



Date policy last reviewed	November 2021
Date due to be reviewed again	November 2022
Head teacher's signature	
Governor's signature	

Policy for Special Educational Needs and Disability at Kate Greenaway Nursery School and Children's Centre

(SEND Code of Practice 2014 paragraph xiii pg:15).

This policy is about our approach to the inclusion of:

- Children with special educational needs
- Children with disabilities
- Children with medical needs and conditions (see separate Medical Conditions Policy for more information).
- Children with any other need which could affect their access to the curriculum, their development and progress, or their enjoyment.

This policy is written in line with the SEND Code of Practice (2015) and the Equalities Act (2010)

Please see Glossary for explanation of abbreviations (SEN, SEND, SENCO, EHCP, Short Term Plan)

Aims and objectives of the policy:

- To ensure that all children have an equal opportunity to access, engage in and enjoy a broad and balanced curriculum, involving rich first-hand experiences and play.
- To ensure that needs are identified early and followed by timely support and intervention.
- To ensure high aspirations for children with SEND to achieve their full potential.
- To involve work in partnership with parents and carers at every stage in plans to meet their child's additional needs.
- To consult with and involve children in planning for their education as far as is appropriate given their age and stage of development. We aim to always
- To ensure staff continually learn about different needs and disabilities of children on roll, and being confident and able to engage with and support the development of all children.
- To maintain a positive culture of respect, understanding and appreciation of difference throughout the school community.
- To ensure an effective, collaborative, multi-disciplinary approach to meeting the needs of children with SEND, actively seeking the support of professionals working with the child.
- To ensure systems are in place that enable us to review the effectiveness of our work with children with SEND, including the perspectives of a range of people, including governors, parents and professionals.

Our Approach

At Kate Greenaway Nursery School, we welcome all children as part of our community and we recognise and value each child as a unique individual. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and development. Many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We work on the belief that all children and their families have the right to be part of their local community and to be welcomed and included whether they have an identified SEND or not. In this way, we promote and celebrate an understanding of and respect for difference.

We take a 'whole school approach' to meeting the needs of children with SEND and see it everyone's responsibility to remove barriers to learning and ensure all children reach their potential. Our first response to supporting all children is through high quality teaching, differentiated to the needs of the individual. Some children need additional support. At Kate Greenaway, we aim to identify these needs as soon as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. However, we are aware that many difficulties are resolved as children mature and that children develop at different rates, resulting in some children only

needing extra support for a limited period. We therefore offer different levels of additional support depending on the level of need. Figure 1 below illustrates the levels of support offered for children with SEND.

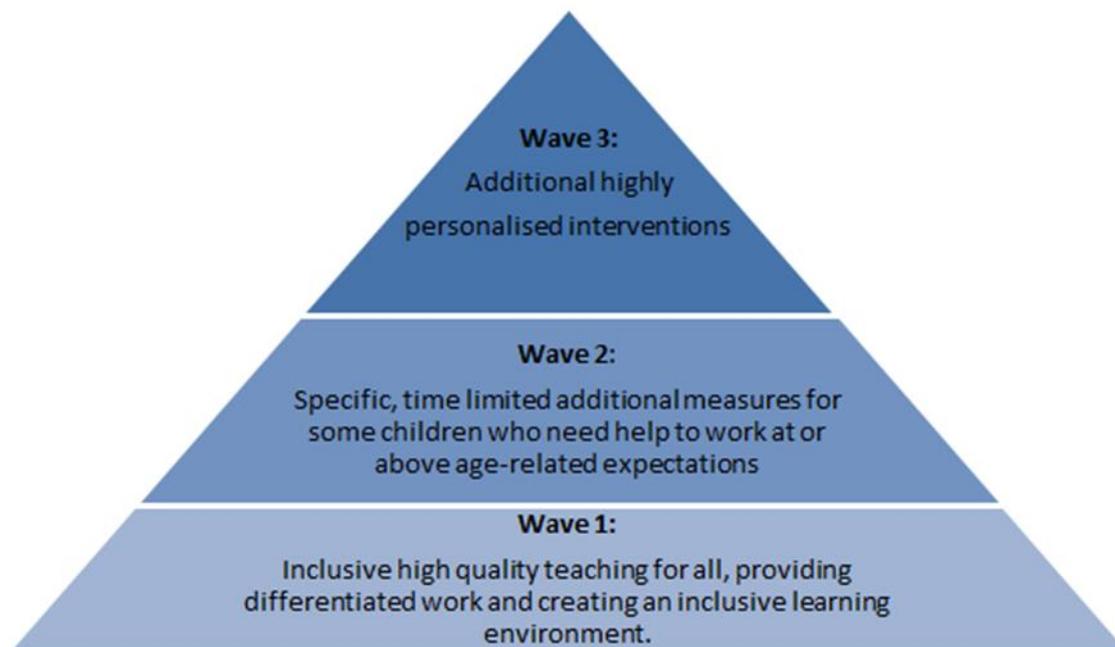


Figure 1: Waves of support for SEND.

