



Davenport Lodge Nursery School



SEND Policy

This policy is reviewed on an annual basis

Annual Policy reviewed by **Susan Nalus** April 2020

Next date of Annual Review: April 2021

Signed: *Susan Nalus*

Signed: Hannah Roberts (SENDCO)

This policy has been adopted by the governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the school's website. It applies wherever staff or volunteers are working with pupils, including when this involves being away from the school: for example, on an educational visit.



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At Davenport Lodge Nursery School we aim to provide a supportive and structured environment in which babies and children, as they develop, are encouraged to recognise their individuality, efforts and achievements as happy and secure individuals in an emotionally and physically safe learning and social environment.

We value children as individuals, and encourage participation in a community which promotes disciplined, enquiring minds, and which supports the welfare and development of children into successful learners and thinkers, equipping them with the necessary skills, qualities and resilience for their future roles in society.

Section A – Principles & Objectives

Background

A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Reasons may include:

- Physical disability, including visual or hearing impairment.
- Specific learning disorders, such as dyslexia or aspects of memory function.
- Motor skill difficulties (fine and gross)
- Oral and/or written expression limitations¹.
- Emotional or behavioural difficulties.
- Illness and long-term absence

National figures indicate that around 15% of school age children experience SEN (DofE July 2019) Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

This policy clarifies the approach we take to accommodating pupils with SEND challenges and supporting them in maximising their potential.

Legal framework

This policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D). These include:

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- The Children Act 1989
- Equality Act 2010

¹ A pupil **must not** be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught.



- The Special Needs and Disability Act 2001
- Education Act 1993

Definition of Special Educational Needs and Disabilities (SEND)

We consider a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

A child will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see our EAL policy).

We recognise that many children will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The following acronyms are used in this document:

- SENDCO – Special Educational Needs and Disability Coordinator (details of role & responsibilities can be found in the Appendices)
- TSP – Targeted Support Plan
- AfL – Assessment for learning
- DSL – Designated Safeguarding Lead
- EHC – Education, Health and Care
- EYFS- Early Years Foundation Stage
- SLT – Senior Leadership Team

Admissions policy for SEND

We are firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission to the nursery/school/college who have the ability and aptitude to access an academic curriculum. Children whose SEND are suited to the curriculum are welcome provided that we have the appropriate resources and facilities to provide them with the support that they require.

Before a place is offered at the nursery (and preferably prior to application):



- Parents must disclose to the nursery any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The nursery reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
- Based on such disclosure, the nursery will confirm whether or not it is able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, after the child has started at the nursery, we will endeavour to continue support the child as long as:

- a) we have the appropriate resources and facilities to provide them with the support they require, and,
- b) we believe it is in the best interest of the child and of the nursery community to remain at the nursery.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the nursery. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

Principles and aims

We aim to

- ensure that all children have access to a broad and balanced curriculum
- provide learning which is differentiated according to the needs and abilities of the individual
- promote sensitivity and responsiveness to SEND throughout the nursery
- encourage children with SEND to take as full a part as possible in all nursery activities
- educate children with SEND, whenever possible, alongside their peers within the mainstream curriculum
- provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- stimulate and maintain curiosity, interest and enjoyment for children with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision

Procedural objectives

- A designated person (SENDCO) is responsible for coordinating and overseeing the SEND provision within the educational environment
- A child's SEND needs will be identified as early as possible
- Details regarding the SEND of children will be treated with appropriate levels of discretion and confidentiality
- The SENDCO, key person, child and parents will form a working partnership to ensure that appropriate support is established and maintained
- Provision and progress will be monitored and reviewed regularly
- Outside agencies will be involved when appropriate
- Resources will be managed to ensure such needs can be appropriately met
- Appropriate training will be provided for staff and volunteers



Section B – Implementation & Monitoring

Identification, Assessment and Provision

We recognise the importance of early identification of SEND. Evidence shows that early intervention and response improves the long-term outcomes for children.

Skills and attainment will be assessed via Wellcomm Assessment for two and three year olds and observations for the 0-2. At the same time, we will consider whether a child has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether we can reasonably accommodate and support these needs effectively.

Identification and Assessment

Identification and provision will be determined through the SEND Support Frameworks for each of the four categories of need and will use a Levelled Approach as set out in the Appendices.

