

# Slough Centre Nursery School



## SEN Policy and Information Report

Approved by:

Chair of Governors: *Mallesh Yanambakkam*

Date: 13.10.2020

Headteacher: *Eelister*  
*Zoe Neatney*

Date: 13.10.2020

Review date: 12.10.2021

# 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEN

At Slough Centre Nursery School, we aspire to enable children, staff, parents and carers to share, care and learn together. We believe in nurturing and valuing each individual child and giving them the best possible start in life through challenging, stimulating, empowering, imaginative and spontaneous play based learning experiences.

Our governors and staff are committed to providing an inclusive curriculum to ensure the best possible learning outcomes for all of our children, whatever their needs or abilities.

We aim to build good relationships with parents and carers, placing a high value on sharing information. We will respond promptly and compassionately to all parental and carer concerns and we actively promote inter-agency co-operation and support.

## Objectives

The specific objectives of our policy are as follows:

- To ensure that children with SEN are identified and that their needs are met.
- To ensure that children with SEN are able to access all areas of the nursery and participate in all of the activities of the nursery, with the provision of additional adult support or specialist resources as required.
- To ensure that all children make the best possible progress.
- To ensure that parents and carers are kept fully informed of their child's special educational needs and are included as equal partners in target setting and progress reviews.
- To ensure that all children have the opportunity to follow their interests, to make their own choices and to express their views as far as they are able.
- To promote effective partnership with other professionals and involve outside agencies whenever appropriate.

*It is the duty of the Interim Headteacher to monitor the support for children with special educational needs and disabilities. The success of this policy will be judged against the aims and objectives set out above. The nursery's Provision Map details the range of support provided for children with SEN each year that is additional to the nursery's differentiated provision for all children.*

*This Policy will be reviewed annually and the governing body will report on the range of support provided during the year and the effectiveness of the provision in improving the learning outcomes of the identified children with SEN.*

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- [Equality Act 2010](#) in accordance with the duties of the Act, the nursery will use the **Positive Action** provisions to target measures, as required, to meet the particular needs of children with 'protected characteristics' and alleviate their disadvantages (e.g. small-group teaching for children identified as 'at risk' of language delay; free, full-time nursery places for a small number of socially 'vulnerable' children).

In addition to promoting equality of opportunity for all children with protected characteristics, the nursery may, and in some cases must, treat disabled children more favourably than non-disabled children, in order to put them on an equal footing with their non-disabled peers. In order to achieve this, **reasonable adjustments** will be made by the nursery to ensure that no child with SEN is disadvantaged in accessing the nursery curriculum, activities or resources, or any part of the physical environment, as a result of their learning difficulty or disability.

The nursery's **Equality Plan** contains specific objectives which are reviewed annually.

## 3. Definitions

A child has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

*Children will not be regarded as having special educational needs solely because the language spoken at home is not English.*

## 4. Roles and responsibilities

The governing body as a whole is responsible for making provision for children with SEND within the nursery. The Special Educational Needs Coordinator (SENCo) and Deputy SENCo will meet with the SEND governor at least twice a year.

- The SEND governor is Mahesh Yanambakkam.
- The SENCo oversees the whole nursery and provides SEN support to the resource base.
- The Deputy SENCo works under the guidance of the SENCo to help oversee and provide SEN support within the mainstream nursery and 2 yr old provision.

### 4.1 The SENCO and Deputy SENCo

The SENCo is Zoe Keating

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The Deputy SENCo is Karen Hotson

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They will:

- Work with the SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Oversee the management of children with medical conditions, ensuring that care plans are in place and staff have received the necessary training from health care professional and therapists to support the children
- Support the children who access the resource base and ensure that appropriate, evidence-based interventions are planned and implemented
- Keep detailed records and monitor the progress of children in the whole nursery.
- Provide professional guidance to colleagues and work with staff, parents, carers and other agencies to ensure that children with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support and ensure that records are kept at each stage and that data is collected using the EexAt system (Early Excellence), specialist assessment tools and observation schedules
- Coordinate the assessment requests and reviews for *all* children with SEND, including statutory EHCP assessments and EHCP review meetings
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively, drawing on the nursery's Provision Map and SEN data
- Be the point of contact for external agencies, especially the local authority and its support services as well as local voluntary bodies
- Liaise with potential next providers of education to ensure children and their parents and carers are informed about options and a smooth transition is planned

