



## Lark Hill Nursery School Special Educational Needs And Disabilities (SEND) Policy

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**Our Special Educational Needs and Disabilities Co-ordinator (SENDCO) is Chloe Higgins, our Nursery Teacher. You can contact her at: [senco@larkhill-nur.stockport.sch.uk](mailto:senco@larkhill-nur.stockport.sch.uk), by phoning 0161 480 0867 or be sending a message on Tapestry..**

We are committed to working with families to provide high quality care and education to all children in our community. This policy outlines our approach to supporting and including children with special educational needs and/or disabilities. The policy should be read alongside our other policies particularly our Think Equal Policy, Behaviour and Relationships Policy, Curriculum policy and Equality Policy.

We share the view expressed in Stockport’s Entitlement Framework that,

**“Good teaching for children and young people with Special Educational Needs and Disabilities (SEND) is good teaching for all..”**

(Stockport Entitlement Framework 2019 page 1)

We are also always striving to consider how we meet the definition of Inclusion agreed in Stockport

**Equity** – fair and impartial

**Belonging** – affinity for a place or situation

**Collaboration** – working with someone to produce something

We believe that all children are entitled to a broad and balanced curriculum and the overarching principles of the Early Years Foundation Stage (2024) guide and shape our practice. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well **in enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Statutory Framework for the Early Years Foundation Stage 2024 page 6

### **Definition of the term Special Educational Needs**

**A child has special educational needs if they have significant learning difficulties in comparison to the majority of children of the same age or if they have a disability which prevents or hinders them from using educational facilities generally provided for children of the same age. Special Educational Provision is provision which is additional to or different from the educational provision made for children of the same age in mainstream schools.**

Special Educational Needs and Disability Code of Practice: 0 to 25 years

Ordinarily Available Provision is not about treating everyone the same, but it is about making adaptations and small changes, so all children get the same opportunities.

**It is important to remember that “Children who may struggle in their early learning are not ‘low ability’. We do not know what their potential might be. Every child can make progress with the right support”** Development Matters, Sept 2020, revised July 2021.

Our **Ordinarily Available Provision** is the range of activities, opportunities and strategies that we offer as part of our quality first teaching and evidence informed approaches to meet a range of additional needs without the need for a formal diagnosis or specialist support.

Here at Lark Hill Nursery school we place clear expectations of inclusion on ourselves;  
We will:

- adhere to the Statutory EY (Early years) Foundation Stage Framework when planning the delivery of curriculum, provision and developing stringent policies and procedures
- promote equality of access for all children in their care
- have a robust strengths-based early identification and assessment system in place
- actively work with parents and carers as a key aspect of good practice, with clear and regular communication giving parents a voice and ensuring that the child is at the heart of the process
- champion the child's voice: a child may express themselves using their voice, or in other ways. Behaviour is a communication and practitioners will have an active curiosity about what a child is trying to communicate to them
- co-ordinate multi-agency working, so that practitioners and parents have the benefit of expert professional advice and support when a child already has an identified need or when a need becomes apparent
- actively seek out evidence informed training to maintain skills and knowledge as part of their ongoing CPD (continuing professional development).

### **Identification of Special Educational Needs**

Children with special educational needs may be identified in a number of ways including:

- A family might share with us that their child has a particular need when they apply for a place for their child or during a home visit or conversation before the child starts at Nursery.
- Other professionals might contact us (with permission from a family) to share information about a child's needs. We work closely with Family Hub Coordinators, Health Visitors, Speech and language therapists, the Child Development Unit and Portage.
- When children have started Nursery and staff get to know the children our assessments, including our 2 year checks, Learning reviews using our Learning Pathway, the Autism Education Trust Assessment Framework or Wellcomm assessment might help us to identify needs that we will discuss with the child's family.

## **Admitting and settling children**

We manage admissions for children starting Nursery at age two using admissions criteria which do not discriminate against children with SEND. Admissions for children starting Nursery at age three or four are managed by the local authority again using criteria that do not discriminate against children with SEND.

When places are allocated we will work with each child and family to agree a settling period and to gather information about the child's strengths and needs we will use this information to write an initial One Page Profile and to agree support for the child and any adaptations that might need to be made.

## **The curriculum**

Our curriculum is broad and balanced and based around building of strengths and interests and meeting the needs of each child. All children have a regular learning review week when staff focus on them and summarise their interests and development. We have a termly themes which are for the Autumn term 'Who am I ?' for the Spring Term 'Out and about' and for the Summer Term 'Growing and changing'. Each term we consider how every child is included in the experiences we offer. Staff spend time with all children and respond to them 'in the moment' to support their learning and development. Group times are planned in each Nursery session and visual aids are used to support children to follow the routine at group time. Groups are organised so that all children can participate in a way that is appropriate to them.

