



Special Educational Needs and Inclusion Policy

Intent

In our setting we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children will have particular needs or barriers to learning and we take specific action to support and encourage these children within a caring environment.

We aim to enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child. We will as far as possible make reasonable adjustments to the learning environment, teaching and learning strategies to support children's well-being and progress.

We recognise the importance of working closely with parents and carers and celebrate the shared commitment and contribution they make to their child's development. We work in close conjunction with other professionals to provide additional support to meet individual needs of children when required.

Aims of the Policy

- To work within the Special Needs Code of Practice DfE 2014
- To set out procedures for monitoring and reviewing individual needs of children, enabling early identification and to facilitate early intervention.
- To ensure that all children with Special Educational Needs and /or disability engage in all activities and are fully included.
- To identify an effective system which ensures the early identification of SEND and/or disability?
- To identify systems and strategies that is effective and flexible in response to changing need.
- To detail for staff, governors and parents the positive approach taken to build on children's strengths and taking into account their wishes in the light of their age and understanding.
- To involve parents in a positive and working relationship.
- To work in partnership with outside agencies.

Definition of the term Special Educational Needs

A child has special educational needs if they have a learning difficulty which requires special educational provision to be made for them.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders the child from making use of educational facilities generally provided for children of the same age in schools within the area of the local authority.

Special educational provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, other than special schools.

Roles and Responsibilities

The LA has legal responsibility to ensure that schools are aware of their statutory duties and the school and the governing body are legally bound to ensure their statutory duties are carried out.

The Federation Governing Body takes an active role in monitoring the provision of SEND through regular reports on children's progress, health and safety audit, premises audit, staffing and training, safeguarding and policy review. Link Governor for SEND and inclusion is Sarah Richards

Usworth Nursery has a designated SENco: Ailsa Higgins supported by the deputy head teacher Rebecca Mastrangelo.

Head teacher / SENco

- Implementation of the SEND and inclusion policy
- Meeting the needs of the children
- Funding requirements for specialist equipment and reasonable adaptations.
- Staffing Arrangements
- Training arrangements
- Ensuring appropriate Individual Educational Plans are in place
- Ensuring that the relevant background information about individual children with SEND is collected, recorded and updated.

Deputy Head

- The day to day operation of the special needs policy and co-ordinating provision for the children
- Ensuring liaison with staff, parents and other agencies

Ratified by Governors Autumn 2025

- Advising and supporting practitioners in the nursery
- Writing, monitoring and reviewing support plans for identified SEND children.

Teaching staff

- All staff will be responsible for observations of learning and progress, record keeping and reviewing the support plan in conjunction with the Deputy Headteacher and the SENCo.
- The child's allocated key worker is responsible for working with the child on a daily basis and for planning and delivering an individualised programme and will be first point of call for parents.

Support staff

- Support identified SEND children as directed by key worker, teacher staff or SENCo.
- To record observations of children's learning and progress to support key worker profiles.

Parents

- Ensure early contact with the school to discuss matters which affect a child's happiness, progress or behaviour.
- Work closely with the school and staff to support their child's individual needs

Implementation

Identifying Needs

- Children accessing a two-year-old place; the child's key worker will complete a two-year-old progress check to determine development in communication and language, physical development and personal, social and emotional development. This may highlight a concern which may indicate SEN or disability. All information will be shared with parents.
- Children aged 3 to 4 will have an initial baseline assessment on entry to the nursery. This may determine SEN requirements.
- All nursery staff will raise concerns they may have with SENCo at the earliest opportunity.
- Parents must be alerted to concerns and their active help and participation enlisted.
- Concerns will be discussed during planning meetings and progress review meetings.
- Parents may approach staff with concerns.
- An outside agency may alert the school to additional needs and liaise with the SENCo.

Identification and on-going assessment of SEND

At Usworth we make provision for children within the four areas of need as outlined in the 2015 SEND code of Practice:

Areas of Need

1. Communication and Interaction
2. Cognition and learning
3. Social, Emotional and Mental Health
4. Sensory and /or physical and medical needs.

Where we identify a child as having difficulties, we will work in partnership with parents to establish the support needed and adopt a graduated approach with four stages of action.

