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 Special Educational Needs Policy

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| Approved by GB  | Date: March 2023 |
| Signed by Chair  | Signature:  |
| Due for Review  | Date: March 2024 |

*This policy has been written in accordance with: The SEND Code of Practice 2014, The Equality Act 2010 and The Children and Families Act 2014. This policy should be read in conjunction with our SEND Information Report which can be found on our website:* [*www.chapelstreetnursery.com*](http://www.chapelstreetnursery.com)*, which is also linked to the Luton Local Authority Local Offer.*

**Our Ethos**

Chapel Street is an inclusive nursery and we are committed to providing high quality education for every child in our care. We believe in having high expectations for all and aim to help every child achieve their fullest potential through highly effective teaching and learning.

We have an emphasis on early identification of needs in order to support children and their families and to quickly address any barriers to learning. Wherever a family is on their journey to recognising and accepting their child’s needs, we will support them in every way we can.

We work in a flexible way to develop effective partnerships between children and their parents/carers, the Special Educational Needs and Disabilities Coordinator (SENDCo), SEND support team and experienced teachers and practitioners within the nursery, and with external professionals to ensure that the school can meet a broad range of special needs.

We receive additional funding from the local authority to offer resourced places for up to 24 children with severe and complex needs. Children can come to us either on a resourced place, or, if we have concerns around a child once they have started with us, a resourced place can be applied for in consultation and agreement with parent/carers.

**Definition of Special Needs**

**The definition of Special Needs in accordance with the SEND Code of Practice 2014 is as follows:**

* A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
* A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
* For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
* For a child under two years of age, special educational provision means educational provision of any kind.
* A child under compulsory school age has special educational needs if he or she is likely to fall within the definition as above when they reach compulsory school age, or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

**Equality Act 2010:**

* Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day - to day activities”. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition. The Equality Act 2010 sets out the legal obligations that schools, early years’ providers, post-16 institutions, local authorities and others have towards disabled children and young people.

**Our Aims**

The aims of our Special Educations Needs and Disability Policy (SEND) and practice in this nursery are

* To ensure that all pupils, whatever their SEND, receive appropriate educational provision, through a broad and balanced curriculum that is relevant and adapted, and demonstrates coherence and progression in learning.
* To ensure that a child with SEND gets the support they need to meet their fullest potential.
* To reduce barriers to learning and progress to enable every child to experience success.
* To enable children with SEND to engage in activities alongside pupils who do not have SEND.
* To be clear on the roles and responsibilities of all staff in providing for children’s SEND.
* To work flexibly in partnership with parents/carers of identified SEND children, ensuring they are kept informed of their child’s educational progress and are able to be involved with all aspects of their child’s education.
* To respond to the views of parents/carers of children with SEND and to the children’s views in order to provide high levels of confidence and partnership.
* To ensure a high level of staff expertise to meet pupil need, through well-targeted, continuing professional development.
* To support pupils with medical conditions to achieve full inclusion in all nursery school activities by ensuring consultation with health and social care professionals.
* To work in partnership with outside agencies, ensuring a multi-professional approach to meeting the needs of all vulnerable learners.

**ROLES AND RESPONSIBILITIES**

**Governors**

The Governing Body, in conjunction with the Head Teacher and Special Educational Needs and Disabilities Co-ordinator (SENDCo), is responsible for determining the policy and provision for pupils with SEND. The Governing Body has an appointed SEND Governor

**The Head Teacher**

The Head Teacher, Sarah Gilbert, is responsible for ensuring that there is a qualified teacher who is designated as SENDCo. The Head Teacher, in conjunction with the Governing Body and SENDCo, is responsible for determining the policy and provision for pupils with SEND.

**The Special Educational Needs Co-ordinator (SENDCo)**

The name of our deputy head and special needs coordinator is Liz Jenkins. She holds a strategic role in co-ordinating the provision of education for children with SEND, alongside the head teacher.

