment provides the following opportunities for all children to be included in the setting as a whole**

- Behaviour Regulation Policy is based on the principles of the Solihull Approach and is trauma informed.
- Alternative and augmentative communication is used, including signs and symbols.
- Information is provided in a variety of forms, including symbols, books, computers, programs, audio.
- Multi-sensory resources are used consistently
- The setting is fully accessible for all users.
- The environment is adapted where needed and specialist aids used as required.
- Sound and lighting are taken into consideration as much as possible.
- Opportunities are given for accessing quiet calm spaces.

- Additional adult support is utilised as required.
- Children are given ample opportunities to succeed and be praised.
- Adults in the Nursery use strategies to support co-regulation and regulation, and clear boundaries set. Staff have high expectations for children and staff in the Nursery.
- Environments are communication friendly.
- The use of lighting is considered to create inviting learning spaces.

**2i. We monitor our SEND policy as follows:**

The policy is monitored and evaluated by the SENDCO, Teaching team, SEND Governor and the Governing Body  
The updated policy is presented to the Governing body for consideration and ratification

**2j Complaints about our SEND provision are dealt with as follows:**

- Initially parents/carers are invited to share their views with staff and the SENDCO.
- If no satisfactory outcome is achieved, the SENDCO will take the matter to the Headteacher/SEND governor.
- Parents/carers will be reminded of Warwickshire's SENDIAS, which provides support and mediation.
- Ultimately parents/carers can follow the complaints procedure and go to a SEND tribunal.

**3 INFORMATION ABOUT STOCKINGFORD NURSERY SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH PARENTS AND OTHER PROFESSIONAL AGENCIES**

**Working With Parents**

All parents are welcomed and we aim to work in partnership to meet the needs of their children. Parents are made aware of whom the SENDCO is in the School through newsletters, induction sessions, and parent consultation events.

Parents are invited to meet the SENDCO at any point they have a concern with their child's progress or access to the curriculum.

All parents have access to the SENDCO Policy. All parents are made aware of Warwickshire's SENDIAS – a support service for parents.

For some parents of children with complex needs this will require several meetings before the child begins in Nursery. This will be to ensure that training, equipment, resources and possibly risk assessments, handling plans and Health Care Plans are in place.

Parents are asked to contribute to their child's IIP, in setting targets and reviewing progress every half term. Sometimes they will be asked to support referrals, to Speech and Language Therapy, IDS, Physiotherapy and Occupational Therapy for example. No referrals will be made or discussions had with outside professionals without written parental agreement, except where there is a risk to the safety of the child.

### **3k SEND Training**

- We value continuous professional development for all staff.
- Whole staff INSET has covered such topics as Makaton signing, 'Teamteach', manual handling, working with children with autism.
- Staff may undertake individual SEND training in response to their area of responsibility or for children in their group.
- The staff have access to a variety of reading materials and research documents.
- Information and good practice is shared with SENDCO's from other settings.
- Advice and training is delivered by our link IDS teacher and link Speech & Language therapist.

### **3l Partnership with parents/carers**

- Partnership with parents/carers is an integral part of the philosophy of the School.
- We form good relationships with parents/carers through our effective keyworker system
- Parents/carers who have concerns about their children have a variety of opportunities to speak informally to staff before their children enter nursery. e.g. New Parents evening, home visit.
- Parents/carers have opportunities to speak confidentially to staff about their child's learning difficulty.
- Parents/carers share in the task of setting IIP targets and reviewing IIPs with the SENDCO.
- Parents/carers are kept informed verbally and in writing about their child's progress

### **3m Links with other Early Years setting**

- Through visits and Early Years Aspiration Networks we share good practice with other local early years settings and schools.
- When children are due to start their receiving schools/nursery, with parents'/carers' permission, information is exchanged and a transition meeting takes place.
- Parents, for many reasons may choose to access more than one nursery. Where possible links will be made for those children identified with SEND to ensure effective assessment, target setting and review.

### **3n Links with other support services and agencies**

The Centre has links with other agencies

- IDS (Integrated Disability Service.)
- EPS (Educational Psychology Service)
- SALT ( Speech and Language Therapy)
- Health
- Occupational Therapy
- Dysphagia support team
- Diabetes Support Team
- SENDAR/PLANCO (Special education needs disability assessment & review)
- Physiotherapists



No contact is ever made about a specific child without prior consent from parents/carers.  
The agencies may also offer general advice, support and training for staff.