



SEND Policy

December 2021

Approved by Governors

Chair of Governors:.....

Date:

Minute ref:.....

Head Teacher:.....

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INCLUSIVE EDUCATION POLICY

Our SENDCo is **Megan Panayiotou**

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1: Introduction

1.1 The purpose of this policy is to provide clear guidance to staff on how we provide effective inclusive provision for children and families with special educational needs and/or disabilities (SEND). This policy should be read in conjunction with other school policies relating to interaction between adults and children. These policies include: - Behaviour and Safeguarding and Child Protection. The school reports annually on the implementation of this policy in its SEND Information Report, and on equalities (Public Sector Equality Duty Report).

1.2 Staff and governors at Ronald Openshaw Nursery School are committed to the full implementation of the 2015 [SEND code of practice: 0 to 25 years](#).

1.3 We believe that early education is of crucial importance for young children with disabilities and/or special educational needs and endorse the right of these children to be educated in a mainstream nursery school.

1.4 All staff should expect to teach children with special educational needs and the school educates children from the local community whatever their background or ability. We welcome children with disabilities and/or special educational needs (referred to hereafter as 'special educational needs') and their families. We appreciate their contributions and recognise that they enrich the learning environment for all the children and adults in our school.

1.5 All children have the right to learn through play and are entitled to a broad and balanced curriculum in the Early Years Foundation Stage. We will strive to overcome actual or potential barriers to learning faced by children to ensure every child is able to play and learn in a way that is appropriate for them. Due to the age of our children, their overall well-being is of primary importance to us. We are an inclusive school and want all of our children to feel a sense of 'belonging'. All children are valued individuals with unique interests and strengths. All children should be given opportunities to reach their full potential educationally, emotionally and physically.

2: Guiding Principles of the Policy:

- 2.1** A child has special educational needs if they have significant learning difficulties in comparison to the majority of children of the same age, or if they have a disability which prevents or hinders them from using educational facilities generally provided for children of the same age.
- 2.2** Special Education Provision is provision which is additional to or different from the ordinarily available educational provision made for children of the same age in mainstream nursery schools.
- 2.3** All involved in the education of the child – parents / carers, teachers, nursery nurses, TA's, non-teaching staff, governors and outside agencies – should share their knowledge and understanding of the child and work in partnership for the good of the child.
- 2.4** The nurseries allocation of resources for SEND should reflect the various levels of need experienced by pupils.
- 2.5** All pupils are valued individuals with unique interests and strengths.
- 2.6** All pupils should be given opportunities to reach their full potential educationally, emotionally and physically.
- 2.7** All staff within the nursery actively seek the successful inclusion of all pupils.
- 2.8** There should be early intervention with close inter-agency collaboration and a partnership with the nursery and parents.

3: Aim and Objectives of the Policy:

- 3.1** To state clearly the entitlement for pupils with SEND.
- 3.2** To enable early identification of those children with SEND either by parents / carers, staff or outside agencies.
- 3.3** To outline procedures within the centre once pupils' needs have been identified.
- 3.4** To promote and maintain effective communication between all those involved with pupils.
- 3.5** To monitor effectively practices to assess the pupils' progress and access to the curriculum.
- 3.6** To raise the profile of SEND practices and their role in creating an inclusive setting.

4: The Role of the Special Educational Needs Coordinator (SENDCo)

The designated person for co-ordinating SEND is Megan Panayiotou

The Role includes:

- 4.1** The day-to-day operation of the SEND Inclusive Education Policy.
- 4.2** Maintaining the SEND register and overseeing the records of all children with SEND.
- 4.3** Liaising with, advising and supporting all staff and pupils.
- 4.4** Co-ordinating provision for pupils with SEND both internally and externally.
- 4.5** Liaising with parents / carers and involving them in supporting their children
- 4.6** Contributing to in-service training for all staff and identifying training needs.
- 4.7** Liaising with external agencies including the Educational Psychology Service, other support agencies and LEA officers and facilitating their work within the centre.
- 4.8** Liaising with curriculum co-ordinators regarding attainment, assessment and progress.
- 4.9** Contributing to the development and implementation of a whole centre Behaviour Management Policy.
- 4.10** Ensuring that on-going observation and assessment provide regular feedback to all staff and parents/carers about the pupil's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.

