



# Special Educational Needs and Disability (SEND) Policy

Written Oct 2022

Reviewed date: Nov 2024

Next review Nov 2025

Bentilee Nursery School is an inclusive school. Safeguarding is paramount in our school and all of our policies are developed with a high priority on children's safety and within the context of our safeguarding policy.

## Compliance

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

**This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:**

- Equality Act 2010: advice for schools DfE Feb 2013
  - SEND Code of Practice 0 – 25 (July 2014)
  - Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
  - The Early Year's Foundation stage curriculum updated 1<sup>st</sup> Nov 2024.
    - Safeguarding Policy
    - Accessibility Plan
    - Teachers Standards 2012
- This policy was created by the school's SENCO with the SEN Governor in liaison with staff

## School Information and Context

**Head Teacher:** Miss Juliet Levingstone

Senior Early Years Practitioner: Mrs. Joanne Smith- Mon, Tues and Wed am  
Teacher-Mrs Jayne Grindey – Wed pm, Thurs and Fri

**SENCO:** Miss Juliet Levingstone

**Family Support Worker/ Deputy safeguarding assistant:** Mrs Nicola Hill

Mrs. Joanne Smith and Mrs. Jayne Grindey are the assistant SENCOs, members of the senior leadership team and is closely supported under the leadership of the Headteacher, Miss Juliet Levingstone, who holds the SEN qualification.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

Other enquiries can be addressed to  
Mrs. Joanne Smith, Mrs. Jayne Grindey or Miss Juliet Levingstone-Headteacher

Please make an appointment with the school office if you wish to speak to the SENCO

### Location

Bentilee Nursery School is located within Bentilee Family Hub. We have a low percentage of pupils from ethnic minority backgrounds and pupils who have English as a second language.

Education, Health and Care plans (EHC Plans) can be used to support children from birth-25 years.

- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SEND are additionally tracked by the SENCO.

### Defining SEND

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv.

**There are four broad categories of SEND:**

- communication and interaction
  - cognition and learning
- social, emotional and mental health
- physical and sensory.

**SEND can include:**

Communication and Interaction

- autistic spectrum and language disorders

Cognition and Learning

- dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

- ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- visually impaired, hearing impaired

Medical Needs

- Epilepsy, bowel disorders, severe allergies

**SEND at Bentilee Nursery School**

**Our objectives are:**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
  - To enable all children to participate in lessons fully and effectively
  - To value and encourage the contribution of all children to the life of the school
    - To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are encouraged to be involved at every stage of planning and reviewing SEND provision for their child.

- All children benefit from 'Quality Teaching'. This means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEND register should make progress which compares well with the progress made by other children in school.

### **Identifying children at SENS (Special Educational Need Support)** **Graduated Approach to SEN Support**

The teachers/Early Years Practitioners at Bentilee Nursery School teach every child, including those with SEN. Each child is assigned a key person, who may be a teacher or an Early Years' Practitioner. The key person develops a relationship with the child and the family and is the first contact for parents if there are concerns as the child settle into nursery. Concerns are discussed with the teachers, early years practitioners, the SENCO and parents and strategies agreed to help the child. It is important that all adults working with the child adopt a consistent approach and that this is continued at home.

#### **Children's additional needs are often identified during the transition and settling in processes these include:**

- Home visits take place during the term prior to the child's admission into the nursery, which are usually conducted by the family support worker. During this visit the family support worker, the child and parents begin to get to know each other. The child's previous experience, likes and dislikes, any medical issues and dietary requirements are discussed. These matters and personal details are recorded.
- Children and parents are invited to attend play and stay sessions at the nursery, before their admission and these take place during the summer term or term of entry (as applicable for the three intakes). These give opportunities for all teachers and Early Years' Practitioners to meet and talk to children and families.
- Key persons and / or family support worker visit children in the term prior to admission in their previous setting, if this is appropriate, but especially if there are identified additional needs.
- When children first enter the nursery we maintain the partnership with parents during the settling in programme. Children will attend on a graduated part time basis until all agree they are ready to stay for the whole of their allocated full day session.
- At the beginning of each day, Teachers, Early Years' Practitioners/ teacher support assistant and parents have the opportunity to speak whilst children play in the nursery.
- During the settling in period, teachers and Early Years' Practitioners observe and make notes about each child's personal social and emotional development, including their confidence, physical skills and speech and language. Teachers use this information to plan for the next learning steps.

- Children are assessed using a document based on the Early Years Foundation Stage curriculum. The same document is used for recording further progress and is passed on to reception teachers as part of transition.
  
