



St. John's Sunbeams Nursery SEND policy

September 2023

- **SENCO:** Miss Emma Riley
- **Contact details:** 01704 893523
- Miss Riley is the nursery manager for Sunbeams. If Miss Riley is not available, Mrs Devey would be the advocate for SEND.
- This policy reflects the SEND Code of Practice, 0-25. Miss Riley consulted with the other members of staff about any changes that they would like within the nursery. Questionnaires have been sent out annually to parents to gain their views on the setting/staff and if they would like to see any changes.

Contents

- Introduction
 - Aims
 - Objectives
 - Identifying Special Educational Needs
 - A Graduated Approach to SEND Support
 - Quality First Teaching
 - SEND Support
 - Referral for Education, Health Care plan
 - Supporting Pupils and Families
 - Local Offer
 - Other Agencies
 - Parents
 - Admissions
 - Accessibility
 - Transition
- Supporting Pupils in School with Medical Conditions
- Monitoring and Evaluation of SEND



- Training and Resources
- Roles and Responsibilities
- Storing and Managing Information
- Complaints
- Reviewing the Policy

Introduction

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: advice for schools (DfE Feb 2013)
- SEND Code of Practice 0 – 25 (DfE, Jan 2015)
- Early Years Guide to the 0-25 SEND Code of Practice (DfE, 2014)
- Statutory Framework for the Early Years Foundation Stage (DfE, 2021)
- Safeguarding Policy
- Accessibility Action Plan
- Provision Mapping
- Local offer.
- Admission policy
- Medication policy.

This document is available on the school website.

Aims

We at Sunbeams nursery are committed to meeting the special educational needs of pupils and ensuring that they make good progress in all that they do. We affirm the individuality and worth of all our pupils and seek through the EYFS (DfE, 2021) offering opportunities to all our pupils. We are committed to an educational partnership with parents and would seek to involve them in the education of their children.

Through the Special Educational Needs Code of Practice 2015, children with special educational needs will be identified and their needs will be addressed, both by teaching staff within the nursery and by external agencies.

Objectives



In order to achieve our aims and to ensure that children with SEND achieve their full potential and progress we will:

- Work within the guidance provided in the SEND Code of Practice, 2014.
- Ensure good working relationships with parents, carers and the community.
- Ensure that the nursery offers a broad and balanced differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of SEND pupils.
- Ensure that the Nursery liaises with outside agencies effectively to meet the needs of staff and pupils.

Identifying Special Educational Needs

The Code of Practice describes the four broad categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the nursery needs to take, not to fit a pupil into a category. At Sunbeams, we identify the needs of children by considering the needs of the whole child, not just the special educational needs of the child. We aim to work through co-production with all parents. A child's progress will be closely observed, monitored and recorded as appropriate. We will liaise with other professionals to ensure we are offering effective provision for children with Special Educational Needs. The staff will talk to each other about targeting specific additional needs and add it to the provision map, making adjustments accordingly.

There are other areas which may impact on children's progress and attainment, but are not considered as SEND. For example;

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Being a Traveller



A Graduated Approach to SEND Support

Quality First Teaching

The key person must help ensure that every child's learning and care is tailored to meet their individual needs.

Staff within nursery are responsible for the progress and development of children in their key group through assessing, planning, and observing. It is through quality knowledge and understanding of child development that key workers not only know where children are at, their next steps but also, whether the children they are supporting are struggling to meet their developmental stages.

Additional intervention and support cannot compensate for lack of good quality teaching. It is the responsibility of the Nursery Manager Miss Riley to implement the provision map. Children will be added to the cohort provision map if they need support in a particular category of need. The child's parents are informed.

SEND Support

Where the gap between expected developmental norms and actual ability of child is continually different, despite targeted support, the child key worker, alongside the SENCO, will assess whether the child has a significant learning difference. At this point parents would be invited in for a meeting so as all parties can talk about the best ways to support the child. When the parents are in agreement that their child has an unmet need and needs more tailored support, their child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review.