Assess, Plan, Do, Review

Assess

The school will carry out an initial assessment of the child's needs. This will help to identify the support required including support from other agencies such as specialist teachers, educational psychologists or speech therapists.

If a child is identified with significant and complex needs, this school will use 'together for children' SEND Range descriptors to help plan a personalised pathway that will include multiagency approach to supporting the child's development. The Ranges cover the 4 areas of need from the SEN Code of Practice and also take account of 'Preparation for Adulthood' (PFA) Outcomes:

- Employability / Education
- Independence
- Community Participation
- Health

Plan

Where it is decided to provide SEN support and in consultation with parents, interventions will be planned. Impact on progress, development or behaviour will be monitored and a date set to review outcomes.

Do

The Deputy Head teacher will oversee the implementation of the interventions or programmes agreed as part of SEN support.

Review

Children's progress will be reviewed regularly in line with agreed dates. The Parent, Deputy Head Teacher and SENCo will agree any changes to the outcomes or support needed. Parents will be given information about the impact of support provided and asked to contribute to planning next steps.

Requesting Early Years Inclusion Fund Bursary (EYIF)

EYIF is an award of money intended to enable children with an identified SEN need to access an OFSTED registered Early Years setting. It is to support children where educational needs are not able to be met without additional resources.

The purpose of the fund is to determine if developmental gaps can be narrowed enabled by the additional support provided.

Requesting an Education, Health and Care Assessment

When a child, working in range 5, has not made good progress despite relevant and purposeful interventions and support, we will seek to request an Education, Health and

Care Assessment. This will require full agreement from parents, SENCo and all other agencies involved with the child's progress.

Impact

We measure the impact of our inclusive practice through monitoring children's progress. Through observational assessment we track children's progress. We liaise with outside agencies involved in the child. We report to parents and include them in all decisions about their child's education and well-being.

We are committed to developing staff knowledge and understanding of Special educational needs through continuous professional development.

S.E.N.D In Transition Procedures

SEN support includes planning and preparing for transition, before a child moves into another setting or school. This will also include a review of the SEN support being provided or the EHC PLAN. During the Summer Term, the nursery's SENDCo meets with the SENDCo of local primary schools to discuss the special needs of those transferring to primary school in September. All information is passed onto the school to ensure the needs of the child continue to be met. This would also be the case for a child transferring to another school during the school year. Data protection and confidentiality issues are taken into account.

Admission Arrangements

Usworth Colliery Nursery school does not have separate admissions arrangements for children with Special Educational Needs. Our admission policy is in-line with Local Authority and National Legislation and the Equality Act 2010.

Facilities

- Disabled changing area and child's toilet
- Wheelchair accessibility to all areas

Staff Training

As part of continuing professional development all staff are encouraged to identify areas for development and attend relevant training.

All permanent staff has SEN experience in different areas:

- ECAT, supporting early language difficulties.
- Signing and Makaton
- Early bird training
- Administering medication and supporting children with medical conditions.
- Attachment issues

Links to other settings, schools and outside agencies

This policy is closely linked to the Sunderland Local Offer.

The school regularly work with a number of outside agencies including, health services, specialist teachers, educational psychologists and speech therapists.

Transition the school aims to support a positive transition to primary school for all children. This may involve direct liaison with the receiving school and provision of appropriate reports. Parents are involved at all stages.

Complaint Procedures

In the first instance concerns should be raised with the head teacher who can support parents in resolving the complaint, refer parents to the chair of governors or their representative or refer parents to the relevant Local Authority officer.

Safeguarding

At Usworth Colliery School we recognise that children with Special Educational needs may be more vulnerable to exploitation and abuse and make staff aware of this.

Monitoring and Evaluation of the SEN policy

It is the responsibility of the governing body, Headteachers and staff to monitor and evaluate this policy and its procedures. This policy is reviewed on a yearly cycle in line with all safeguarding policies. It is ratified at the autumn full governing body termly meeting.

Links to Other Policies

This policy works in conjunction with other policies adopted by the school these include:

- Health and Safety Policy
- Admissions Policy
- Risk assessment
- Child Protection and Safeguarding Policy
- Medication Policy
- Lifting and Handling
- Continence Policy / Intimate Care Policy
- Equal Opportunities, Diversity and Community Cohesion Policy
- Achieving Positive Behaviour Policy
- Teaching and Learning Policy