We believe individual's SEND are best met through working closely with children, their families, and other professionals, building on their strengths, resilience and deep understanding of the child. This close partnership with parents and professionals, the high quality of care offered to the children through our Key Person system, and the careful control of the nursery environment (indoors and out) enables children to settle and thrive in the nursery.

Additional Funding to support children with SEND

'PELSEND' funding

The centre is awarded additional funding to offer three places to children with complex SEND. These places are allocated via the Priority Early Learning SEND (PELSEND) panel with input from a range of professionals across education and health.

We use this funding to pay for an additional staff member during the core day in term time. We use any excess to fund SENCO time and any particular resources needed. The additional member of staff works closely with Key Persons to support children in working towards the targets identified on their Short Term Plans. The SEN staff member may also contribute to Short Term Plan reviews.

Other additional funding

We are also able to bid each term for some additional funding to support children with

SEND who are not occupying PELSEND places. This is used to offer extra support to children with Short Term Plans to work on an identified area of difficulty through some one-to-one adult support or in a small specialist group.

We also use additional funding to allow us to offer additional groups such as 'Crocodile Language Groups' (so called for being 'short and snappy') or Attention Builders. The staff who deliver these sessions are given specialist training by the Speech and Language Therapist linked to the Nursery and Children's Centre or the Social Communication Team.

Around a third of our places are allocated via the Priority Early Learning (PEL) Panel. Some of the children allocated PEL places are given these specifically to support their SEN or disability.

Education Health and Care Plan (EHCP)

Some children with complex needs may have an EHCP which comes with additional funding.

The SENCOs role

The SENCO is responsible for the day-to-day operation of the nursery's SEND policy. The SENCO will support the identification of children with special educational needs, co-ordinate additional support for pupils with SEN and liaise with their parents, teachers and other professionals who are involved with them. The SENCO also responsible for coordinating professional development, monitoring the provision for SEND and for the overall strategic development of SEND provision within the school, alongside the senior leadership team and governing body.

The SEND Co-ordinator or 'SENCO' is Lucie Miles.

Monitoring Provision

The provision for children with SEND is monitored via the governor with responsibility for SEND who makes yearly visits to the centre to observe practice and discuss policy. The Governor with responsibility for SEND is Joy Dahl.

Professional support and feedback is also sought via work with the Educational Psychologist and close partnership with the area SENCO and Child Development Team.

Staff Training in SEND

The SENCO is responsible for co-ordinating training for all staff that supports their work with children with SEND. Training is offered in a range of ways as follows:

- The SENCO offers guidance and support to staff directly via discussion and joint observation of children.
- Staff learn new information and strategies through professional discussions at Short Term Plan review meetings.

- Other professionals, who support children with SEND, may visit the centre and offer advice individually to practitioners or to groups of staff via staff meetings or training programmes.
- We buy into support from the Educational Psychology service.
- Staff may attend CPD courses offered by the local authority.
- Staff may attend accredited courses.
- Staff may visit and learn from other early years settings.

Arrangements for coordinating SEN provision

In line with the SEN code 2015, we offer a ‘graduated response’ to teaching and learning for children with SEND. The graduated response includes a cycle of **assess**, **plan**, **do** and **review** and for children with special needs (See Figure 2). The response becomes increasingly individualised as we build up a detailed picture of the child’s strengths and difficulties.