**Responsibility:**

* The SENDCo is responsible for ensuring all practitioners in the nursery understand their responsibilities to children with SEND, and the nursery’s approach to identifying and meeting their needs.
* The SENDCo ensures parents are closely involved and that their knowledge of their child informs any action taken by the nursery. They will also make sure parents understand interventions being used with their child and are supported in learning how to use these themselves in order to maximise the learning for their child.
* The SENDCo supports colleagues in planning to meet the needs of children with SEND. She advises colleagues about the range of strategies and resources to use and supports staffs confident use of these strategies.
* The Head Teacher and the SENDCo are responsible for monitoring the planned curriculum, ensuring the needs of each individual child with SEND are effectively met and that funding is available for resourcing, as required.
* It is the responsibility of the SENDCo to maintain effective liaison with outside agencies using their services, advice and guidance to remove barriers to learning, and effectively support children with SEND who attend the nursery, and their families.
* It is the responsibility of the SENDCo to identify staff training needs and ensure these needs are met appropriately and in a timely manner.
* The day to day implementation of this policy is the responsibility of all our staff and is monitored by the SENDCo and the Senior leadership team.
* The SENDCO is responsible for monitoring progress of SEN children and supporting generation and implementation of IEP’s for children not attending the meadow.

**Staff training** is planned in conjunction with the School Development Plan:

* All staff will receive ongoing training to keep their skills and knowledge up to date, including regular safeguarding training to ensure the safety and protection of all children in our care.
* All staff members are given the SEND policy and the Behaviour policy as part of their induction.
* Training will be given in house drawing on the skills of the SENDCo and specialist support staff. Training will also be sourced from outside agencies for specific, individual requirements, as the need arises. It is the responsibility of the Head Teacher and the SENDCo to source appropriate training.
* The Head Teacher will ensure that the SENDCo continues to develop her professional knowledge through further training and that she shares good practice with staff.

**Meadow Team**

* Sam Randall Specialist early years’ educator leads the Meadow class and team. The Meadow class is our specialist provision within Chapel Street Nursery. All our resourced children attend the provision for an hour and a quarter of their session Mondays to Thursdays.
* Sam leads a team of specialist early years support staff at present these staff are Lisa Pepper, Kayley Rutlegde and Emma Duckers.
* The team complete focused work with the SEND children and liaise with the children’s class teams to make sure the SEND children continue to get the support and interventions they need in the wider setting.
* Sam is responsible for reviewing and setting IEP targets for children who attend the meadow and sharing these with parents and class teams, leading the team in liaising with parents of SEND children on their day to day experiences.
* Sam is also responsible for leading the team on implementing IEP targets for the children in Meadow provision. She leads the Meadow team in planning to incorporate the children’s interests and the wider curriculum alongside the IEP targets.
* The meadow team allocated each SEND child a key worker from the SEND team. As key workers for SEND children they are responsible for tracking the children’s progress in liaison with the team lead in each class.
* The Meadow team deliver specialist interventions such as Attention Autism, Object exchange, PECs, TEACCH, Intensive Interaction, TAC PAC, Schedules, Now and Next and Visuals and support staff in the wider setting on implementing relevant communication methods and strategies.
* On Fridays Sam supports the SENDCO in completing referrals for half of the day then supports staff in the wider nursery setting on interventions the children need and reviews IEP’s for the other half.

**Middle Leaders**

* The middle leaders are responsible for ensuring that the needs of the children within their class are met, and that all children, including those with SEND, reach their full potential. They liaise with the Meadow staff who are key workers for the SEND children who attend the Meadow.
* They facilitate and plan with their staff teams every week. This planning is focused to meet individual needs based on their knowledge and the knowledge of their staff on children’s next steps, interests and learning needs, including IEP’s.
* They make reasonable adjustments to provision and practice to remove barriers to learning, and address areas where SEND children are not progressing as expected. They then feed this back to the SENDCO.
* They make sure they highlight any training needs they may have around SEND to the SENDCo so that their confidence delivering SEND strategies is good.
* They are also responsible for supporting the identified children in a daily attention autism session, and the curiosity program for those children pre attention autism.
* Through observation they contribute to children with SEND’s holistic Profiles and support monitoring of progress with the children’s IEP’s. They are responsible for generating and reviewing IEP’s for children with SEND who are not on the SEND holistic profile and are trained by the SENDCO to do this.
* They are responsible for helping to support the children with SEND across the setting.
* They make sure they highlight any training needs they may have around SEND to the SENDCo