This graduated approach is called SEND support. These children will have a TLP, (Targeted Learning Plan) with specific targets to meet their needs. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using the key workers knowledge and experience of working with the child, understanding previous progress and attainments, comparisons with peers and national data, as well as the views and experience of parents.



The child's views and where relevant, referrals and advice from external support services will also be considered. For example,

- Speech and Language therapy
- Occupational therapy
- CAMHS
- Health Visitor
- Educational Psychologist
- Specialist teacher assessments

Any parental concerns will be noted and compared with the nursery's information and assessment data on how the child is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the key person, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the children, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The key worker remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching.. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The key worker, in conjunction with the SENCO will revise the support and outcomes based on the child's progress and development, making any necessary amendments going forward, in consultation with parents and the child at least half term. The key person holds the overall responsibility for evidencing progress according to planned outcomes.

Escalations of Early years support – when concerns are first identified:

- The early year's practitioner raises concerns with the early year's special educational needs co-ordinator (SENCO) in the setting.



- Discussion takes place with parents/carers.
- Setting staff complete a preliminary assessment as part of the graduated response (assess/plan/do/review cycle) using the early years foundation stage tracker.
- A targeted learning plan should be developed with practitioners, parent/carers and any specialists that are involved. The plan should contain specific areas for development, the interventions and support to be put in place and the expected impact on progress. Parents/carers should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home. The plan should usually be implemented for at least six weeks and then reviewed. At the review, progress should be discussed and any interventions modified if necessary, depending on need and progress.

If the child's progress is appropriate:

- Setting staff will continue to monitor progress and development using an appropriate tracking tool.

If the child's progress is still of concern:

- With the agreement of parents/carers, setting staff may request involvement from an external specialist(s), such as a specialist teacher and/or a speech and language therapist, for example.
- The specialist(s) should be able to help identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes.
- The child's progress and response to interventions in relation to the desired outcomes should be reviewed and any interventions modified if necessary, depending on need and progress.

If the child's progress remains a concern:

If, despite the staff having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, making a request for involvement from an educational psychologist can be considered. In addition, the following criteria should have been met:

- The child has significant delays in two or more areas of need.
- Delays have persisted over time despite relevant, purposeful and planned programmes of support, including involvement from a specialist teacher.
- If the rate of a child's progress is a significant cause for concern, despite relevant, purposeful and planned programmes of support (as indicated by the early years foundation stage tracker).

Requests for educational psychologist involvement:

Requests for an educational psychologist's involvement will be considered by a group of educational psychologists at early year's educational psychologist moderation group meetings.

Referral for an Education, Health and Care Plan

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress,



the setting will consider with the support of the parents/carers requesting an Education, Health and Care needs assessment.

The setting will share all information gathered about the child with the local authority and continue to support the parents/carers by sharing information and attending meetings with them.

An EHCP is a detailed assessment that looks at a child's special educational need(s) (SEND) and the support that the child might need to help them develop and learn. The assessment should collate information about what a child can and cannot do and the special help and support they need. The information should come from the child's parents, the child themselves, Pre-School, and other professionals and agencies that support or work with the child.

The majority of children with SEND will have their needs met in mainstream schools. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the nursery but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Supporting Pupils and Families

Local Offer

At Sunbeams Nursery we have a 'Local Offer' which provides information about the provision we offer children who have SEND. This is available for parents and children on the school website at <http://www.st-john-rc23.lancsngfl.ac.uk/>

Lancashire County Council also has a 'Local Offer' which can be found at <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

Parents can visit www.lancashire.gov.uk/SEND (Regulation 53, Part 4)

Other Agencies

Sunbeams Nursery uses the following agencies to support the work of SEND in the school:



- Specialist Teaching Service Early Years Team
- Speech and Language Therapists – Referrals can be made through Nursery if needed.
- Occupational Therapists – Referrals can be made through Nursery if needed.
- Parent Partnership. This service is available to all parents and carers of children with SEND. They offer support and advice.
- Educational Psychologist.

