

# **THE SUE HEDLEY NURSERY SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT (including policy, procedures and local offer)**

**December 2014**

This policy was developed by the Special Educational Needs Coordinator (SENCo) and the Head Teacher with regard to the statutory requirements laid out in the SEND Code of Practice (2014).

### **POLICY STATEMENT:**

## **Rationale**

Every child is entitled to access a broad and balanced early years curriculum and to be fully integrated into all aspects of the nursery.

All children have a right to succeed and reach their full potential both at school and in the wider community whatever their ability.

All staff acknowledge their shared responsibility for making appropriate provision for children with special educational needs. We recognise that all teachers are teachers of children with special educational needs.

## **Objectives**

- To implement and follow a staged process of assessment as outlined in the school Special Needs Procedure and the Code of Practice.
- To develop a system for early identification and assessment of a child's special educational needs.
- To encourage the participation of parents in their children's work, play, the assessment procedure and reviews.
- To seek support from the appropriate external agencies when required.
- To provide a differentiated and balanced curriculum that meets the needs of all the children.
- To ensure the SEN training for the whole staff and the SEN Co-ordinator is an integral part of the school's improvement.
- To provide a differentiated curriculum and activities to meet the needs of every child.
- To ensure that detailed records are kept on all children with special educational needs including speech therapy.
- To ensure that all staff working with the child are involved in drawing up Action Plans.
- To promote opportunities for discussion between staff and parents/carers focusing on the needs of their children.
- To provide opportunities and the necessary support needed for every child to access a full early year's curriculum.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they experience *barriers to their learning* which call for extra provision above and beyond the normal curriculum to be made for them.

*Barriers to learning* may be a result of children having:

- A significantly greater difficulty in learning than the majority of children of the same age;
- A disability which prevents or hinders them from making use of educational facilities of the kind generally provided for children of the same age in school within the local educational authority.

We recognise that children may have barriers to their learning as a result of having needs in one or more of the following areas as identified by the Code of Practice:

- Cognition and Learning Needs
- Behaviour, Emotional and Social Development Needs
- Communication and Interaction
- Sensory and/or Physical Needs

Children must not be regarded as having special educational needs solely because their home language is different from the language in which they will be taught.

This SEN Policy details how this early years setting will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and how those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that all staff working in the school are able to identify and provide for those pupils experiencing barriers to their learning. We aim to allow all pupils to join in with the activities of the setting, so far as it is reasonably practical and compatible with all children receiving an efficient education which fulfils their particular needs.

The setting will have regard to the requirements of the **Special Educational Needs Code of Practice** when carrying out its duties towards all pupils with special educational needs and will ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. This setting recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a

child's needs and the best way of supporting them. All parents of children with special educational needs will be treated as partners in their child's learning and will be supported to play an active part in decisions about their child's education.

Children and young people with special educational needs have a unique knowledge of their own needs and, wherever practical according to the age and ability of the child, they will be encouraged to participate in the assessment of their needs, the review and the transition process.

## **SPECIAL NEEDS PROCEDURE**

### **Procedure on Initial Identification and Assessment of Children with Special Needs**

- Nursery staff are responsible for the initial identification and assessment of children with the support of the SENCO.
- Observations, parental concern and assessments of the individual child are used for identification of SEN. We seek to work in close partnership with parents from the beginning.
- Monitoring of individual children's progress throughout Nursery is essential. When a child appears not to be making adequate progress, then it may be necessary to use alternative approaches to learning for that child. Ongoing difficulties may indicate the need for help above that which is normally available for children in our setting.

### **Identification**

- It is crucial that any child with SEN be identified as early as possible. Nursery staff are in a key position to observe children in their group closely and recognise any child who is experiencing learning difficulties.
- Close systematic observation notes are kept. Action Plans/interventions are designed by key workers and SENCO and are used together with informal discussion with the necessary agency.

### **Nature of intervention**

The SENCO and the key worker, in consultation with parents, will decide on the *Action* needed to help the child to progress in the light of their earlier assessment. This *Action* will comprise of individualised arrangements for learning and teaching.

These arrangements may include:

- Extra adult time in devising the nature of the planned intervention and monitoring its effectiveness

- The provision of different learning materials or special equipment
- Some individual or group support or staff development and training to introduce more effective strategies
- Access to LEA support services for one-off or occasional advice on strategies or equipment
- Staff training to provide effective intervention without the need for regular or ongoing input from external agencies.

An Action Plan will be devised for children considered in need of extra support. Action plans comprise:

- The short-term targets set for the child,
- The teaching strategies which will be used
- The provision to be put in place,
- When the plan is to be reviewed
- The outcome of the action taken.

Action plans are continually kept 'under review,' but are formally reviewed a minimum of three times a year, depending on the needs and progress of the child. Parents' will be consulted as part of the review process.

## **PROCEDURE REGARDING ACTION PLANS AND INTERVENTIONS**

- Where a child is judged to be making inadequate progress, it will be necessary to take some additional or different action to enable that pupil to learn more effectively. The Key Worker, in discussion with the SENCo, will provide interventions which are **additional to or different from** those provided as part of the usual differentiated curriculum.
- The triggers for concern could be concern about a child who, despite receiving appropriate early educational experiences:
  - Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
  - Continues working at levels significantly below those expected for a child of a similar age
  - Presents persistent behavioural and/or emotional difficulties, which are not helped by the behaviour management techniques usually employed in the setting
  - Has sensory or physical problems, and continues to make little or no progress despite provision of personal aids and equipment
  - Has communication or interaction difficulties, and requires specific individual interventions in order to access learning.

