

**THE BIRMINGHAM FEDERATION OF MAINTAINED NURSERY
SCHOOLS**

Allens Croft Nursery School

Kings Norton Nursery School

Lillian De Lissa Nursery School

Adderley Nursery School

Jakeman Nursery School

Selly Oak Nursery School

St Thomas Centre Nursery School

Gracelands Nursery School

Shenley Fields Nursery School

Weoley Castle Nursery School

Newtown Nursery School

Highfield Nursery School

Gracelands Nursery School Special Educational Needs and Disability Policy

Date agreed by the Governing Body: 18th November 2019

SIGNED _____

PRINT NAME _____

Chair of the Governing Board

The Birmingham Federation of Maintained Nursery Schools follow the policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent Strategy.

Gracelands Nursery School

Special Educational Needs and Disability Policy

Gracelands Nursery School has a named SENCO, Mrs Gail Goldberg who is a qualified teacher and member of the Senior Leadership Team and a named Governor responsible for SEND, Claire Rae. They ensure that the Graceland Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2015), The Children's and Families Act 2014, the Local Education Authority (Birmingham) and other policies current within the school.

RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

Article 3 -The best interests of the child must be a top priority in all things that affect children.

Article 6 - Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Rationale

We believe that all children are entitled to have their individual needs appropriately supported in order to fully participate in the life of our nursery school provision. All our keyworkers are teachers of every child including those with SEND. As laid out in the Early Years: guide to the 0-25 SEND code of Practice (DfE, 2015, p.81), "All publicly funded early years providers must promote equality of opportunity for disabled children". Staff will work in partnership with parents and other professionals to ensure that:

Children with special educational needs and disabilities (SEND) should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage (EYFS).

We have a strong focus on outcomes for our pupils not just hours of provision and support.

Our named SENCO is responsible within the setting for coordinating the day to day provision of education for pupils with SEND.

The role of the SENCO is to:

- Liaise with parents/ carers to offer support and advice and to ensure that their insights inform any decisions made about their child.
- Liaise with other professionals and outside agencies to support the needs of our children.
- Ensure all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- Advise and support other practitioners in the setting.
- Coordinate appropriate training to support staff professional development.
- Ensure that the "graduated approach" with 4 stages of action (assess, plan, do and review) is adopted and maintained.
- Ensure that background information is collected, recorded and updated.
- Take the lead in further assessments of the child's strengths and weaknesses and to guide future planning to meet the child's needs.
- Ensure that appropriate records are kept for children requiring "SEN Support".
- To liaise with Birmingham Local Authority (SENAR) to begin the process of an Education, Health and Care Needs Assessment Plan (EHCP)
- To co-operate with Birmingham Local Authority to carry out "needs assessments" of SEND children in the development and review of their EHC Plans.
- To ensure that transition to another setting is planned and that children with SEND and their families are fully prepared.

Definition of SEND

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support' (DfE, 2015, p.94-95).

Identifying Special Educational Needs

Children and young people with SEN may need extra help because of a range of needs.

The 0-25 SEND Code of Practice (2015, p.85) sets out 4 areas of need:

- Communicating and interacting

- Cognition & learning
- Social, emotional & mental health difficulties
- Sensory and/or physical needs

Some children may have SEN that covers more than one of these areas. At Gracelands, we identify the needs of the pupil by considering the needs of the whole child not just the special educational needs of the child.

A disability is described in law (Equality Act 2010) as a “physical or mental impairment which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities”. This can include long-term health conditions such as asthma, diabetes or epilepsy.

Admission Arrangements

As a setting which is seeking to be truly inclusive and non-discriminatory, children with SEND will be welcomed and admitted according to the same policy as all other children. According to current legislation, all Early Years providers must “not discriminate against, harass or victimise disabled children, and they must make reasonable adjustments to prevent them being put at a disadvantage” (Equalities Act 2010). Therefore, a child cannot be refused a place on the grounds of special educational needs. Provision will also be made for children not previously identified as having SEN. When additional resources, whether human or physical are necessary to support individual needs, these will be provided or requested as appropriate. This forms part of the flexible adopted approach through consultation with parents prior to admission, agreed settling in procedures and ensuring the setting is ready to successfully include the child.

Partnership with Parents/ Carers

All members of staff acknowledge the importance of the role of parents and the contribution they make as their child’s first educators. We are uniquely placed to build on informal opportunities for contact and to ensure regular formal communication to support the needs of the child.