The needs of pupils are evaluated through a range of indicators:

- The outcome of annual, Wellcomm assessments for children aged between two and three years
- The outcome of two-year old checks
- Termly internal assessments
- Concerns raised by parents, the Key Person and outside agencies and to take account of any information that they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports).
- Behaviour data.
- Nursery staff will make regular assessment of all children and identify those who are making less than expected progress. These are raised with the SENDCO and recommendations are put into place.

NOTE:

Persistent disruptive or withdrawn behaviour do not necessarily mean that a child has SEND. If there are concerns, a brief out-line assessment will be made by the SENDCO and the nursery nurses working with the child, to try to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. Parents will be consulted on whether an additional investigation through a specialist assessment is required. In any instance, it may be that a multi-agency approach might be most appropriate and therefore considered.

Once the appropriate assessments have taken place, a decision will be made whether a pupil has SEND, based on the 2014 Code of Practice. These may be needs regarding:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory or Physical Needs



Provision

Special Educational Provision means:

- *Educational provision which is additional to, or different from, the educational provision made generally for children of the same age... (1993 Education Act, section 156)*

Where a pupil is identified as having SEND, the nursery school will take action to remove the barriers to learning and put effective special education provision in place. This SEND support will take a four-part cycle, known as the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do, Review



ASSESS

The key person will observe individual children's progress. These observations will provide valuable information that informs assessment of children's needs and determine what progress has been made. Pupils who are not making expected progress will be referred to the SENCO. With parental approval, an educational psychologist or other appropriate specialist may be involved in assessing the pupil for SEND, the results of which will be communicated to parents and all relevant staff by the SENCO.

PLAN

If it is decided that a child requires additional SEN support than parents are notified and will have their views and wishes taken into account when planning interventions through a TSP (Targeted Support Plan)



which will include targets, desirable outcomes and support. Support and interventions are agreed upon by the SENCO, key worker and parent then shared with all those who work with the child.

DO

The key person, room leader and other key staff working with the child should implement the interventions within the provision. The parents should be given guidance on how to implement intervention at home. Partnership with parents is key. SENCO must be vigilant in keeping up to date with the requirements and intended outcomes for each pupil with SEN.

REVIEW

The purpose of the review is for the key worker, room leader and SENCO to discuss whether a pupil is making adequate progress. Reviews will be frequent and will draw on evidence such as the key worker's assessment and experience of the pupil, information on pupil behaviour, and their development compared to their peers. The views of the parents will also be taken into account.

Pre-planned reviews should take place regularly and TSP updates every two to three months. This will enable the key person and SENCO to make adjustments and set new outcomes in light of progress, or lack thereof, made.

EHC (Education and Health Care Plan)

If all avenues through the graduated approach have been exhausted and a child has not made satisfactory progress, it will be necessary to consider whether an EHC Plan is appropriate. This decision will be made after consultation with the parents and any external agencies that have been involved. A request is made to the Local Education Authority when a child has demonstrated significant cause for concern.

Resources

The resources for SEND are used to provide nursery nurses, specific training on SEND and specialist resources. The costs of the SENDCO are met from the main nursery school budget.

The SENDCO has the key responsibility for determining the allocation of these resources in consultation with the Senior Leadership Team and may also consult the rest of the staff regarding areas of need within the classroom.

SEND Professional Development

All staff will be provided with general or specific training or information on meeting the needs of SEND within their classroom.

Relevant staff should be given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEND issues and support SEND pupils.



The SENDCO should be aware of relevant courses relating to SEND which staff can request access to and the SENDCO can advise as necessary. All staff have access to training, including teaching assistants. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND pupils.

Roles and Responsibilities

The Headmistress, in conjunction with the SENDCO, has overall responsibility for the management of SEND provision. On a day-to-day basis, this responsibility is delegated to the SENDCO who keeps the Head and SLT fully informed.

The SENDCO will take a strategic overview of all forms of support designed to ensure that children with special educational needs achieve success. The full responsibilities of the SENDCO are set out in Appendices.

All nursery nurses have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their rooms.

Communication and Collaboration – Partnership with Parents/Carers

We will ensure that all parents/carers are fully informed of any SEND their child may have.

Partnership with parents/carers plays a key role in promoting a culture of co-operation. This is important in enabling pupils with SEND to achieve their potential.

Parents/carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make.

