

Special Educational Needs and Disability Policy (SEND) for Nursery and Local Offer

1 Introduction

- 1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum and Early Years Foundation Stage Framework are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. When planning, teachers aim to set suitable learning challenges, respond to pupil's diverse learning needs and overcome potential barriers to learning and assessments.

The Local Offer (at the end of this Policy) gives children and young people with special educational needs or disabilities and their families information about what support services are available at Springmead School.

- 1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3 Children may have special educational needs and disabilities either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.4 Statements are being replaced by EHC plans. (Educational, Health and Care)

We have regard for the DfES Special Educational Needs and Disabilities Code of Practice (2014).

2 Aims and objectives

- 2.1 The aims of this policy are:
- to create an environment that meets the special educational needs and disabilities of each child;
 - to ensure that the special educational needs and disabilities of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities;
 - to enable all children to have full access to all elements of the school curriculum.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

3 Educational inclusion (see also inclusion policy, equal opportunities policy and accessibility plan)

- 3.1** Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- 3.2** All the teachers in the school are teachers of children with special educational needs. They respond to children's needs by:
- providing support for children who need help with communication, language and literacy;
 - planning to develop children's understanding through the use of all available senses and experiences;
 - planning for children's full participation in learning, and in physical and practical activities;
 - helping children to manage their behaviour and to take part in learning effectively and safely;
 - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs and disability

- 4.1** Children with special educational needs and disabilities have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.
- 4.2** In our school the Special Educational Needs and Disability Co-ordinator (SENCO):
- manage the day-to-day operation of the policy;
 - co-ordinate the provision for and manage the responses to children's special needs;
 - support and advise colleagues;
 - maintain the school's SEN registers;
 - contribute to and manage the records of all children with special educational needs;
 - Co-ordinate production of I.E.P.s;
 - manage the school-based assessment and complete the documentation required by outside agencies;
 - act as the link with parents;
 - maintain resources and a range of teaching materials to enable appropriate provision to be made;
 - act as link with external agencies and other support agencies;

Review period: 12 months

- monitor and evaluate the special educational needs provision and report to the Principal;
- is involved in the strategic development of the policy and provision along with the Principal.

5 The role of the principal

- 5.1 The principal does her best to secure the necessary provision for any pupil identified as having special educational needs. The principal ensures that all teachers are aware of the importance of providing for these children.
- 5.2 The principal have decided that children with special educational needs will be admitted to the school in line with the school's agreed Terms and Conditions of Admission provided that we can meet their physical, educational, emotional and behavioural needs at the school.

6 Allocation of resources

- 6.1 The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school in discussion with the principal.
- 6.2 The principal and the SENDCO meet to discuss budgeting issues related to Special Educational Needs.

7 Identification of pupils needs – a graduated approach

Quality First Teaching

- 7.1 Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by the class teacher.
- 7.2 Once a pupil has been identified as *possibly* having SEND they will be closely monitored by the class teacher in order to gauge their level of learning and possible difficulties. A record of concern sheet will be completed by the class teacher (copy to SENDCO)
- 7.3 The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. A Quality Teaching First map will be completed to record the differentiated approach. *This is a Wave 1 intervention*
- 7.3 The SENDCO will be consulted as needed for support and advice.
- 7.4 Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- 7.5 The child is formally recorded by the school SENDCO as being under observation due to concern by parent or teacher but this does not place the child on the SEND register. It is recorded by the school as an aid to further progression and for future reference.
- 7.6 Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs

and progress being made.

- 7.7 Summative and formative assessments will be carried out as appropriate. Advice from external agencies may be sought.

School Action

- 7.8 This recognises pupils who are identified as requiring *additional and different* help as well as the regular differentiated curriculum provided by Quality Teaching First provision. It will also include pupils who have received differentiated support under Quality Teaching first but have not made the expected progress in the agreed time frame.
- 7.9 Class/subject teachers collaborate with the SENDCO on evidence gathering and identification. Action that has already been taken is reviewed and altered in line with the new findings.
- 7.10 The SENDCO works closely with teachers and parents to plan an appropriate programme of intervention and support.
- 7.11 External professionals may be called upon to make their own assessments and provide support and revised action points. We have systems in place for supporting children during Early Years Action, Early Years Action Plus and MAISEY (Multi-agency Identification and Support in the Early Years)
- 7.12 Interventions are at two levels.

