



## **SEN POLICY**

*Working together to make a real and lasting difference...*

### **Special Educational Needs**

Whitegate Nursery School and EYC (Early Years Care) is committed to meeting the special educational needs of all children and ensuring they make progress in line with our Mission Statement.

The Centre SENCo is Catherine Tasker (Headteacher)

The SENCo is responsible for:

- monitoring and coordinating the implementation of the SEN policy within Whitegate Centre.
- ensuring the Policy is reflected in practice.
- establishing an SEN register and keep up-to-date.
- monitoring Targeted Learning Plans (TLP) in partnership with staff, parents, practitioners and partner agencies.
- liaising with other professionals and agencies.
- providing a link with other educational settings and outside agencies, liaising with potential next providers of education
- reporting to Governors on a termly basis and at monthly Leadership meetings.
- keeping up-to-date with any new initiatives.
- creating a provision map for the Centre
- keeping the 'Local Offer' updated on the website and producing an annual SEN Report.

The Governor responsible for SEN is Sarah Lewis.

The SEN Governor is responsible for:

- discussing SEN issues at the Governors' meetings twice yearly
- for a paragraph to be written in the Annual Report to Parents (Nursery School)
- for attending meetings on SEN issues in Whitegate Centre when appropriate
- for supporting the Centre where necessary

## **Admissions**

Children with Special Educational Needs will be admitted to Whitegate in line with the school's Admission Policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use the induction process to work closely with parents to ascertain whether a child has been identified as having special educational needs and whether there are any other agencies working with and supporting the child's educational needs. If we are alerted to the fact that a child may have a difficulty, we will collect all relevant information and plan to support the child with the family and other agencies if necessary, this may include applying for additional funding.

## **Identifying Special Educational Needs**

The school follows the DfES 0-25 SEND code of Practice 2014. The emphasis is on **early identification** and providing **early support**.

We aim to identify any difficulties quickly and provide support in the best way possible. It is vital that any special educational need is identified quickly to ensure that the right intervention is implemented. This is always done in collaboration with the family.

The SEND Code of Practice (2014) describes four broad categories of need:

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

The purpose of identification is to work out what action we need to take to best support the individual needs of the child. At Whitegate we consider the needs and interests of the whole child rather than just focusing on the special education need (as detailed in EYFS Development Matters).

There are factors which can impact upon a child's progress and attainment which are **not considered SEN**:

- Disability (Code of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and welfare
- English as an additional language
- Being a 'looked after child'
- Being a child of a serviceman/woman
- Being a traveler

## **Access to the full life of the school (in line with the SEN Code of Practice 2014)**

All children whether they have a special educational need or not, will be involved in the full life of the school. Every child's needs are assessed before they start in the Early Years Care (EYC) or Nursery School and adjustments are made to ensure every child is able to participate fully within the school and when we go out on trips.

The school's Single Equality Duty is reviewed annually to remove those barriers and lists practical actions needing to be achieved. The school's accessibility planning identifies longer term improvements.

When a child is identified as needing intervention that is additional to or different from that which is considered universal (wave 1) provision, this should be recorded using targeted learning plan and/or SEN support plan.

## **Parents**

All parents are encouraged to be fully involved in their child's nursery life. During their child's induction process, we ask parents to talk to their child's teacher and help us create a pen portrait at a home visit or during open days/evenings. We complete an individual pen portrait for all children together with their family. All members of staff are happy to take time to listen to any concerns.

During Induction, we talk about the EYFS and our curriculum and how we monitor and plan for individual children. We invite parents to contribute to their child's learning through discussions and information sharing and hold family consultations three times a year.

If a child needs extra support, we fully inform the parent and ensure they are completely involved. Parents are invited to every review meeting and asked to contribute their ideas for future targets. The parents' knowledge and support are vital to the progress of the child. A Governor report is sent to parents annually to inform them of the progress and any new initiatives.

Parents can view the school's 'local offer' on the school website ([www.whitegate.org](http://www.whitegate.org)). This provides full information on the policies and procedures for supporting children with SEN and their families. Further information can be found on the LA local offer (Regulation 53, Part 4) on [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

The revised SEN Code of Practice (DfE, April 2014) states:

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.' (p93)

Each year an SEN Report is completed to communicate key information to parents about the previous academic year in order to fulfill this requirement.