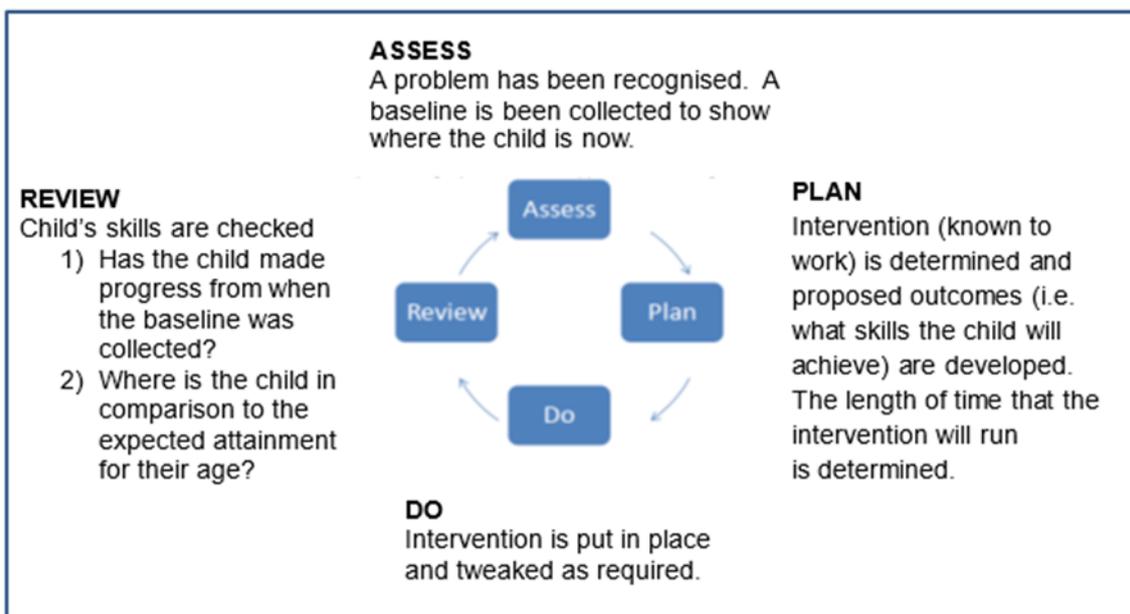


Figure 2: The graduated approach

The SENCO has responsibility for overseeing and leading the process of ‘assess, plan, do, review’ and for ensuring that communication with children, families and outside agencies is as smooth as possible.

The class teacher, under teacher’s standards 2012 and the SEN code of practice 2015 has responsibility to contribute to the graduated response, to be aware of children’s additional needs and to plan for the class and individual children accordingly.

Stage 1 Identification of a special educational need or disability.

Identification of a child’s special educational need or disability happens in a range of ways:

- Some children enter the setting with information and possibly previous assessment of their SEND. The child and family may already have a professional team working with them such as the 'Early Years Development Team'. In these cases, some preparatory work can be done before the child starts in the nursery to ensure they have a positive and safe start. For these children, we will normally hold a transition meeting and complete a Transition Plan.
- Parents or carers may raise a concern about a child's development at any time during a child's time in the nursery.
- Nursery staff or other professionals may raise a concern about a child's development, either through observation and interaction with the child, via the assessment system when tracking a child's progress or via information shared with them by the child's family. Staff are encouraged to share any concerns immediately with the SENCO.
- We use the Early Years Foundation Stage developmental outcomes or 'Development Matters' to help us assess if a child's progress is within the expected range of development in a particular area or if it is behind or ahead.

We also carry out a 'Two Year Progress Check' for all children on roll in the nursery between their second and third birthday. The two year checks offer us a standardised way to assess children's progress against expected levels and, if necessary, intervene early to support a child's development.

Initial response to a concern or identified need

The SENCO will initially explore any concerns raised or identified needs via discussion with staff or examining any additional information such as reports from outside agencies. If the concern has been brought from a staff member, the SENCO may ask them to seek further information either via observation of the child or discussion with the child's parents. The SENCO will also observe children to clarify concerns or gather information.

As soon as a concern is clearly raised or identified the SENCO will lead the process to fully discuss the child's needs with their parents. From this discussion several courses of action or a combination of courses are possible.

Response to an identified special need or disability

Via discussion with the child's parents, the Key Person, the teacher, the SENCO and any other professionals already supporting the family we respond in a range of ways. The SENCO takes the lead in this process. We offer different levels of support depending on the child's level of need. All levels of support in school are termed 'SEND support'. We always consider how to work in partnership with outside agencies. We may plan:

- To continue monitoring the child's progress in line with the assessment policy for all children via our tracking system and regular termly reviews with families. We may choose for example particular termly targets that are linked to a child's particular need.