- Speech and language assessments may also be done after the child has settled this helps us to identify any children who have difficulties in this area.
- By the end of the child's first term in school parents will have experienced a home visit and an initial meeting with their child's key person. If there are any concerns these will be raised at these meetings or at a meeting arranged by the SENCO/ assistant SENCO specifically to talk about concerns. Parents are of course welcome to ask for an appointment for a meeting with a key person, teacher or SENCO at any time. This will be supported by the family support worker, if needed).
- No child will be on the SEN register until the settling in period is completed, unless a child has entered the nursery and has been already identified as needing support, or unless the child displays a need that is overwhelmingly significant.
- During the first term the SENCO begins to compile the inclusion register. At this stage in the year it will record existing special educational needs, concerns, medical needs and other inclusion needs.

### **Existing special needs (Admission arrangements with relation to SEND)**

Where a child has recognised special needs and is coming to our school from another setting we ensure that transition is done sensitively. An Early Years' Practitioner, or teacher and the family support worker visit the child in the setting, meet parents and child again on home visits, if this is possible. Plans are made for the best induction / transition package for the child in partnership with the parents, pre-school setting and any external agencies involved. This is flexible according to the needs of the child. In cases where the child is coming to our school from home a series of home visits may be planned. The key person, teacher and SENCO continue to monitor the child and develop the existing strategies for support in our setting.

Quality first teaching is essential for all pupils. Pupils' learning styles and interests are used to help to plan for the most stimulating environment for them.

In assessing progress of children in the early years, practitioners will use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

Although the school can identify special educational needs, and make provision to meet those needs, we cannot make medical diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. If a child is identified/ assessed with issues which meet a definition of SEND, then they will be placed on the school's SEND register.

### **Interventions are used to ensure progress.**

These include:

- language, confidence and attention groups
- Time to talk, Time to listen and early talk boost to develop vocabulary, speech and language

The SENCO may discuss with the family the possibility of involving outside agencies to support or work with the family, practitioners and teachers.

### **Agencies include:**

- LA SEN advisory teacher
- Speech and language therapist
  - Paediatrician
  - Health visitor
- Integrated family support

If a child's progress is still inadequate after a period of involvement with an outside agency, a decision may be made by SENCO, outside agency and family to request a statutory co-ordinated assessment. The SENCO is responsible for making this request. This may result in an education, health and care plan being formulated.

### **Children's progress**

Children's achievements are recorded through observations as samples of their work and photos are collected. These are used to inform the assessment document and to plan for the next steps. Data from this is used to measure children's progress. Parents of children with SEN meet with key person termly and with the SENCO at least every term.

### **Monitoring of teaching and learning**

Teaching and learning are monitored by the senior management team including the school governors. Governors visit the school to discuss curriculum areas including SEN and provision for all children. They take on the role of the "critical friend"

### **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents. Communication with families is daily and verbal, but this is supported by text messaging, newsletters and individual letters. Home visits may be arranged if needed. Parents are invited to workshops to explain aspects of the Early Year's curriculum and welfare, and to celebrations throughout the school year. This gives them the opportunity to meet other families. The Nursery School is situated within the and activities and classes take place here.

Where families need additional support which cannot be provided by the Nursery School, they may be referred for "Early help" with the integrated family support team which is based in Tree House Children's Centre.

- Parents of children with SEND are informed about the Stoke-on-Trent Parent Partnership.
- The LA publishes a "Local offer" on its web site which includes links to the SEN information for all schools and to the school's SEN policy.

If a child is experiencing difficulties, parents will be informed either at target setting meetings, (autumn and spring terms) or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS level and put on the SEND register
  - discuss assessments that have been completed
  - agree a plan and provision for the next term

Records are kept of these meetings and copies are available to parents. Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

### **Paperwork for children at SENS (Special Educational Need Support) Level**

Once a child has been identified at SENS level and placed on the SEND register the following paperwork is completed:

- Annually, a one-page-plan (passport) is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve.

Parental views relating to issues they have concerns with and/or issues within the home which can inform and support school. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.

- Termly, at target setting meetings, an Individual Provision Plan, (formally called an IEP) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- Weekly, on tracking records the teacher or key person records progress made towards each of the targets.

### **Moving a child from SENS level to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS level, it may be necessary to apply for the child to be assessed for an EHC Plan.

An application for an EHC Plan is usually submitted if:

- The child is a 'Looked After Child' and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who are likely to be able to cope in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD) does not mean that a child requires an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health of



social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face.

Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

### **Supporting children at nursery school with medical conditions**

At Bentilee Nursery School we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. When a child has a medical condition, the parents are asked to meet with the SENCO/Family Support Worker to discuss needs and a plan is formulated to promote the child's health and to plan what action should be taken in the case of an emergency.