Close and strong partnerships with parents will ensure that parents/ carers will:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children’s education.
- Make their views known about how a child is educated.

- Have access to information, advice and support during assessment and related decision-making processes about special educational provision (DfE, 2015).

Staffing

In our school the child's primary support will be from the key worker/s who will liaise with other staff including the SENCO and the Learning Support Assistants if allocated. Provision for children with SEND is seen as a matter for everyone in the setting. All members of staff need sensitivity, knowledge and awareness of the specific and individual needs of children to give consistency and continuity of care.

Training

Members of staff require knowledge to include children successfully. Training will be arranged when needed which is targeted towards meeting the needs of that particular year's intake of children. Training, wherever possible, will be for the whole staff but may be on an individual or small group basis with provision for feedback and sharing information and expertise. SEN meetings between Gail Goldberg and Learning Support Assistants ensure information and knowledge is exchanged regularly and a frequent SEND slot on the Staff meeting and SLT meeting agenda ensures that all staff are up to date on individual children's needs.

Curriculum

Practitioners need to provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of children. In order for all children to access the EYFS Curriculum, observation-based planning will take place that acknowledges each child's learning requirements and style. For children with SEND, the focus should be on removing barriers for children where these exist and on preventing learning difficulties from developing. By differentiating learning and teaching experiences within our curriculum this is achieved.

Resources

Resources are used flexibly and some equipment is borrowed through support agencies where necessary. Additional equipment may be bought to meet individual needs from the school budget.

Lending library resources are selected linked to individuals' targets and are sent home on a weekly basis to provide continuity between home and school.

Learning Environment

Furniture and equipment is laid out and available space used to support learning, promote confidence and independence. Risk factors are considered and checks made on a regular basis.

The advice of outside agencies is sought in particular cases to ensure the learning environment is suitable and adjustments made accordingly.

Identification and Assessment

Systems of observation and assessment are routinely used. When these raise concerns we use a graduated approach to action and intervention.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do Review – this is the graduated approach called SEN Support (DfE, 2015, p.86)

Assess: the child's difficulties will be assessed so that the right support can be provided. Development checklists and curriculum-based assessments are used to gain additional information.

Plan: The staff with parent involvement agree the outcomes that the support is intended to achieve and how the child will benefit from the support.

Do: Gracelands will put the planned support in place. The child's Key worker will remain responsible for working with the child but the SENCO and any specialist staff involved will work closely to track progress and effectiveness of support.

Review : The support received should be reviewed in line with the time agreed in the plan.

At Gracelands a SEN support plan will be written for children who are categorised as SEN support this will include the desired outcomes for the child and how this will be achieved within the setting. This plan will be written, monitored and reviewed in consultation with parents/ carers at least once a term.

If a child continues to make little or no progress, despite support being provided that is matched to the child's area of need, we will consider involving specialists, including those from outside agencies

If a child has more complex needs it may be considered that they require an Education Health and Care Plan (EHCP). The local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan (EHCP). Gracelands staff will support and advise parents through this process as appropriate.

At Gracelands we may also access the 'Local Offer' to see what help is available. The Local offer published by Birmingham Local Authority identifies education, health and social care services provided for children with SEND.

The SEND Code of Practice 0-25 years (DfE, 2015) has a clear focus on the child expressing their views, at Gracelands we encourage children to make regular choices on a daily basis, to express their views and to be listened to.

We respect the confidentiality of the child and family at all times and consent is sought to share information.

Links with Support Services and other agencies

Successful partnership with other agencies is in the best interest of the child. At Gracelands Nursery School we are committed to working with others, sharing expertise, responsibility and information.

Here are some of the professionals we work with:

Educational Psychologists

Specialist Support Services, including the Communication and Autism team, Sensory Support Team and Physical Development support Services

Speech and Language Therapists

Physiotherapists

Child Development Centre staff

Health Visitors

Practitioners from other settings

Outreach services

Parents / carers will be fully consulted and consent obtained before children are referred.

Monitoring the Policy

The special educational needs / Inclusion policy is embedded in day to day practice within our provisions and is a working document which can change over time through staff discussion. The SENCO will be responsible for leading the annual review of the policy, keeping up to date with current legislation/guidance.

Links to other policies and documents

- Gracelands Accessibility Plan
- Child Protection Policy
- Information Sharing Policy
- Behaviour Policy
- Equal Opportunities policy
- Intimate Care Policy
- Interagency Policy