Wave 2 interventions are designed to increase rates of progress and secure learning for groups of pupils that puts them back on course to meet or exceed national expectations by the end of the key stage. The support is carefully targeted according to the pupils' needs. The support may occur outside (but in addition to) whole class lessons or be built into mainstream lessons. It usually takes the form of tightly structured small group programmes. All Wave 2 interventions are time limited with a date for review built into the programme.

Wave 3 interventions are increasingly individualised programmes designed to accelerate and maximise progress and to minimise performance gaps. They may involve support from a specialised teacher or trained teaching assistant delivered one-to-one to support learners toward the achievement of very specific targets. These targets are recorded on an IEP drawn up by the SENDCO and class teacher.

- 7.13 If a child is receiving support under School Action an individual provision map will be drawn up detailing the extra interventions and support. This is *in addition* to Quality Teaching First. A copy of this provision map will be kept by the class teacher
- 7.14 Children receiving Wave 2 or Wave 3 interventions will be placed on the school SEND register.
- Should a formal statement of special educational needs be necessary, the school undertakes to help in any way possible but recognises the difficulty of securing these within the independent provision. Parents will be made fully aware of this issue and will be advised of possible ways forward. Parents will be involved in any discussion regarding the need for a statutory assessment and a multi-disciplinary assessment.

8 Access to the curriculum

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2** EYFS staff use a range of strategies to meet children's special educational needs and disabilities. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

- 9.1** The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.
- 9.2** At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success. We take account of the wishes, feelings and knowledge of parents at all stages.
- 9.3** We have regular meetings to share the progress of special needs children with their parents. Parents are fully involved in any decision to seek outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs and disabilities.

10 Monitoring and evaluation

- 10.1** The SENDCO monitors the movement of children within the SEN system in school. The SENDCO provides staff and principals with an review of the impact of the SEN provision on the school.

11 Monitoring and review

This policy is the principal's ongoing responsibility along with reviewing its effectiveness in consultation with the staff.

EYFS SENDCO is Caroline Miller supported by Shirley Offer

Signed:

Date:



Special Educational Needs and Disability Offer for children in receipt of the Early Years Grant in the Nursery and Reception classes

At Springmead we want children to achieve the best possible start in life. It is vital that children get the help they need as quickly as possible. Springmead School is an inclusive school which offers a wide range of provision to support children with special educational needs and disabilities.

Our provision to support Personal, Social and Emotional Development:

- Children have access to a supportive environment with experienced, qualified staff.
- We have an inspiring range of outdoor provision, including our own self contained outdoor classroom, our sports field, our garden, the main school playground and our beautiful village location.
- Our unique weekly Go Explore programme that includes study of the natural world, plantlore and bushcraft activities.
- Key group time, One to one and small group work
- We plan and provide for children's individual interests: resources are updated regularly
- High ratio of staff to children

Our provision to support speech and language needs:

- We provide a language rich environment
- We provide language enrichment groups for identified children
- We have facilities for speech therapy sessions to take place in school
- We use Somerset Total Communication and visual strategies when appropriate
- We refer children to the Speech and Language therapy service if required.
- We will support and deliver a Speech and Language programme if required with support provided by a Nursery nurse or Teaching Assistant.

Our provision to support Occupational Therapy or Physiotherapy needs:

- We support referrals to these services and work with them to provide resources or implement programmes as required.