- It is essential that all staff are aware of medical needs and disabilities and adjustments that need to be made. These matters are treated as confidential.
- In the case of a child having a disability, reasonable adjustments are made to include the child in all activities or to provide an alternative.
- In this the Nursery school complies with the equality Act 2010. The school has a single equalities plan, action plan and accessibility plan.
  - Parents are asked to inform us if their child has taken medicine before coming to nursery, or if they think their child will need for example to be given their inhaler during the day. Please see policy on "managing medical conditions of pupils".
  - All nursery school teachers and Early Year's Practitioners are qualified in paediatric first aid.

### **Children coming off the SEND register**

When children begin to make adequate or accelerated progress in the rate at which they are learning or developing a skill and/or are beginning to meet ages and stages equivalent to their age related objectives, then a review will take place. This review may come in the form of the termly review of personal provision or at any point where progress is deemed adequate. A meeting will be called and it will be formally shared with the parents. Once a child is removed from the register, they will continue to be supported within class to ensure progress continues.

### **Teaching and Learning**

We believe that all children learn best with their peers. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are taught by Early Years practitioners or teachers.

When allocating additional support to children, the focus is on outcomes, not hours. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available. When considering an intervention, the child's profile of learning is initially considered in order to select the intervention which is best matched to the child and intervention provision already in place in school.

Targets for children at SENS are deliberately challenging in the attempt to close the

attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are generally planned in termly blocks (however some intervention may be a 6-10 week programme or an ongoing programme of increasing skills.
  - At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCo monitors interventions to identify 'what works'.

### **Monitoring and evaluating SEND**

The Nursery School is regularly and carefully monitored by the Head Teacher and school governors.

This process includes:

- Lesson observations
- Professional development meeting with the key person in charge
  - Scrutiny of planning
  - Analysis of data
- Evaluation of the School development plan
- Head Teacher's report and discussion with governors.
  - Planning for the next academic year
- Learning walks by the Head teacher and governors.

### **Adaptations to the EYFS Curriculum, Teaching and Learning Environment**

Bentilee Nursery School is situated on the ground floor level of the Bentilee Family Hub. If parents and children to access the first floor, this can be achieved by accessing the lift.

Corridors are wide and there are two easy access toilets. Other adaptations to the physical environment would be made, as appropriate, to accommodate children with other sensory disabilities.

The large classroom and additional learning rooms are inclusion-friendly. We aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

All of our children from entry into the nursery have access to the full and enriching EYFS curriculum and we recognise achievement and expertise in all curricular developmental areas. As part of the normal classroom, nursery differentiation, EYFS curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

We recognise that there are specific situations where a modified or adapted EYFS curriculum has to be implemented to support a child who cannot access the EYFS Curriculum fully due to medical, behavioural or learning difficulties. This will occur with the recommendations from outside agencies and where it has been identified that this is necessary for the child's wellbeing and continued progression within school.

All staff are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. Training needs are identified according to the needs of each cohort of children. The SENCO attends SENCO forum meetings and liaises with other local SENCO's to keep up to date with information and developments including the new SEN code of practice. The LA authority SEN advisory teacher visits the nursery school by arrangement and supports with training, advice, working with children and families

### **Children with Social, Emotional and Mental Health Needs**

Challenging behaviour is not classified as an SEND, but it can be a symptom of an underlying SEND. If a child shows persistent unwanted behaviour, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a parental meeting with the family and support the child through that process and if appropriate, we will progress it to an EHA (Early Help Assessment).

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP/health visitor for a referral to CAMHS, and/or school with the parents can make a referral.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although the policy takes into account that all children are individual and therefore adjustments may need to be made in order to accommodate individual needs. The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **Transition Arrangements**

Transition into and within school

We understand that a move into the nursery or a new school can be a challenging time. We strive to make transitions between the nursery, PVI settings and linked primary schools as smooth and happy as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher/new setting
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

### **Storing and managing information**

Bentilee Nursery School complies with legislation on data protection. The SEND file is kept in a locked office/Heads Office and Safeguarding information is in a locked cupboard in the Office.

Working documents and observations of children are kept accessible to teachers and EYP's in the classroom.

All SEND information is passed on to the child's primary school at the beginning of the Autumn term. The nursery School adheres to data protection and confidentiality. We get information passed on signed and dated on handover.

### **Complaints**

The nursery school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **Stoke- On- Trent's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Stoke-On-Trent Local Offer is available from the website <http://localoffer.stoke.gov.uk> and follow the links.

### **Equal Opportunities**

The nursery school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the nursery school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the nursery school

### **Review Framework**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).