- To make a **Short Term Plan** for a child focusing on the areas that have been identified. This might include increased access to an aspect of provision such as Developmental Movement Play (DMP) or small language groups. See below for further detail on how we write Short Term Plans.
- To make an **Individual Health Care Plan** for a child with the input of at least one health professional with knowledge or access to knowledge of the child's medical needs.
- To refer the child for further support to a professional agency, for example the Art Therapy Service, Speech and Language Therapy Service or Child and Adult Mental Health Service (CAMHS). We may also seek advice or support from a specialist service to inform our planning, for example the Area SENCO with responsibility for visual impairment.

At any point in a child's time in the nursery their plans could be reviewed and we may choose to respond differently or to increase, decrease or end our level of extra support for a child. The key to planning is that it is flexible and responsive to new information or changes in the child or the child's family circumstance.

Monitoring plans made for children

- Targets for children's learning and development are set termly by Key Persons in conversation with the child's parents. Progress is monitored via the assessment policy in 'profile books' (see Glossary) and via observation and tracking against the developmental outcomes in the Early Years Foundation Stage Framework (see Assessment Policy). Parents or staff may arrange more frequent meetings if they feel that is appropriate.
- Individual Health Care Plans are regularly reviewed in the light of any new information regarding a child's health or medication. They may also be reviewed at a multi-agency Short Term Plan review meeting.
- Short Term Plans are either reviewed at the child's termly review or, if outside agencies are involved, at a Short Term Plan review meeting held approximately six times a year.

Ending intervention to support an SEN or disability

Some children will need extra support but it is important to remember that, either in response to the intervention, their access to nursery provision or simply through maturation and the support of their family that children may not need to continue to have additional support throughout their time at the nursery. When this happens, in full consultation with the child's family we discontinue additional support.

Short Term Plans

A Short Term Plan includes several (usually 2-4) short term goals and the strategies to help children reach those goals to enable progress. It always includes the arrangement to review the plan. The goals are clear, measurable in some way and designed to be achievable by the following review. Short Term Plans should include anything that is additional or different to the general provision offered to all children.

The Short Term Plans also contain a brief record of any other issues discussed with the family and/or professionals that might impact on the child's development. Following or during a Short Term Plan review the SENCO will record changes on the plan and forward copies to the child's parents and other professionals supporting the child, with parental permission.

Partnerships with other Early Years Providers

Where a child is attending more than one Early Years Setting we endeavor to work in as close a partnership as possible with the other provider, with explicit parental permission. This might include sharing health care plans or holding joint Short Term Plan reviews or generally sharing information.

Request for statutory assessment and Education Health Care Plans

For a child who is not making adequate progress, despite a period of SEN support, and in agreement with the parents/carers, we may request the Local Authority to make a statutory assessment in order to determine whether it is necessary for the child to have an **Education Health Care Plan** (see Glossary). Children have Education Health Care Plans when their needs cannot be met through the 'Local Offer' (see Glossary) of provision for children with SEND. When an application is made there are different possible outcomes; the child's needs don't meet the threshold for an EHCP and continues with SEN Support; the child is given a revised co-ordinated SEND Support Plan, or an assessment for an EHCP is granted. Families are supported through this process by the SENCO.

If an assessment is granted, then the SENCO and local authority will co-ordinate the schools and the parent's contribution to the assessment process and facilitate other professionals to gather information about the child in the setting. It is important that this is done in a timely way, particularly if a child will be making the transition to primary school. Parents are fully involved in all stages of the assessment process and the local authority will allocate a key worker from the SEN team to support families through the process. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education Health Care Plans

Education Health Care Plans are reviewed at least annually to consider the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

Some children are awarded an EHCP just before their entry to primary school. In this case the SENCO will liaise with the receiving school using the EHCP as material for the discussion in planning for the child's needs in the new setting.

Transition to Primary School (or another Early Years setting)

All children are sensitive to change and change may induce a child to regress or falter in their development. Children with difficulties in processing information, with mobility issues or any form of SEND are likely to find the transition to primary school or any new setting even more challenging than normally developing children. Families of

children with SEND may also find the choices they need to make are more complex than those facing other families.

We make plans to offer extra support to all children with SEND when they are about to transfer to a new setting. These usually include a visit to the new setting with their Key person as well as a parent and use of photos of the new setting or new significant people to help the child think about the change.

We support parents by offering a meeting with the educational psychologist specifically for parents of children with SEND around choosing schools. We also plan carefully with parents and hold a 'transition meeting' before a child is due to transfer with staff from the new setting and any other relevant professionals to ensure there is a smooth and supported flow of information. This offers a chance for the new setting to plan and allows families to communicate their knowledge, hopes and any concerns to new staff with the support of professionals that they know well.