Children have access to the outdoor learning environment for most of the day and are supported to access the garden if necessary. We have regular visits in our local area including walks to the park, shops, library, care home and visits to community groups.

## **Children's profiles and assessment**

We use Tapestry to share reports that we receive about children with their families and to keep a record of any conversations that we have with families or professionals. We plan learning reviews at least twice a year for each child with children who need a higher level of support having more frequent reviews either once a term or sometimes fortnightly.

We have used Birth to 5 Matters guidance to create our own learning pathway of skills and knowledge which informs our assessment of children's progress and to identify any areas where their progress is not as rapid or where they are not demonstrating the knowledge, skills or understanding that we might expect. Staff also have access to other resources to inform their judgements about children's progress and attainment including the WellComm and the AET Assessment Framework which we have added on to Tapestry. We also have an extensive library of books about child development. Keyworkers gather observations write a short progress summary for children between the ages of two and three, assess against

the Prime areas and skills of our learning pathway and share this with parents. The summary identifies strengths and any areas where the child's progress is less than expected. The summary and discussions with Parents might lead to the identification of emerging concerns or Special Educational Needs and if this is the case actions will be agreed to support the child's progress and development.

The School provision map outlines the provision in place to meet the needs of different children at Nursery; in this provision map we identify different levels of provision:

- Universal provision: this, alongside our curriculum policy, identifies the provision in place for all children.
- Targeted approaches: this identifies the additional provision available for children who have been identified as needing some additional support, for example if their Wellcomm screening suggests that they might need some extra support developing their communication and language.
- Individualised provision: children identified as SEN support or needing an Education and Health Care plan will have an individualised provision map and/or a Support plan that identifies targets and support. They then also have a half termly 'Celebrating my learning' which records a snapshot of interactions the staff have with the child and a summary of their next steps. If the use of AET framework is appropriate children are assessed against it in Autumn 1, Spring 1 and Summer 1 and then our learning pathway of knowledge and skills is used in Autumn 2, Spring 2 and Summer 2. We will work with other professionals to assess the child's needs and with professionals and families agree priorities for support.

### **The Code of Practice Procedures**

Children might start Nursery with a previously identified Special Educational Needs and may have involvement from a range of professionals. These children will be placed on our 'Meeting the needs of our children' list and we will think about how we can meet their needs at school. In the case of some medical conditions a care plan is put in place but there may be no need for additional educational provision.

When a parent shares concerns about their child's development the child's key person will monitor and assess the child and discuss these assessments with the Parent and SENDCO. After discussion with the Parents a referral might be made or extra support might be provided within the Nursery and a date to review the child's progress will be agreed. It might be agreed that a further period of monitoring is the most appropriate approach, whatever the outcome of our discussion the child will be added to the 'Meeting the needs of our children' list and notes from the meeting added to Tapestry so agreed actions are shared with all Staff and Parents.

Children on SEND support have individual approaches which might be outlined on an additional support plan, a provision map or in a more detailed One Page Profile. The support will be reviewed with the Key person and Parents each term and further actions agreed. This might be referring to another Professional for support or advice, agreeing new targets or interventions to support the child or agreeing that they no longer need this level of support and that they will be supported through our universal approaches. All Nursery staff have access to information about each child's needs and reports and plans are shared on Tapestry so staff and parents can read them. If a member of Staff has concerns about a child's progress or development they will discuss this with the Parents and SENDCO and further action will be agreed. The Headteacher and Nursery Teacher who is also the SENDCO meet once a term to discuss all children's progress and this might lead to children being identified as needing additional support or a higher level of support than is currently provided.

### **High Needs Funding**

Children in need of increased support might be eligible for high needs funding. The Nursery can apply for funding if a child's needs result in them needing support that has a higher cost than it would for a child who does not have special educational needs. Applications for support have to be agreed by the Early Years SEN consultant and Parents and are considered by the Early Years Panel. This funding is reviewed on a regular basis with Nursery providing information about how the funding has been used and the impact on the child's development. Parents contribute to this review sharing their views about their child's progress. Funding is often allocated as a block for the Nursery rather than for individual children.

### **Working with Parents**

Stockport's vision is for all children and young people with special educational needs and disabilities to have the best start in life. The SEND priorities outline that the local authority will work pro-actively and co-proactively with parents, carers, young people and other partners with services that are child, young people and family focused. At Lark Hill Nursery School we are committed to working in partnership with parents and the co-production charter underpins our work. The charter states that we will work to create a culture where we will:

- Be open and honest
- Actively listen
- Value the lived experiences
- Do what matters
- Be accountable and responsive
- Work together
- Be respectful

We will share with Parents any concerns we have about children's progress or development as observed at Nursery and listen when parents share concerns that they have. We have regular discussions with Parents and will with their permission refer to other professionals as appropriate. We keep records of our meetings on Tapestry so that the actions that we have agreed are shared. We aim to involve children in agreeing their support and if they are not able to talk to us about their needs we will use our observations and conversations with Parents to help us to understand how to best support them at Nursery.