- 4.11 Monitoring the provision for children on the Code of Practice in terms of planning, delivery and Early Years Support Plans when appropriate.
- 4.12 Attending cluster meetings and disseminating information to staff.
- 4.13 Liaising with SEND Inclusion Link Governor
- 4.14 Raising awareness of the Inclusion policy in the centre.
- 4.15 Linking with schools to ensure smooth transition.
- 4.16 Arranging and chairing meetings including termly and annual reviews and Early Years Support Plan meetings.
- 4.17 Co-ordinating the audit and review of SEND policy, procedures and practices in the light of changes to the The Code of Practice and Government legislation and borough guidelines.
- 4.18 Consulting with the Head Teacher on the use of SEND funding.

4: The Role of the Class Teacher

Class Teachers are: Ellen Small (full time children) and Alison Lamonth (temporary post, part time children). The two year old room is led by Teresa Mcavoy (Senior Nursery Nurse) and is overseen by Megan Panayiotou (SENDCo) The PMLD room is led by Megan Panayiotou (SENDCo)

In regards to SEND their role includes:

- 4.1 Identification of a need (Initial Concerns)
- 4.2 Taking account of the pupils' and parents' views.
- 4.3 Classroom management.
- 4.4 Assessment and record-keeping to demonstrate progress and attainment.
- 4.5 Attend Early Years Support Plan reviews

In fulfilling these duties, staff should be supported by the SENDCo, colleagues who have curriculum leadership responsibilities and visiting advisors for the support services if appropriate.

6: SEND Support Staff

The SEND support staff are:

Faiza Abu	Senior Nursery Nurse
Francesca Osei Bonsu	Nursery Nurse
Andrea Malcolm	Nursery Nurse
Munir Hussain	TA
Amina Miah	TA

Nusrrat Naveed	MDA / TA
Raiza Mazloemyar	MDA/TA
Fauzia Qadeer	MDA/TA
Annie Aziz-Shaikh	MDA/TA

The nursery will employ additional nursery nurses/TA's on short term contracts to meet the nursery's ever changing needs.

Their role involves:

- 6.1** Providing a valued and vital role within our centre
- 6.2** Are to be supported by all teaching staff
- 6.3** Are line managed by the SEND Senior Nursery Nurse and the SENDCo who provides access to support and training
- 6.4** Attends all centre INSET
- 6.5** Work with the class teacher to facilitate all pupils having full access to the curriculum
- 6.6** Work with pupils with identified needs (PMLD resourced, high needs, pupils with Early Years Support Plans)
- 6.7** Are involved in the setting and reviewing of Early Years Support Plan targets
- 6.8** Should keep adequate records to contribute to children's records of achievement.
- 6.9** The SEND Nursery Nurses will be responsible for keyworking a small group of SEND children. This includes maintaining their special book, collating recorded evidence and inputting achievement data into Bsquared and INSIGHT.
- 6.10** Should be encouraged to show initiative. For example, when therapies / lessons have been modelled by specialists the support staff will deliver these and share knowledge with other staff
- 6.11** Should make appropriate SEND resources

7: Identification, assessment, and review:

7.1 Children with special needs may become known to our setting in a number of ways, including: A family may indicate that their child has a particular need when they register their child for a nursery place. Staff may become aware of children with special needs who are attending sessions based in the Nursery School such as: Parent and Toddler group or Pre-Nursery sessions. Staff may become aware of children with special needs during home visits prior to their starting date at Nursery. Learning support services who are working with the families in the area may contact the school or advise the family to contact the school.

7.2 Forum meetings are held every term for staff to raise issues concerning individual children and seek the support, advice and expertise of the whole staff team.

7.2 Issues may be short-term or ongoing and cover a range of needs.

7.3 Any concerns about a pupil may be raised by staff, parents or professionals directly involved with the pupil. This is called the 'initial concerns stage' as is detailed as follows:

Initial Concerns:

An expression of concern about pupils' progress may be raised by the parent, teacher, or any other professional.