- If practitioners, in consultation with parents, conclude that a child may need further support to help them make progress, then it may be necessary to seek the advice of external professionals for further advice.
- At this stage, following consultation with parents, the SENCo will contact either Portage and Pre-School, the LEA Early Years SENCo or the Educational Psychologist
- The SENCo and the Portage and Pre-School Service or the Educational Psychology Service would continue to liaise and if possible/necessary Special Needs Support would be implemented.

### **Further Assessment**

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request. The LA seeks a range of advice before making an educational health care plan (EHCP). The needs of the child are considered paramount in this.

A record of Children with Additional Needs will be kept on the school's SEND register. This register is reviewed termly by the SENCO in consultation with key workers. The evidence will inform staff if support needs to be reduced, maintained or increased.

### **Transition of children and records**

When it is identified that a child will move on to another setting, the SEN Inclusion Officer will organise a review which will identify the transitional plan.

The plan will identify action to be taken to ensure a smooth transition to the child's new provision. This will include visits by nursery staff, parents and child to new provision and visits by new staff to the child's current placement.

SEN Inclusion Officer will ensure that all relevant records and information are passed on to a named person in the child's new provision.

### **Roles and responsibilities**

In this Early Years setting the SENCo is Katrina Harris who is currently supported by Linda McGow who is the Inclusion Officer.

The SENCO will have responsibility for:

- ensuring liaison with parents and other professionals in respect of children with special educational needs
- advising and supporting other practitioners in the setting



## Local Offer

### Appendix I

#### Individual problems

##### 1. Speech and language needs

There is always a group of children whose language development is delayed. We aim to identify these children and provide:-  
Opportunity for lots of talk with adults.  
Opportunity for lots of talk amongst children through group activities.  
More structured interaction in a small group using speech/language programmes given by the speech therapist. (This is overseen by a member of staff).  
Opportunity to extend and develop the use of language and widen vocabulary.  
Help with pronunciation – listening activities, songs and rhymes.  
Referral to speech therapist where concern exists or referral to Educational Psychologist.  
Specific help as a result of such referrals and recommendations.

##### 2. Physical needs

- (a) Hearing  
Identification of problems by observation. Arrangement for testing where concerns arise. Specific help for hearing impaired children in consultation with specialists.
- (b) Sight  
Identification of children with need, by observation. Referral if necessary. Special provision in conjunction with specialists.
- (c) Incontinence  
This is not only a problem with children with special educational needs but occasionally has to be coped with in the everyday nursery situation where development of control is late either because of lack of training or emotional need. Staff are able to do this with the minimum of fuss and in a consistent manner.
- (d) Mobility or Lack of Co-ordination  
This will be provided for and monitored in conjunction with specialists. E.g. physiotherapists and occupational therapists

##### 3. Social emotional needs

These are often identified through observation of the children's behaviour or by consultation with parents/carers. Occasionally children are referred through the Child Development Centre or the Clinical Psychologist.

Awareness of social needs is vital in establishing good relationships between school and home. Problems at home will affect the child, even if indirectly.

We aim to be aware of any signs of child abuse and child protection procedures will be followed.

#### **4. Specific categories of need**

E.g. Children with Down Syndrome, Spina Bifida, Cystic Fibrosis or Dyspraxia.

## **Appendix II**

### **Underachievement**

We are aware that some of the children attending Nursery may have dips in their achievement from time to time which may affect their progress. These could be due to several factors such as:

- **Family circumstances**
  - Family break up
  - Family illness
  - Family bereavement
  - Neglect
  - Abuse
  
- **Within-child factors**
  - Tiredness
  - Illness
  - Low self esteem
  - Poor social skills
  - Sensory or physical impairment
  - Specific learning difficulties
  
- **School Factors**
  - Lack of challenge
  - Passive learning environment
  - Inappropriate curriculum
  - Mismatch between activities on offer and pupil's interests
  - Exclusion/ absence

At The Sue Hedley Nursery School we aim to address potential causes of underachievement and ensure that children with SEN are supported to make good or outstanding progress in their time with us. We acknowledge our duty to ensure that pupils with SEN and/or disabilities are given the support they need and appropriate resources to enable them to fully access the curriculum so that they can achieve their potential in their Nursery years.

## **Appendix III**

Professionals who may be involved in the procedure of identifying a child's special educational needs:-

- Health Visitor
- Pre-School Speech Therapist
- Speech therapist for children with special educational needs
- Portage and Pre-School Home Teaching Service
- Educational Psychologist
- Community Paediatrician
- Social Services
- Physiotherapist
- Service for children with visual impairment
- Service for children with hearing impairment

### **Speech Therapy Service**

- Speech therapy department informs us of children who are due for review during their nursery career.
- After the child's baseline assessment has been complete in Nursery, each group leader is asked to identify any children who are felt to have any speech/language problems. The inclusion officer will carry out an initial screening process and liaise with parents; this may include intervention work in nursery or strategies for the key worker to implement. If appropriate after parental permission has been granted a referral will be made into the service.
- Reviews are carried out accordingly and any relevant information is passed onto the child's infant school.

### **Portage and Pre-School Teaching Service**

- This service liaises with ourselves to inform us of any children on our waiting lists for whom referral has already been made.

- Obviously it is more beneficial if we are aware of a child's SEN before they are admitted to the nursery, because then the necessary support can be arranged and a place allocated on the basis of the support provided.