### **Education Health and Care plans**

Some children with SEND would benefit from an Education and Health Care (EHC) plan. An EHC plan is for children and young people who have complex special educational needs and disabilities. An assessment for an EHC plan can be requested by the Parent or the Nursery can start the process.

If a child has an EHC plan the SENDCO will:

- Co-ordinate provision for the child based on what is outlined in the plan.
- Write a support plan based and the plan with review dates.
- Support the keyworker and nursery staff to work towards the child's targets.
- Liaise with external agencies and professionals as appropriate.
- Co-ordinate annual reviews
- Co-ordinate transition when the child moves to Primary School.

### **Working with other agencies and specialists**

We work with other agencies and specialists. The SENDCO will incorporate advice received from specialists into support plans and provision maps. When training is offered from specialist services we will aim to make sure a member of staff attends and shares the training with the Nursery team.

### **Links with local Schools and Transition**

We have close links with local Schools and when school places have been allocated in April we will, with Parents' permission, contact Schools and arrange a transition meeting. We share provision maps, support plans, reports, assessments and One Page Profiles with schools and invite staff into Nursery to meet children in a familiar setting.

We work closely with childminders and local nurseries and if a child is joining us from another setting with identified Special Educational Needs we aim to visit the child in their setting and speak to staff who have been working with the child.

## **The role of the SENDCO**

Our SENDCO is Chloe Higgins

The SENDCO role includes:

- The day-to-day operation of our SEND Inclusive Education Policy
- With the Headteacher 'Meeting the needs of our children' list and overseeing the records of all children with SEND
- Liaising with, advising and supporting all staff and children
- Making or supporting staff to make referrals as appropriate.
- Working with parents to complete application for high needs funding when appropriate.
- Co-ordinating provision for children with SEND both internally and externally
- Liaising with parents, involving them in supporting their children and understanding the SEND policy
- Contributing to in-service training for staff and identifying training needs
- Liaising with external agencies and professionals
- Monitoring the provision for children with special educational needs in terms of planning, delivery and Support Plans when appropriate
- Attending cluster meetings and disseminating information to staff
- Liaising with SEND Link Governor
- Linking with schools to ensure smooth transition
- Arranging and chairing meetings including termly and annual reviews and Support Plan meetings
- Co-ordinating the audit and review of SEND policy, procedures and practices in the light of changes to the Code of Practice and Government legislation and borough guidelines

## **The role of Keyworker/Nursery practitioners**

- Identifying needs and sharing concerns about a child's progress and development with parents and the SENDCO
- Listening to children's and parent's views and taking these into account when planning support.
- Supporting children's learning and development and implementing agreed strategies.
- Taking the lead of each child's 'Celebrating my learning at Nursery' ensuring they give more time to each child in their group with SEND and complete a summary and update assessments each half term.
- Monitoring progress



- Contributing to support plan reviews.

### **Staff development and training**

Nursery staff receive training appropriate to the needs of the children with whom they work. Training is provided by the Children's Therapy services, The Early Years SEN Teacher and other visiting professionals also provide information that is individual to children to ensure that Nursery Staff have the knowledge to support each child. We also access training offered by Lisburne Special School and arrange visits to other resources and Special Schools to develop our strategies.

### **Complaints procedure**

Our aim is to provide an open and welcoming environment where every child feels safe and happy, but should you have any cause for concern or complaint please inform us immediately so that we can address the problem as soon as possible.

We have our full Complaints Policy available on our school website.

Here are a few of the key points :

### **The difference between a concern and a complaint**

A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.

A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

### **Stages of the complaint procedure**

#### **Stage 1**

Formal complaints must be made to the headteacher (unless they are about the headteacher), via the school office. This may be done in person, in writing (preferably using the complaint form), or by telephone. Please mark them as Private and Confidential.

#### **Stage 2**

If you remain dissatisfied with the headteacher's response at stage 1, you can request the matter be progressed to the next stage and put your complaint in writing to the chair of governors, via the school office within 15 school days of receipt of the stage 1 response.

### **Stage 3**

If you remain dissatisfied with the chair's response at stage 2 and wish to take the matter further, you can request the matter is escalated to stage 3: a meeting with members of the governing body complaints panel, which will be formed of three impartial governors. This is the final stage of the complaint procedure.

If you believe the school has not handled your complaint in accordance with the published complaint procedure or has acted unlawfully or unreasonably in the exercise of its duties under education law, you can contact the Department for Education after stage 3 has been completed.