Glossary

Equalities Act 2010

This act includes a duty on all schools to publish information each year about their plans to tackle discrimination, particularly towards with protected characteristics. Protected characteristics include having a disability.

Individual Health Care Plan

If a child suffers from a medical condition that might endanger his or her life or cause severe illness or is subject to a programme of medication, then they are required to have an Individual Health Care Plan before they are left in the care of nursery staff. This plan must be completed by or checked by a health care professional who knows the child's needs well or has access to that information. The child's parents also fully participate in writing the plan and sign it, along with the head teacher. Examples of children who might require a health care plan are a child with a severe allergy that could engender anaphylactic shock or a child who suffers seizures or has regular medication to control an on-going and serious condition.

SEN and SEND

These terms refer to 'special educational needs' and 'special educational needs and/or disability'.

SENCO

This stands for Special Educational Needs Co-ordinator. The role of the SENCO is outlined clearly in the Code of Practice 2015. The SENCO is charged with liaising with outside professionals, staff and families, co-ordinating and facilitating the support for children with SEND, arranging training for staff and generally ensuring that the code of practice is fully adhered to.

Short Term Plan (STP)

This is the plan of agreed goals for a child who has or may have SEND. It is usually agreed in a Short Term Plan meeting, in consultation with parents, Key Person and SENCO. Sometimes this also involves other professionals. The STP is usually reviewed every 6 – 8 weeks.

Education Health Care Plan (EHCP)

If a child has severe and complex SEND and their needs cannot be met by the local offer, then they may be assessed as needing an Education Health Care Plan. The assessment is carried out in a co-ordinated way by professionals from health, education and other agencies as appropriate. The child's family and, as far as possible the child themselves must be fully involved in creating the plan. The plan sets out the child's needs, outcomes sought for the child, the special provision required and the child's interests and aspirations. It will also include the name of the school the child is/will attend.

The Local Offer

The local offer is provided by Islington (and all other local authorities) to give clear and up-to-date information about the support and provision for SEND in the local area. You can find Islington's local offer at:

<http://directory.islington.gov.uk/kb5/islington/directory/localoffer.page?localofferchannelnew=0>

Under-Fives Advisory Group (UFAG) panel

This panel allocates places at Islington Early Years settings and Children's Centres for children identified with severe and complex needs. Referrals to this panel can be made by education or health professionals.

Profile books

Each child at Kate Greenaway has their own Profile Book, which contains observations of the child by their Key Person. It is designed to share with families some of the child's experiences at nursery and to celebrate their progress as they grow and develop.

This policy links to:

- Inclusion statement
- The school access plan
- Educational visits
- Key person and settling-in
- Admissions
- Assessment and Profile Books
- Core Experiences
- Integrated working systems: Common Assessment Framework, Lead Professional and Team around the Child.

Appendix 1 Provision Map

What is the provision called?	Who provides the support?	How is the support provided?	Who is targeted for this provision?	How is the need for support identified?	Assessment
<u>Developmental movement Play (DMP)</u>	Nursery education workers with specialist training	In the movement/music area for sessions of around 30-40 mins	Children with movement delays and/or disorders. Children with co-ordination and proprioceptive disorders.	Through observation and assessment, using materials from JABADAO.	Informal assessment. Where children continue to show significant delay/disorder, a referral is made to Occupational and/or Physio-therapy.
<u>Educational psychologist (EP)</u>	Aditi Rao Amanda Holdgate	2 days of visits a term (used flexibly as whole or part-days)	Children attending the nursery via the UFAG panel; children for whom an Education, Health and Care plan is being applied for	Programme negotiated with EP by SENCO; staff may raise children for consideration	With explicit permission from their families, The EP may observe children and write reports. The EP also contributes to the process of statutory assessment.
<u>Speech and Language Therapy and therapist (SaLT)</u>	The Children's Centre Speech and Language Therapist	Targeted visits, where requested	Children with delayed or disordered language, directly or via training for staff	Via observation from nursery staff and/or SENCO	Referrals may be made to the Chaterpillars, or Little leaps groups or to the SALT service for assessment
<u>Small Language group or 'crocodile group' (short and snappy)</u>	Nursery education workers/assistant, Key persons or support workers for SEN	Several times a week, offered by staff with some specialist training from the Speech and Language Therapy Service	Children who may have delayed and/or disordered language.	Assessment of language and communication show indications of possible concerns, using the EYFS or development scales as appropriate.	Progress in language and communication. Following training with the Speech and Language Therapist.