Our strategies to reduce anxiety, build positive relationships between parents and the school and support transition into the nursery or main school:

- We operate an open door policy for parents. The Nursery Manager and Reception Teacher are available to meet before and after school and we are also happy to speak over the phone. Parents have email contact addresses and we hold three parents consultations over the year as well as a Meet the Teacher evening at the beginning of the Autumn Term.
- We support children's move to other local schools. We encourage their staff to visit children in our setting.
- We hold weekly coffee mornings for our parents where members of staff are present.
- We hold free weekly Baby Explore sessions for parents to attend with their children whilst they are considering nursery provision to enable parents and children to have their questions answered and feel comfortable with our staff, provision and our setting.
- Home visits are arranged if it is felt a child will need extra support.
- After registering, children and their parents are invited to play in a nursery session the term before they start.
- Children starting in the Reception class are invited to play sessions in the

<p>Summer term to get to know their class teacher and teaching assistant to enable them to be comfortable in their new classroom.</p> <ul style="list-style-type: none"> • The class teacher will visit children in their nursery during the Summer Term. • We have a maximum of 17 children in a class with a class teacher and a teaching assistant.
<p>Our strategies to support and develop English:</p> <ul style="list-style-type: none"> • Small class sizes – maximum of 17 children in a class. • Small group work or one to one sessions for catch –up if appropriate • We use Letters and Sounds from the Nursery into Reception. • Use of different teaching styles and approaches • Differentiated curriculum planning – activities, delivery, outcomes
<p>Our strategies to support behavioural needs:</p> <ul style="list-style-type: none"> • We use our school behaviour policy which is available to view on our website. • We use behaviour logs – ABCC charts to understand children’s behaviour. • We have ‘quiet areas’ in both the Nursery and Reception classrooms. These are used as required. • We have individual and class ‘positive behaviour’ programmes in place. • We use visual timetables to ensure children are aware of what is happening now and what is next.
<p>Our strategies to develop and support mathematics:</p> <ul style="list-style-type: none"> • Small class sizes – maximum of 17 children in a class. • Small group work or one to one sessions for catch –up if appropriate • Use of different teaching styles and approaches • Differentiated curriculum planning – activities, delivery, outcome
<p>Our provision to support access to the curriculum:</p> <ul style="list-style-type: none"> • Small class sizes – maximum of 17 children in a class. • Staff attend regular training updates in SEN and D. • We offer small group work or one to one sessions for catch –up if appropriate • We make alterations to classroom environment to support individual physical and medical needs • Children take part in Raring To Go exercises to support them to be ready to access the curriculum • Staff use behaviour logs (A.B.C.C.) to help them address a child’s needs • We may use separate seating areas if required. • The use of visual prompts and displays is encouraged • Appropriate use of ICT • We provide extra adult or nursery nurse support whenever possible • We give time or support before a response is required; personal thinking time, partner talk, hints etc • We explicitly check for understanding of instructions • We use mixed ability collaborative small-group work when required • We may use pre-teaching of concepts • We use different teaching styles and approaches as appropriate • We offer differentiated curriculum planning – activities, delivery, outcome
<p>Our strategies to develop independent learning:</p> <ul style="list-style-type: none"> • Pre-teaching of concepts • Using mixed ability collaborative small-group work

<ul style="list-style-type: none">• Individualised success criteria• Use of visual timetable
Our support and provision at unstructured times of the day including personal care: <ul style="list-style-type: none">• Use of regular staffing and handover times at break and lunchtimes.• Lunchtime clubs.
Our planning and assessment: <ul style="list-style-type: none">• We use Provision maps, individual education plans and personal pupil profiles as appropriate.• We work with children and parents to produce individual targets and review them regularly.
Our provision for liaison and communication with other professionals and parents including attendance at meetings and preparation of reports: <ul style="list-style-type: none">• Our Special Education Needs Co-ordinator Caroline Miller is qualified in teaching children with special needs including specific learning difficulties.• We liaise with a range of professionals for example Educational psychologists, the Autism Support Team, Speech and Language Therapists, CAMHs and Portage.• We provide regular meetings for parents to discuss their child's needs and progress.• We provide explanations of professional reports if required.• We use meetings, parents consultations, email, our home school diary and phone calls to ensure
Our provision for medical interventions: <ul style="list-style-type: none">• We have strategies and procedures for supporting children with medical and allergy needs.