- Work with the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEN up to date

#### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the SENCo and Deputy SENCo to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

- Work with the Deputy SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Teachers and Early Years Practitioners (EYPs)**

Each teacher and Early Years Practitioner is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo/Deputy SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

***The Interim Head Teacher takes the role of designated teacher when a Looked After Child has special educational needs.***

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our school is an inclusive learning environment, which provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### 5.2 Identifying pupils with SEN and assessing their needs

*The nursery is committed to the early identification of special educational needs and adopts a graduated approach in line with the SEND Code of Practice 2014. It is only following discussion with parents and carers, that children with identified needs will be included on the nursery's SEN register.*

We will assess each child's current skills and levels of attainment on entry, which *may* build on information received from any previous children's centre / early years setting, the child has attended. Staff will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress (where the information is available)
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, focusing on the child's well-being. Slow progress and low attainment will not automatically mean that a child is identified as having SEN.

The nursery has in place a '**first concerns**' process which has as its starting point Quality First Teaching (QFT), the principles of which include;

- All children will have access to the curriculum
- For some children you will need to personalise their learning
- Adapting materials and equipment
- Use of visuals including first / then folder
- Instructions and tasks broken down into smaller steps
- Repetition of learning tasks

A baseline assessment is completed approximately three weeks after the child's start date and staff will be expected to apply the principles of QFT to *all* children in their group. If they feel that a child is not making the expected progress, a '*First concerns and early identification*' form is completed which identifies what the initial concerns are in the prime areas of learning, the QFT that has been applied and a themed observation focus is agreed.

The assessment data and subsequent information gathered from the 2-week themed observation will be reviewed with the parents or carers and an initial Individual Education Plan (IEP) is agreed. This is the beginning of a cycle of target-setting and review (**Assess, Plan, Do, Review**) which will continue as long as the child has an identified learning need.

Should the nursery feel that the child has significant and ongoing learning needs, evidence will be brought together to support a request for an EHCP assessment. The SENCo/Deputy SENCo will meet with the parents or carers to discuss the EHCP assessment process and gather their views, which will be included in the Early Years EHCP assessment request.

A nursery place with access to the resource base is for children who have *existing identified additional, complex needs (Autistic Spectrum Disorder)*. If a child has an EHCP, their needs will have been clearly identified prior to joining the nursery, the nursery will aim to gather sufficient evidence during the first half term in the resource base for those children without an EHCP and a request for an assessment will be submitted.

### **5.3 Consulting and involving pupils and parents**

The nursery aims to keep parents and carers fully informed of their child's special educational needs and encourages parents and carers to contribute as equal partners in target-setting and progress reviews. Teaching staff will meet with parents and carers regularly both for informal discussions and planned review meetings, and encourage them to share their knowledge about their child.

We aim to ensure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' or carers' concerns
- Everyone understands the agreed outcomes sought for the child and these will be formalised in an IEP
- Everyone is clear on what the next steps are

The nursery also aims to give children the opportunity to follow their interests, make their own choices and to express their views as far as they are able and we use the Learning Journals (EexAt) as support evidence. In addition, we use other augmentative aids such as simple emotion symbols (e.g. happy, sad) with the non-verbal children to help them develop a means of expressing their feelings.

The nursery will offer additional support such as home-visits, informal coffee mornings and parent and carer workshops and we have staff who are able to speak a range of community languages as a means of engaging with families.