The class teacher is responsible for:

- Gathering information about the pupil
- Making an initial assessment of pupil and inform SENDCo.
- Consulting parent / carer
- Placing the child in an appropriate intervention group
- Setting appropriate targets.
- Ensuring differentiation in provision
- Monitoring pupil progress and feeding back to the SENDCo

7.4 The children should be placed in an appropriate intervention group and their progress monitored. All children who are placed in a language intervention group (Box Clever, Music Interaction) automatically move to stage 3.

7.5 If the concern is persistent a three staged approach to identification and assessment may begin. Children who are entered onto these stages will be recorded on the Code of Practice after a consultation with parents.

SEND Level 1:

This may be triggered if it is decided that the pupil is not making adequate progress and needs further support such as a regular intervention group e.g. Box Clever. This may also include other daily interventions such as behaviour support or play skills.

Class Teacher and Keyworker will work together to:

- Gather evidence about needs of pupil
- Inform parent / carer of their concerns, the group that the child is working within and that they are at stage one of the Nursery SEND Code of Practice.
- Ensure that targets are discussed and set with the parents during special week meetings with parents.

SEND Level 2:

This may be triggered if it is decided that external agencies need to be involved. The SENDCo will work closely with parents, class teacher, keyworker, and external agencies.

- A referral form will be completed by class teacher and the SENDCo
- The pupil will have an Early Years Support Plan, which will be monitored and reviewed each term.
- A decision will be made about the level of support that the child needs in order to make good progress.
- With the parents (and other agencies if appropriate) draw up the Early Years Support Plan, with 4 achievable targets.
- The SENDCo and Keyworker will monitor the Early Years Support Plan and will review it with parents termly.

SEND Level 3:

This may be triggered if a child has received an increased amount of support and is still not making progress against their targets. They will be receiving support from a variety of external agencies. Detailed below is in addition to what was provided at level 2.

- The child's level of support will be reassessed and increased as necessary. At this level a child will be receiving a high level of support.
- The SENDCo will place the child in a nursery Assessment Place and will notify the local authority of this decision through the SPA panel.
- If there is no Assessment Place available, the SENDCo will apply for additional funding through the LA SENIF fund via the SPA panel.

- The child will continue to have an Early Years Support Plan which is closely monitored by the nursery, their family and outside agencies through termly meetings.
- It will start to be considered if the child meets the criteria for an Education, Health and Care Plan and if it is felt that this is needed the SENDCo will start the application process.
- The SENDCo will liaise with external professionals to ensure appointments are regular and that staff are trained to follow the different plans.

SEND Level 4:

Children at this level will have extremely complex/high needs which can only be met if the child has full 1:1 support at all times. Detailed below is in addition to what was provided at level 3.

- The SENDCo will liaise with parents and complete an EHCP application.
- The SENDCo will ensure that the child has a member of staff working with them who is trained to meet their individual medical needs as required.
- The SENDCo will work with the local authority to place the child in a PMLD resourced place or will apply for additional top up funding from the LA SENIF fund.

EHCP

If the LEA presents a formal EHCP:

The SENDCo will:

- Co-ordinate provision for pupil based on specification written in the plan.
- Hold initial planning meeting.
- Formulate an Early Years Support Plan, set review dates, monitor Support Plan's regularly.
- Support Class Teacher and NN/TA's in delivering set targets.
- Liaise with external support agencies as appropriate.
- Co-ordinate annual reviews invite parents / carers and all professionals involved in child's education.

8: Record Keeping

We recognise the need to keep records updated and to assess and monitor to ensure that pupil needs are met.

Records for a pupil with SEND Include:

8.1 On going observations by all staff which are co-ordinated by the keyworker. In addition to the prime areas of the EYFS (PSE, CL and PD), learning styles and behaviour patterns may need to be recorded.

8.2 All children with have a 'Special Week' each term which will be shared with the parents by the keyworker.

8.3 Reports submitted by external agencies

8.4 Support Plans (kept in SEND files in office)

8.5 BromCom software creates the SEND register which assists the monitoring of provision

8.6 Children will be assessed using the nursery tracker (INSIGHT). In addition, if a child has a high level of SEND, they will also be assessed using BSquared software.