**Early Years Practitioners and Learning Support Assistants**

* Early Years Practitioners and Learning Support Assistants are responsible for including and supporting pupils with SEND in the nursery environment, in line with this policy.
* They must be aware of the children with additional educational needs and disabilities, and must differentiate learning activities to include these children to ensure all children experience a quality education.
* They contribute to assessments on SEND children through observations.
* They will highlight any concerns around a child’s development to their middle leader who will pass this information on to the SENDCo Early identification of additional needs is important. Any delay can give rise to a child’s anxiety and subsequently to loss of self-esteem, frustration in learning and possible behavioural difficulties.
* They highlight any training needs they have around SEND to the SENDCo.
* They complete relevant IEP work with children who have SEND.

Staff specialisms

The SENDCo is trained on PECS, Attention Autism, The Curiosity Approach and Social stories. She has British Sign Language (BSL) stage1 qualification. She also has acquired knowledge and practice in objects of reference, object exchange, schedules, now and next, visuals and TAC PAC as well as sensory processing.

The Meadow staff have acquired knowledge and been trained in house on PECs, object exchange, object of reference, schedules, visuals, Attention Autism, The curiosity approach, now and next and TAC PAC.

**PROVISION**

**Joining the nursery**

* Parents of children with SEND are very welcome to apply for a place at our nursery. The suitability of our provision for their child’s need’s will be ascertained through information gathering from the parent, and an initial visit in setting or at home with the parents and child. Our nursery can accommodate most children’s SEND needs, though, on occasion, our setting may not be the best fit. We want to make sure that we are successful in settling and supporting all children with SEND needs, and their families. In some circumstances parents may wish to consider a special needs nursery provision such as Lady Zia Werhner for children with significant severe and complex needs.
* For children with an Education Health Care Plan (EHCP), parents/carers have the right to request a particular school, and the local authority must comply with that preference and name the school in the EHC plan unless it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or

the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

* A home visit or in setting visit will be carried out for each child joining the setting. Where a child is known to have an additional need, the SENDCo and key person will attend the visit to discuss the child’s needs and get to know them ideally in their home environment.
* Hours offered to children with SEND begin at 15 hours. When parents are eligible for, or requesting 30 hours, the process happens gradually in discussion with parents and staff, and increase of hours is dependent on the child’s needs and what they are coping with. Outside of hours’ care, this process also happens gradually and in discussion with parents and staff as to the child’s needs and what they are coping with.

**Curriculum**

* All pupils will be provided with high quality teaching that is adapted to meet the diverse needs of all learners. Children at Chapel Street Nursery School are supported at their correct developmental level.
* Pupils with a disability will be provided with reasonable adjustments to overcome any barriers to learning and/or the environment.
* IEP’s are written for children who require extra support. One to one support and small group support is given to deliver these targets
* The SENDCo coordinates the support for children with SEND.
* Alternative language systems are put in place; examples include:
1. Objects of reference, photos/symbols, communication books.
2. Picture Exchange Communication System (PECS) is used for children where appropriate. PECS encourages children to communicate spontaneously. They exchange a picture for something they would like, such as a piece of fruit or a preferred toy.
3. A variety of signs are used in the nursery depending on the child’s needs..
* Small group and 1:1 sessions are delivered in accordance with identified needs to develop children’s attention skills, language skills, social skills and fine and gross motor skills. Intensive support to promote interaction between adult and child is used as a strategy where appropriate.