Parents

Parental partnership in Nursery is highly regarded, we use Tapestry, an online platform to inform parents about activities and learning opportunities their children have been involved in. We encourage parents to talk to us anytime they want, to share any information or concerns about their children. Practitioners are available at home times to talk to parents/carers and will bring up any concerns about development straight away, arranging meetings to talk about well-being and strategies when needed. Appointments can be made with the SENCO to discuss a child's progress with parents at convenient times face to face or via the telephone.

Induction for new parents takes place prior to their child starting, children are invited to visit the nursery at first with their parent or carer, and then independently stay for short sessions to allow them to settle in. Parents fill in an "All about me" pack with their child which is focussed on the child's voice.

If a gap in development is noticed, after a discussion with parents a TLP will be introduced. Parents are encouraged to join in with the process of constructing the TLP and we endeavour to try to make them part of the review process.

Admissions

Children with SEND will be admitted to Sunbeams Nursery in line with the Nursery's admissions policy. The Nursery is aware of the statutory requirements related to SEND and disabilities. The Nursery will use its induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND in Early Years Foundation Stage. If the Nursery is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Accessibility

Children with SEND will be given full access to the curriculum through the provision provided by the Nursery as necessary, taking into account the wishes of their parents and the needs of



the individual. Every effort will be made to educate children with SEND alongside their peers in a mainstream Nursery setting.

Please also refer to the Single Equalities Policy and Action Plan available on the school website.

Transition

Sunbeams Nursery works very closely with the Reception teachers at St John's Catholic primary school and have shared spaces where not only the children from nursery and reception interact but also the nursery children interact and get to know all the early years staff. This provides a perfect transition from Nursery into Reception as the reception teachers will already be familiar with the needs of each child as we share time together. Communication, with agreement from the parents is always sort for any transitions Sunbeams nursery children engage in.

Supporting Pupils in School with Medical Conditions

Sunbeams recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, we comply with the duties set out under the Equality Act 2010. (See school website for Single Equalities Policy)

Some children may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Every pupil with a specific medical need in school has a 'Care Plan'. This is written and implemented in conjunction with the school nurse, doctors, other relevant health professionals, parents and school.

St John's is fully committed to managing the medical conditions of pupils in line with statutory guidance which can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Monitoring and Evaluation of SEND

Sunbeams Nursery regularly and carefully monitors and evaluates the quality of provision we offer all children. In order to make consistent continuous progress in relation to SEND



provision Sunbeams encourages feedback from parents throughout the year. This is done in the form of an annual parent questionnaire, discussion and through parents consultations.

All children with a TLP are reviewed every half term in line with the SEND Code of Practice. The SENCO completes regular audits, action plans, observations of interventions and provision, sampling of parent views and children's views. This promotes an active process of continual review and improvement of provision for all children.

Training and Resources

Sunbeams Nursery aims to keep all staff up to date with relevant training and developments in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses and facilitates relevant SEND focused internal or external training opportunities for all staff.

The SENCO regularly attend the LAs Early Years SENCO network meetings in order to keep up to date with local and national updates in SEND and cascades this information to staff.

Storing and Managing Information

The SEND documents are kept in a locked cupboard next to the nursery base. They are also kept electronically on the school 'shared drive' which is password protected. This is in line with the Confidentiality Policy.

Complaints

The complaints procedure for SEND mirrors Sunbeams Extended provision's other complaints procedures, which can be found in the policies.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the child's key person. If the concern continues then the SENCO and practitioner should further discuss the concern with the parent or carer. If the concern cannot be resolved at this stage it should be brought to the notice of the Schools Headteacher.

Reviewing the Policy

The SEND policy is reviewed annually. This policy was written September 2023 and is due for review September 2024.

Emma Riley