## **Resources**

The Governors will ensure that the needs of children are met by employing a SENCo. The Governors will endeavor to ensure that appropriate staff are available to support the needs of the setting. Time will be identified for the SENCo to support children and staff. There will be time allocated for staff to review children's progress and to transfer information between rooms and transfer to schools.

Money will be set aside to develop resources for specific needs. In addition, the Governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

## **Staff Training**

- SENCo will keep up-to-date with all aspects of SEN.
- SENCo will oversee the day-to-day operation of the SEN policy and coordinate provision for children with SEN, advising on the graduated response to SEN support.
- SENCo will have time allocated each week to plan and review TLPs, to talk to staff and hold meetings with parents.
- The SENCo will attend courses as appropriate for the professional development of the role and the school's identified priorities
- Key Persons will have opportunity to attend courses appropriate to the child in their care in line with the Centre Professional Development and Training procedure.
- Key person/staff training is met through in-service training within our setting. Staff will take part in training sessions organised by the SENCo and have opportunities to discuss practice, policy and procedures through regular staff meetings.
- Staff will complete an annual skills audit specific to SEN to identify any areas of training need.

## **Information Collected on Entry (for children with an identified need)**

Prior to entry at Whitegate Centre (Nursery School and Early Years Care) we collect information about each child by:

- filling in the Standard Admission Form/Contact Information;
- contacting health visitors (this includes looking at the child's red book following their two year check);
- collation of Special Needs information, health and medical issues;
- a home visit (as per our induction procedures - this may involve the SENCo if deemed appropriate)
- if a child has an identified need when starting Nursery we will check to see if there is a CAF or Early Help Plan in place;
- a Parents' Liaison Meeting in the Centre;

- induction of the child into the Nursery School or Early Years Care is worked out in partnership between the Nursery School/ EYC and family (see Induction Procedure);
- written parental agreement will be sought before contact is made with any professional outside the school with regard to a specific child;
- A care plan will be completed for children who have a disability or specific needs.

### **A child identified when in the Centre (Nursery School or EYC)**

All children's progression and development is continually assessed. We also use 'Target tracker' management system to monitor individual children's progress.

If a need is identified, monitoring of the child's progress will be put into place. This will include:

- observations
- additional support for periods of time
- parental involvement
- if progress is not being made it will be necessary to take some additional action to enable the child to learn effectively
- the child will be placed on the SEN register

### **SEN Support**

SEN support is the category of support for children with SEN but not on an EHC plan. The focus is on the impact of support provided to an individual child. SEN support places emphasis on a **graduated approach** (assess, plan, do and review). The aim is to improve the experience and outcomes for all pupils ensuring high quality teaching and learning.

#### The graduated response

(The Lancashire Pathway provides guidance as to the level of SEN support that should be considered – see Lancashire Local Offer)

#### Assess

- The child is identified as needing support for SEN
- Relevant information is collected - what work has been done before and by whom
- Parents are informed of concerns

#### Plan

- Action is considered and decided upon to help the child progress
- A TLP is drawn up, with parents and the teacher (in consultation with the key person). The focus is on the outcomes we are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

Do

- The early year's practitioner, usually the child's key person, remains responsible for working with the child on a daily basis under the direction of the class teacher.
- With support from the SENCo, the teacher should oversee the implementation of the interventions or programmes agreed as part of SEN support.
- The SENCo should support the teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

- If the child does not make significant progress, the SENCo will consider making a referral to specialist agencies - LCC Inclusion Teacher/ SALT/Physiotherapy
- Consultation of the pre-school referral form with parents
- External Support Services are asked to give advice and support
- Additional specialist advice may be put in place to specify the needs of the child
- An Early Help Plan could be completed when the child's needs cannot be met universally and they need additional support from other agencies
- A Request for Involvement will need to be completed in order to secure the support of an Inclusion Teacher.
- Children with more profound/complex needs may need an education, health and care plan (EHC) or already have an EHC Plan. Children with an EHC Plan will also have a 'One Page Profile' which is completed by the parent and SENCo and describes in more depth the needs of the child.
- Where a child has an EHC plan, the local authority **must** review that plan as a minimum every six months for children under the age of 5. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

**Targeted Learning Plans**

Targeted learning plans are developed in consultation with the teacher, key person and family for a child who needs additional intervention (wave 3).