**Additional Support**

* Outside agencies are called in when required to provide additional advice for IEP’s, group work and children’s next steps such as Educational Psychologists, Speech and Language (SaLT), SENDS team, Autism Support Advisory Team, Visually Impaired Service, etc
* Creative Therapies attend every 2 weeks to assess and work with individual children. Our staff learn from the practitioners and continue to interventions.
* When the Local Authority agrees an Education Health and Care Plan assessment (EHCP) for a child, Chapel Street Nursery will host the meeting and the SENDCo will attend along with the parents of the child and other professionals.
* All staff including at breakfast and lunch clubs have experience of working with children with severe and complex needs. Support is provided to request and eat needed.
* Children with SEND are supported at lunch time where needed. A member of the team supports when the children are eating, if needed.
* Parents/carers are informed of school trips to see if any special requirements are needed. Ratios are looked at carefully to see if 1:1 adult to child support is needed for children with SEND.
* Resources are bought to support children's specific special educational needs using the Disability Access Fund (DAF). Parents are supported to complete Disability Living Allowance (DLA) forms where eligible and once DLA is allocated DAF is applied for by the family worker assistant.

**Accessibility**

* The nursery is accessible to wheelchairs, and ramps are in place where needed. The only acceptation to this is Honeybees and caterpillars Class but these can be accessed by the main entrance.
* Disabled toilets are available for adults who require this.
* We have a pushchair park for parents to leave push chairs when bringing their children to nursery.
* Visual schedules are in place across the setting where appropriate.
* Visuals and objects of reference are used across the setting to support understanding, and routines such as washing our hands.
* Staff carry visuals to support key messages. New staff have this basic training in the first term of joining the setting.
* A variety of sign for……. is used across the setting to support understanding.
* Now and next is used to support transitions using visuals or objects of reference.
* PECs is used with children where appropriate and staff training is implemented as needed.
* Any changes to the building are looked at with regard to ensuring accessibility for wheelchair users and other physically disabled children and adults.
* We are always happy to discuss individual access requirements when necessary.
* We seek support from the local Authority for translation purposes for families with English as an Additional language who may require this service. We also use the variety of languages our staff speak to aid translation.

For further information, see accessibility plan

**Transition to other settings**

* Information is shared with other nursery schools when children move to another nursery or school setting. Visits are encouraged for staff to see the child in our setting, and for children to become familiar with the new setting.
* Parents of children with SEND, who are moving to the next key stage, are offered accompanied visits to several schools including special schools. This allows the parents to make an informed decision about which school would best suite their child.
* The SENDCO will meet with parents to discuss schooling options, in accordance with a child’s progress and individual needs.
* Transition meetings are held with parents, key members of nursery and receiving school staff in a timely fashion once a school place is confirmed, to ensure the best possible transition for the child.
* A programme of visits for the receiving school to visit the child in nursery, and the child to visit their new school, is made.
* Information is shared with the receiving school and all documentation passed on once the child has started with the new school.

**What is in place to support pupils with medical needs?**

**(Statutory duty under the Children and Families Act)**

* Children with complex medical needs such as those at risk of allergic reactions, epilepsy, diabetes etc. will have a detailed Health Care Plan drawn up by either the School Nursing Service or the NHS Health Visiting Team in consultation with parents and nursery before they start.
* Children who require inhalers or other regular medication will have a consultation with the keyworker, and the necessary paperwork completed by parents/carers on starting nursery. It will be the parent/carer’s responsibility to ensure we are kept up to date with any changes, and staff will monitor the expiry date of medications kept in schools.
* Generally, children on antibiotics are not considered well enough to be in nursery, but this can be discussed on a case by case basis. Where necessary, staff members who volunteer to administer and supervise medications will have access to appropriate training as and when required.
* All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within ‘*Supporting pupils at school with medical conditions (DfE) 2014* and identified in the School Administration of Medicines Policy
* The majority of staff members are First Aid trained and this training is updated regularly. There are always qualified first aiders on site in each class and during our extended sessions.

**FUNDING**

As a Local Authority Resourced Place Nursery, we are given additional funding to support children with SEND. As of April 2017 the government are able to provide additional funding for those children who are eligible for Disability Living Allowance (DLA). This is a one off payment of £910 that is given to the Nursery School to support the implementation of strategies, interventions and purchase of equipment that will support the children’s learning opportunities and development. This is used as follows:

* A SENDCo is employed to oversee the individual progress of all children with SEND. (Responsibilities as listed above.)
* Specialist SEND support staff are employed to work in the Meadow provision to support children with severe and complex needs accessing all the focused interventions they need.
* To ensure that the building is accessible to all children
* Appropriate equipment is purchased to support the needs of individual children.