### **5.4 Assessing and reviewing children's progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teacher, EYPs and Teaching Assistants, will work with the SENCo/Deputy SENCo to carry out an assessment of the child's needs. This will draw on:

- The staff's assessment and experience of the child
- Where available, their previous progress and attainment and behaviour
- Other specialist assessments, for example from a visiting Teacher of the Deaf or a Qualified Teacher of the Visually impaired and input from therapists (physiotherapist, speech and language therapist or occupational therapists)
- The views and experience of parents and carers

IEPs will be agreed with the families and the plans will be reviewed on a regular basis to ensure that we have an evaluation of the effectiveness of the support and interventions and their impact on the child's

progress. Should there be a continued need for additional support, a new IEP will be put in place and a date for review agreed.

Within **the resource base** whilst we follow the same **assess, plan, do, review** cycle, this process is informed by the outcomes which are identified within the child's EHCP and meetings to review the EHCP are held every 6 months. In order to capture progress in a wider context, the team in the resource base complete additional observations in specific areas and activities including:

- Attention Autism sessions
- Work station sessions
- Use of augmentative aids for communication (e.g. PECS)
- How the child manages transitions
- Sensory profiling
- Engagement profiles

### **5.5 Supporting children moving between phases**

The nursery attaches high importance to good transition planning, and maintains strong links with local feeder schools, resource units and special schools. This ensures efficient exchange of information and ensures that families and children are familiar with the new setting before they leave nursery. Teachers from the receiving schools visit the nursery to meet the children and discuss their needs with staff and families are supported in visiting their new school.

During the term in which children with SEN are due to transfer to school, staff from the receiving school are invited to either an EHCP review meeting or a transition-planning meeting. The receiving school staff will observe the children in nursery and arrangements are made for key workers to support the children in visiting their new school. The SENCo/Deputy SENCo will liaise with the school to ensure that any transition booklets are completed are shared before the end of the summer term and they will support families in ensuring that applications are made in good time for school transport where this is required.

### **5.6 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all children's' needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, through small group work, 1:1 work, varying the teaching style and the content of the sessions
- Adapting our resources and staffing
- Using recommended aids, such as Radio Aids, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, re-visiting specific tasks to ensure that the learning has been consolidated and that it can be generalised across several areas

The nursery is housed in a single storey building and the whole building is accessible on one level, with a ramp at the main entrance. Electronic entry systems, windows with safety settings and high fences provide a level of security for all children, including those who have a limited sense of danger. The outdoor play area includes a covered area. The nursery has toilet facilities for disabled children including an area, which has a changing bed to enable the delivery of personal care, and there is also a disabled toilet for adults. The resource base is linked to the nursery garden with it's own access route

and via the adjacent mainstream nursery classrooms. The resource base is linked to the adjacent classroom space with a partition that can be closed at times when a quieter, smaller space is needed for intervention work and also that can be opened up to allow children to move freely between the two spaces at other times (allowing other children to also benefit from the space and resourcing). This also means that when free flow play is in operation the resource base children always have a familiar, quieter space they can return to. The resource base room also has an individual workstation area, snack table and a sensory area within the room.

### **5.7 Additional support for learning**

*All children attending the nursery will be offered a broad and balanced curriculum in line with the requirements of the Early Years Foundation Stage (EYFS).*

In the mainstream classes, the child's teacher or EYP and key-worker, supported by the SENCo/Deputy SENCo, facilitate their inclusion. High quality teaching (*Quality First Teaching*), differentiated for individual children, is the first step in responding to children who may have SEN, and each teacher (assisted by the EYPs) is responsible and accountable for all the children in their class.

According to need, some children with SEN in the mainstream classes will be offered additional support and alternative resources to ensure that the curriculum is fully accessible to them.

It is the duty of the SENCo/Deputy SENCo to ensure that children with SEN have up-to-date IEPs, which are time-limited and specify the agreed outcomes to work towards, and that these are reviewed in collaboration with parents and carers and other professionals. Where appropriate, new outcomes are agreed and the cycle of target-setting and review is established. This cycle is one of a number of ways that a child's progress will be measured, during their time in the nursery.

When the nursery has concerns about a child's language development, parents will be encouraged to visit the local Speech & Language Therapy Drop-In Clinic for an initial assessment. If the nursery has evidence that a child is making insufficient progress despite significant support and intervention, advice will be sought from external professionals, for example the SEND Advisory Teachers.