- The TLP will focus on two or three individual targets matched to the child's needs
- The TLPs will be reviewed regularly in collaboration with parents

A child may respond well to their targets and make accelerated progress to catch up with their peers. This would be identified through TLP review meetings and use of progress data systems. It may be that universal (wave 1) provision can now meet the needs of the child. With

the agreement of all concerned (parents, practitioners, SENCo and any other agencies) the child may exit the SEN system. If the child does not make accelerated progress and it is felt that further intervention is needed an SEN support plan may be considered.

### **SEN Support Plan**

As part of the graduated response an SEN support plan will be implemented for a child whose needs have escalated and/or are more complex, but it is not deemed suitable to apply for integrated statutory assessment. The SEN support plan will be developed in collaboration with the family, key person and SENCo and a 'one page profile' will be completed for the child to include within the plan.

### **Education, health and care plan**

'Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment' (SEN Code of Practice 0-25; 2014, p.88).

(Please see Lancashire Local Offer for all paperwork used)

### **Storing and Managing Information**

Information is collated and stored in reference to individual children. Each child with an identified SEN has a file. This is stored in a locked cabinet and is accessible only to the SENCo and members of the senior leadership team. Electronic files are held in the 'restricted' access area of the computer server and can only be accessed by the senior leadership team. Documents are stored electronically for 5 years and paper copies are passed on to the next school in line with the centre policy for information management. We have a strict confidentiality policy and information is shared on a 'needs to know' basis and always with the consent of the family. Issues of safeguarding or child protection are always passed to the centre DSP (Catherine Tasker) (see safeguarding policy).

### **Success Criteria**

The school needs to ensure that it is doing a good job and **meeting the needs** of our children which will be used as part of our self-evaluation. In order to do this we use both qualitative and quantitative judgments.

### **Quantitative Judgments**

- Movement along the Lancashire pathway and from the SEN report.
- Target tracker (EYFS assessment and progress data)
- TLP targets met
- Complaints
- Observations linked to the EYFS

### **Qualitative Judgments**

- Practitioners' views
- Parental views: parents are asked if they are satisfied with the level of support their child is receiving at parents' meetings and TLP/ TAF (Team around the family) review meetings
- Child view (through observations linked to well being and involvement)
- Advisor view – monitoring visits
- Community views – consultations

### **Complaints**

If a parent or carer has a concern about the special provision made for their child they should, in the first instance, discuss this with their child's key person/teacher. If the concerns continue then the SENCo will speak with the parent to listen to and address the concerns.

If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues have been exhausted to resolve the situation. All complaints will be dealt with sensitively and promptly. Please see school Complaints Procedure for more information.

### **Transition within school**

All classes will ensure smooth transitions and good practice by linking with each other. Before a child moves to a new room, the child follows a transition procedure (see Transition Procedure) to ensure continuity and progression of curriculum provision. The existing and new Key Person meet to discuss the child and the existing Key Person visits the new room with the child. When the child is comfortable, then the child will visit without their Key Person. Where possible, we try to move more than one child together. During this process, parents/carers are kept fully informed. If a child has an additional need we link with other agencies to ensure shared expertise, gain advice and access specialist resources.

### **Transition between settings and to Primary Schools**

'SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process' (SEN Code of Practice 0-25; 2014, p.87-88).

- Key people will ensure a smooth transition for the child and family when a child is moving from one class to another (please see Transition Procedure).
- Opportunity will be made for the child to visit their new Primary school.
- For Primary school staff to visit the Nursery School to discuss issues and TLPs with parents and staff.
- For children, parents and SENCO to visit the new Primary school.
- A review/transition meeting will be held when staff from the next setting will be invited.



- We will endeavour to make the transition as easy and smooth as possible.

## **EVALUATION**

In line with our Mission Statement, we strive to ensure we meet every child's needs. We use both qualitative and quantitative judgement to evaluate the success of the policy. Every child's progress is monitored through the 'Target tracker' assessment data management system. The SENCo ensures children who have TLPs are making progress and are linked to the correct agencies to support their learning and development. The policy is reviewed by the Quality Standards and Effectiveness Committee annually.

## **Statement of compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (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 (DfE, 2014)
- Schools SEN Information Report Regulations (DfE, 2014)
- Early years guide to the 0-25 SEND Code of Practice (DfE, 2014)
- Statutory Guidance EYFS (September 2013)
- Teachers standards 2012

Reference should also be made to:

- Medicines policy
- Safeguarding policy
- Access Plan
- Admissions policy

Much of the information within the SEN policy is available on the school's 'local offer' (see [www.whitegate.org](http://www.whitegate.org))

Policy date: September 21

Review: October 22