School resources are allocated and matched to children’s SEND needs.

* The SENDCo, by taking advice from involved professionals and parents and in consultation with team leads will determine the level and amount of support a child should receive i.e. a balance of whole class, small group and 1:1 support, and how often, in accordance with each individual child’s needs.

**SEND INFORMATION AND ASSESSMENT**

We undertake a rigorous system of monitoring children’s progress, supporting academic achievement and personal achievement by removing barriers to learning. We use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

* All children are baselined against Development Matters Milestones within two weeks of starting nursery, to gain a clear picture of their strengths, interests and needs.
* Concerns over additional needs may be raised by a parent/carer, external agencies – including health, teachers, key members of the child’s class, other settings.
* Their progress when measured against Development Matters Milestones may give cause for concern.
* The graduated approach is used to ascertaining what support is needed. Over an initial 6 week period the child’s needs are assessed. If, from this, the child is identified as having additional needs, the parent/carer will be invited for a meeting to discuss these and to help form a plan to address these needs. This plan may include setting an IEP, and may involve outside agency support, with parental permission, such as from the SENDS team, Educational Psychologist, Edwin Lobo Centre, etc. Parents/carers will all be at different stages of accepting their child’s needs, so more than one meeting may need to be held and a gradual approach may need to be taken.
* Children with SEND are assessed with the SEND holistic tracker in most cases, which is broken down into small, specific steps to show progress. This data is collated once a term.
* To ensure that each child is meeting their fullest potential, their key person and the SENDCo carefully monitor the children’s assessments.
* IEP review meetings are held with parents/carers every 6-8 weeks. At these meetings, next steps are agreed and developmental progress reviewed with parents, with previous targets discussed and new targets set – however, these can be reviewed sooner if targets are met.
* Information is shared with parents regularly, both informally on a daily basis and formally through Parents Consultations which are held every term between the child’s keyworker, parents and, if requested, the SENDCO or SEND practitioner.

**PARENT PARTNERSHIP**

* Parents/carers will always be listened to. Their views and aspirations for their child will be central to the assessment and the provision that is provided by the nursery school.
* Regular communication is key in supporting parents to support their children. We share both formally and informally a child’s progress and how parents can help. We aim to link up with parents to share information and advice between all professionals involved in a child’s development, to achieve the best possible outcomes.
* The SENDCO is available to support parents with visits to the Child Development Clinic at Edwin Lobo Centre and other health visits as appropriate, with the agreement of parents. The SENDCO and the Family Worker assistant can give support to parents with filling in forms for claiming benefits and advice on benefits which parents may be able to claim, if they wish.
* Parents will be signposted by key members of staff, including our Family Worker, to other support agencies/organisations that can offer support or training to the child and family, either via our Children’s Centre, Health or other i.e. feeding/sleeping support, parenting courses, Makaton training, CALM, Autistic Support Team, parent support groups etc.
* The SENDCO will make appointments to explain the process of Statutory Assessment and Education Health and Care Plans for children with severe and complex needs, and will help parents to visit potential schools and assist with this process. When an Education, Health and Care Plan is applied for, a meeting is held with parents to discuss the process, and parents are signposted to Parent Partnership Services.
* We encourage parents networking with other parents of children with SEND in order to support each other both within the nursery and with outside groups, and sign post them to specific events and groups.
* The SENDCo is available most days to talk through concerns or appointments and provide support. Short sessions can usually be accommodated, but if a longer conversation is needed then appointments can be made.

**Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child’s special educational needs, or any issues regarding the nursery school’s response to meeting these needs, please contact the following:

* Your child’s class teacher or keyworker in the first instance, if necessary they will direct your query or concerns to the SENDCo
* The SENDCo
* The Head teacher
* For complaints that you don’t feel have been addressed, please contact the Chair of Governors– details on our website.

**Where can details of the Local Authority’s Local Offer be found?**

The Local Authority’s Local Offer can be found at: [www.luton.gov.uk](http://www.luton.gov.uk)

Click on education and learning, special educational needs, local offer