What is the provision called?	Who provides the support?	How is the support provided?	Who is targeted for this provision?	How is the need for support identified?	Assessment
<u>'Special Time' (structured or unstructured).</u>	Usually the child's Key Person, sometimes with support from the SEND support worker.	Unstructured Special Time often takes place in the main nursery environment but may involve moving to a quieter space depending on the needs of the child. Structured Special Time involves going to a quiet space (i.e. outdoor classroom) with KP (and sometimes support) and may involve a visual timetable or Now and Next board, PECS and sequence of adult-led activities.	Children who need support with communication and language.	Through observation, practitioner assessment, discussion with parents and usually professionals from the (SaLT) service or SCT.	Practitioner observation and, usually, a SaLT assessment.
<u>Picture Exchange Communication System (PECS)</u>	All staff, usually led by child's Key person	Introduced during structured Special Time and then used throughout day.	Children with social communication difference.	Usually through assessment from a Speech and Language Therapist or other clinician from SCT.	Professional assessment.
<u>Attention Builders</u>	SEND support worker (Jenni) or other EYs educator.	In small groups of up to 3 children with 2 adults in the outdoor classroom.	Children who need support to develop shared attention.	Through observation and usually discussion between parents, staff and professionals.	Practitioner reflection, observations.
<u>Social Communication Team SCT)</u> And <u>Early Years Development Team</u>	Health Teams located centrally typically consisting of professionals such as Occupational Therapist, Speech and Language Therapists, Clinical Psychologists, Dieticians and support workers.	Through home visiting and centre-based contact with families. Includes support with transition into nursery and into primary school. The teams work with the SENCO in the nursery in the graduated response.	Children aged from birth to five with special needs and disabilities. SC team is for children with Autistic Spectrum disorder. EYD team is for children with other forms of developmental delay.	Referral from Family Support Worker, health visitor, GP etc. children are allocated to a team.	Informal and formal assessment by team.

What is the provision called?	Who provides the support?	How is the support provided?	Who is targeted for this provision?	How is the need for support identified?	Assessment
<u>Early Years Advisor for children with Visual Impairment</u>	Nicky Joseph (Early Years Advisory Team)	By request from the SENCO or other staff, Nicky will assess provision or provide individual information/advice	Children with visual impairments	Referrals made through SENCO after medical confirmation of impairment	Informal assessment by SENCO with Nicky Joseph
<u>Area SENCo</u>	Marian Alexis-Sinclair	Through advice and support provided on request	All children with SEND via the SENCO	The support is regularly provided by the LA to monitor practice and provision	Through discussion with SENCO
<u>Forest School</u>	Staff within the nursery and the Forest School trained practitioner Venti Constantini	Through a programme of a series of weekly sessions at Queens Wood	All children with SEND in their final year before primary school	By age (cohort in last year before primary school)	Through observation and photographs. Questionnaire to parents who participate
<u>Referral to community based support and 'local offer'</u> <u>Contact a Family Centre 404</u>	SENCO and other staff in the nursery inform all parents of the Local Offer and in particular two organisations; Contact a Family Centre 404	Families of children with SEND should be informed at the home visit or at another early stage of the local offer and these two organisations	All families with children with SEND. Centre 404 specialises in learning difficulties.	All families with children with SEND offered information as they start their place and at any point they require additional support.	n/a
<u>Nasen SEND Gateway</u>	NASEN (a professional association for supporting those working in SEND)	Via the online resource 'SEND Gateway' www.sendgateway.org.uk/	Support for SENCO and other staff in the form of shared resources and information	As and when needed for staff development	n/a

Appendix 2 Example of Individual Education Plan

This STP should follow the graduated approach of		Assess		Plan		DO		Review	
Short Term Plan		Term		Child's Name		DOB			
Target	Focus on the 3 Prime Areas <i>(Minimum 3 targets should be identified)</i>	What can <i>child</i> do now?		What we would like <i>child</i> to be able to do in eight		How can we help <i>child</i> achieve this?		How did <i>child</i> do?	
		Assessment/ strengths and difficulties		Goals		Actions and resources		Outcome/review of	
1	Personal, Social and Emotional Development <i>(Identify one aspect using the Early Years Outcomes i.e managing feelings & age bands)</i>								
2	Personal, Social and Emotional Development								
1	Communication and Language development <i>(Identify one aspect using the Early Years Outcomes i.e Listening and attention & age bands)</i>								
2	Communication and Language Development								
1	Physical Development								
2	Physical Development								