Parents/carers may be expected to:

- Recognize and fulfil their responsibilities playing an active and valued role in their child's education by supporting their child's SEND needs.
- Alert the nursery to any concerns they have about their child's learning or provision.
- Fulfil their parental obligations to their child. This will usually be done through: Parent Consultations/Meetings (informal or formal); TSP reviews.

Parents/carers may expect to:

- Be informed by the nursery of their child's placement within the SEND framework
- Be informed what support their child is receiving
- Be informed of their child's progress via parent-teacher meetings and more informal communications such as direct conversation
- Be involved in formulating their child's targets for their TSP (if a TSP is necessary)



- Have the opportunity to make their views known about how their child is educated during TSP review meetings, at parent/teacher consultation evenings or via direct communication with the child's class teacher or SENDCO.

Parental Concerns regarding SEND

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the key worker or room leader. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the Key Person/SENDCO and Headmistress if deemed necessary by the Nursery or as requested by the parent.
- Arrange a meeting with the Headmistress.

For further details of formal complaints, refer to our Complaints Procedure (available on our website).

Record-keeping and evaluating the success of the policy

Records are kept of the progress of SEND pupils and this policy is reviewed on an annual basis to assess how we are doing. The process of review will involve the SENDCO and the SLT. Review of the policy will take into account:

- Any legislative changes
- The progress made by pupils with SEND at the nursery school using the 4-Part Cycle of SEND Practice
- The success of the nursery school at including pupils with SEND
- Any recommendations from internal governance reviews and external inspections



Appendix I - The Role of the SENDCO

The SENDCO is responsible for:

- The implementation of the SEND policy and the monitoring of its effectiveness
- Ensuring that SEND records are properly kept
- Assessment and screening of pupils
- Co-ordinating SEND provision
- Overseeing the writing of TSPs, in collaboration with other staff and specialists.
- Where appropriate, teaching pupils with SEND
- Liaising with outside agencies to support pupils with additional support strategies
- Liaising with colleagues and advising on differentiation
- Liaising with parents; providing feedback and involving them in implementing a joint learning approach at home and at school.
- Supporting and liaising with any Learning Support Assistants
- Ensuring that provision is made for special dispensations for exams, such as extra time, the use of laptops or scribes (where such action has been recommended by a relevant expert/agency)
- Sourcing and ordering resources for SEND provision.
- Ensuring that there is support for those who are learning to touch-type or need assistance with handwriting; providing additional reading support to weaker readers.
- In the event of a pupil applying for statutory assessment, the SENDCO must collate all the necessary paperwork required by the local education authority. If the pupil has an EHC plan, the SENDCO would be responsible for co-ordinating the provision and organising the Annual Reviews.
- Their own professional development – e.g. keeping up to date with knowledge of the Government's changing policies in regard to SEND, as well as attending relevant courses
- Liaising with the Alpha Plus Group Head of Compliance to ensure the SEND policy is accurate and up-to-date, both in practice, and in regulatory compliance.



Appendix II – The Process

DAVENPORT LODGE SCHOOL AND NURSERY

EYFS SEND Support Framework (Identification, Assessment and Provision)

Process:

STEPS	SOCIAL/ACADEMIC
1	Identify any possible problem or need.
2	Differentiate to address need. If there is still concern go to step 3.
3	Discuss with SENDCO. If there is still cause for concern go to Step 4. (Depending on the child's need, may be monitored before step 4)
4	Complete a General Statement outlining reason for placement on SEND Support Framework GRADUATED APPROACH (Assess, Plan, Do, Review) Briefly mention proposed action e.g. creation of TSP. Go to step 5.
5	With parents' support, create an TSP (Targeted Support Plan). Go to step 6.
6	Place pupil on SEND Support Framework. Go to step 7
7	Inform parents of decision. Discuss TSP and decide upon a date to review this with parents and SENDCO.
8	Review TSP at proposed date. Record outcomes and report to parents and SENDCO. Go to step 9.
9.	Where more support than the SEND Support Framework is needed, the next stage in the EHCP (Education Health Care Plan) Referral to outside agencies following parental consultation.

Medical: In the case of a child with medical needs e.g. allergies, asthma, information will be provided by parents on the contact form at the beginning of the year. They will be placed on the support register.

More Able Pupils: In line with DLS More Able Policy, any pupils identified as 'More Able' should be included upon the SEND Register.