8.8 Some children with SEND will have recorded evidence (movies) as part of their records.

9: Management Programme / Care Plan

During their time at the centre some pupils may benefit from a management programme or care plan to cover a range of needs:

- Physical management
- Independence skills
- Eating and drinking programme
- Toileting programme
- Behaviour management
- Medical issues and guidelines

These needs may be temporary or long term; they may be single needs or a variety of needs. The pupil concerned may or may not have a Support Plan. The child's needs will be recorded on their personal profile. When children have complex medical needs assistance should be sought, from the link Health Visitor or nursing team, to create a Care Plan.

10: Monitoring

10.1 Pupil progress is measured by movement off and between levels 1-4 of the Code of Practice on the schools SEND register.

10.2 Pupils' work is monitored by the SENDCo

10.3 All Early Years Support Plans should be fully evaluated by documenting outcomes.

10.4 Early Years Support Plans are reviewed on a seasonal basis unless otherwise instructed.

10.5 The SENDCo provides a report to Governors each season.

10.6 Areas of SEND are monitored termly by SENDCo, i.e. target setting, pupil progress, pupil support, pupil groupings etc.

10.7 Annual reviews for children who are in a Resourced Place, involving parents, teacher, SENDCo and appropriate external agencies allow the Local Educational Authority to continue to monitor the progress of pupils.

11: Pupil Participation

The centre recognises that it is good practice for pupils to express their opinion and to have input into their education. Pupils should be included in the target setting and review process as much as possible. Depending on the pupils needs this can be done by eliciting their voice through a parent/carer, monitoring and acting upon specific interests or physical goals, special book conferencing or gathering their opinions of their achievements when watching back their personal movies.

12: Admission Arrangements

12.1 RONEC has 6 full time resourced places for children with Profound and Multiple Learning Difficulties (PMLD). These places are allocated through the LA's Resourced Schools Special Needs Advisory Panel (SNAP) which meets three times per year.

12.2 When children with an identified Special Educational Need are on the waiting list for a place at the centre they may be given priority (see Admission Procedure in Centre Handbook)

12.3 To facilitate a smooth transition staff may seek, with the permission of parents, the advice of any professionals already involved with the child. The child and family may be visited at

home by staff from the nursery. The child and family will be invited to visit the centre. Settling-in and on-going support arrangements will be discussed with parents.

12.5 There are a small number of full time places available to non-fee paying and non SS allocated pupils. Applications detailing reasons, which may include Special Educational Needs, can be completed by parents and / or staff. Applications will be considered by the Centre's own Allocations Panel

13: Transition Arrangements

13.1 Prior to transition to primary school the SENDCo liaises with appropriate staff at the various schools. SEND children will have individualised have transition programmes to facilitate their transfer. This may involve extra visits and familiarisation with staff.

13.2 Colegrave Primary School is the resourced provision for pupils with Profound and Multiple Learning Difficulties (PMLD) so particular attention is necessary in preparation for transfer of these pupils.

14: Staff Development & Training

14.1 The centre endeavours to promote good inclusive practices and provide appropriate INSET for all staff. Wherever possible, staff receive specialist training appropriate to the needs of the pupils with whom they work. INSET may be delivered by the SENDCo or by outside agencies.

14.2 Support Staff have access to a range of courses offered by Newham and are encouraged to attend courses on a regular basis. All staff recognise the importance of training.

15: Equalities Policy and Access Strategy

The centre's Equalities Policy scheme outlines the importance of acknowledging the range of needs which may be considered 'disabling' and making appropriate accommodations to ensure all children and their families can be included within the nursery.

The Access Strategy monitors accessibility and identifies areas for development.

16: SEND Inclusion Policy Review

The policy is reviewed annually to reflect changes within the nursery, changes in policy on a local level and changes in policy on a national level.

17: Management of the SEND Budget

The SEND budget holder is Alison Lentz.

The budget is for: Resources, Staff Cover (teaching and non-teaching) and Training.

Next Review: December 2022

