



SPECIAL EDUCATIONAL NEEDS POLICY

RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC). The relationships and the Rights of the child are at the heart of all we do.

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

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 28: Every child has the right to an education.

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 participate fully within our nursery school.

The Early Years: guide to the 0-25 SEND Code of Practice (September 2014), states: "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).

At Weoley Castle Nursery School, we are committed to providing an inclusive learning environment that sets high aspirations, building upon the unique abilities and needs of every child, in order to develop their full potential.

Please refer to our website for detailed information about our SEND processes

Our Nursery Aims

Our aims reinforce the importance of an inclusive teaching and learning environment, for example:

- Ensuring all learners receive a high-quality, ambitious education, whatever their ethnicity, culture or religion, home language, family background, attainment or gender.
- Inspiring each child to achieve and extend their unique potential.
- Promoting every child's confidence, the development of positive self-esteem and well-being.
- Establishing effective, collaborative partnerships with parents/carers and the wider community.
- High quality interactions that support, foster, promote and develop all areas of children's learning and development.
- Creating a secure, happy and stimulating learning environment where all efforts and opinions are valued and respected.
- Providing a safe and healthy environment that prioritises safeguarding at all times.
 - Designing a curriculum that is motivating and exciting, broad and balanced to maximise teaching and learning opportunities both indoors and outdoors.
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Roles and Responsibilities

The Headteacher; Mrs Lesley Harris maintains overall responsibility for teaching and learning and is responsible for the strategic overview of our special educational needs provision.

Our Governor with responsibility for Special Educational Needs is Mr Ken Lewis.

Our Special Educational Needs Coordinator (SENCo) is Katy Wood. The SENCo is responsible within the setting for overseeing the day to day provision of education for pupils with SEND so that the needs of all pupils within the nursery are fully met.

Contact Information: Weoley Castle Nursery School, 109 Weoley Castle Rd, Weoley Castle, B29 5QD

Telephone number: 0121 427 1058.

The role of the SENCO is to:

- Liaise with parents/carers to ensure that they are closely involved throughout
- Liaise with other professionals and outside agencies
- Support all practitioners to ensure they fully understand their responsibilities to children with SEND
- 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 assessment of the child's strengths and areas in need of additional support to guide future planning to meet the child's needs.
- Ensure that appropriate records are kept for children requiring "SEND Support"

- To liaise with Birmingham Local Authority (SENAR) to begin the process of an Education, Health and Care Needs Assessment and plan (EHC)
- To coordinate the EHC process, with Birmingham Local Authority.
- To provide support to the child and their family for transition to the next setting.

Special Educational Needs and Disability (SEND)

Children and young people with SEND may need extra help because of a range of needs. The 0-25 SEND Code of Practice (September 2014) sets out 4 broad areas of Special Educational Need:

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

Some children may have SEND that covers more than one of these areas

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 would not be refused a place on the grounds of special educational needs.

We make reasonable adjustments to meet the individual needs of children within our setting. 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

We have a commitment to developing close and strong partnerships with all parents/carers, including those of children with SEND. This will be achieved by developing relationships with parents/carers that 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 their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision (0-25 SEND Code of Practice September 2014).

Staffing

Within our provisions the child's primary support will be from the key person/s who will liaise with other staff including the SENDCO. Provision for children with SEND is championed for everyone in the setting. All children need consistency and continuity of care; and staff who are sensitive and responsive to the individual needs of children. It is important that staff have knowledge and awareness of the specific and individual needs of the children in their care.

Training

Staff require knowledge to include children successfully. We have an ongoing programme of in-service training for issues relating to SEND. This will be targeted towards meeting the needs of that particular year's cohort of children. Training will be assessed as to whether it is best delivered to the whole staff team, small groups or on an individual basis. The SENDCO will ensure the coordination of information and feedback to all staff.

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.

This is achieved by differentiating learning and teaching experiences. Learning and teaching strategies may be alternative, additional, or different to support the child's needs, interests and abilities.

Resources

Resources are used flexibly and some specialist equipment is borrowed through support agencies. Additional equipment may be bought to meet individual needs from the School budget, inclusion grants or charities.

Learning Environment

Furniture, equipment and available space are laid out with consideration for individual children's needs and used to support learning, promote confidence and independence. Risk factors are considered and checks made on a regular basis.

Identification and Assessment

Systems of observation and assessment are routinely used, including information shared by other professionals. When these raise concerns we use a graduated approach to action and intervention.

If a child has SEND they will be able to access support from Weoley Castle Nursery School. The four stages of SEN Support are:

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

Plan: Weoley Castle Nursery School to agree (with parent's involvement) the outcomes that the SEN support is intended to achieve – how the child will benefit from the support.

Do: Weoley Castle Nursery School will put the planned support in place. The child's Key Person 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 the support

Review: The support the child receives should be reviewed at the time agreed in the plan.

If, through observation and assessment the child's needs are deemed more complex, we will involve the parents/carers and relevant professionals e.g. educational psychologist, Communication and Autism team, prior to following the Education, Health and Care Plan (EHC) pathway.

Weoley Castle Nursery School will access the "Local Offer" to see what help is available. The "Local Offer" is a publication by Birmingham Local Authority identifying education, health and social care services provided for children with SEND.

At Weoley Castle Nursery School, children are encouraged 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.

Links with Support Services and Other Agencies

Successful partnership with other agencies is in the best interest of the child. We are committed to working with others, sharing expertise, responsibility and information. Other professionals may include:

- Educational Psychologist
- Communication and Autism Team
- Speech and Language Therapist
- Early Support Service
- Child Development Centre
- Practitioners from other educational settings

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

Monitoring the Policy

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

Links to other Nursery School Policies and Government documents:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act (2010)
- The Special Educational Needs and Disability Code of Practice. GOV.UK January 2015
- British Values
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards
- Early Years Foundation Stage Curriculum. Revised 2013.
- Birmingham City Council 'Local Offer'
- United Nations Convention on the Rights of the Child