The nursery will always gain parent consent before making a referral to an external agency, and parents will be informed when an external professional is visiting their child in school. The supporting professionals will then be invited to contribute to the support and review cycle, and families will be fully involved at every stage.

If, despite ongoing SEN support, a child continues to make insufficient progress, the SENCo/Deputy SENCo will, in collaboration with the family and the multi-agency team, submit a request for additional Early Years Inclusion Funding or a request for the authority to consider a request for a statutory EHCP Assessment.

The local authority will then consider the evidence available and decide whether to proceed with an EHCP assessment. Statutory assessment *may* but does not always lead to the provision of an Education Health Care Plan (EHCP) which will specify the provision needed from all agencies to meet the needs of the child.

For children in the nursery who have an EHCP, we hold a consultation meeting within 20 weeks of the issue date of the Plan and following on from this; formal reviews of the Plan are held every 6 months, involving their family and the professionals who work with them.

## 5.8 Resource Base

The Nursery is resourced for 6 part-time children with ASD in the resource base. Applications for a placement at nursery with access to the resource base are made via referral meetings, which are held twice a term (see **Slough Centre Nursery Resource Base Admission Criteria** for further details).

The base class team allocation is currently;

- 1 EYP
- 1 Teaching Assistant

Staffing levels *may* increase depending upon the level need and provision identified in the children's EHCPs and the associated funding allocated.

All the children who have a place with access to the resource base also have a link class with a buddy key person and a class teacher who assists in supporting them during the week. The staff are also supported by the SENCo through at weekly team meetings and other classroom support as appropriate. All of the staff in the class have additional SEN training and the SENCo arranges any specific training identified within a child's EHCP, for example;

- PECS
- Attention Autism
- TEACCH approaches
- Sensory processing difficulties and sensory circuits
- Awareness training focusing on needs arising from a child's diagnosis

All children in the class will receive a high level of small group and individual support in their class base and they have daily opportunities for inclusion with their mainstream peers, with adult support. Some children will also join mainstream learning groups when it is felt that they will benefit from additional time alongside their peers. All nursery staff have additional training in the use of Makaton signing to support the development of communication and visual timetables and symbols are used within the main nursery.

In addition to engaging in the whole range of nursery activities, children in resource base will be offered a range of additional learning experiences, as required, including sensory circuits and activities to support sensory processing, alternative means of communication, Intensive Interaction, Attention Autism and multi-sensory activities and sensory stories. Families' will be provided with additional resources (e.g. PECS pictures, communication boards), as required, to support their children at home.

We work with the following agencies to provide support for children with SEN:

- Berkshire Sensory Consortium Service
- Children and Young People's Integrated Therapy (CYPIT) Teams
- Slough Integrated Support Service
- Berkshire Healthcare NHS Foundation Specialist Children's Service

## **5.9 Expertise and training of staff**

Our SENCo holds the national qualification for SENCo's and has 8 years' experience in the role and is also an experienced early years and primary phase teacher in a variety of settings. Our deputy SENCo is also our senior teacher and has a wealth of experience in nursery and has undertaken additional training to undertake her role. We have 3 teachers, 7 EYPs and 4 TAs who have all had training in delivering SEN provision. Further to this, 3 of these EYPs and 2 of these TAs have received a more specialised level of training relating to ASD.

In the last academic year, staff have been trained in;

- SEND and the Code of Practice (online training)
- Inclusion development programme (online training)
- Equality and Diversity (online)
- Child Protection in Education (online)
- Attachment, early trauma and behaviour management (external specialist)
- Team Teach (external training)
- Sensory Processing Difficulties (remotely with external specialist)
- Supporting childrens' well-being (internal training)

## **5.10 Working with other agencies**

The nursery will call upon the services of other appropriate agencies as necessary, including Health and Social Care, in line with the SEND Code of Practice. The SENCo will seek advice and support from the nursery's nominated Educational Psychologist and Speech & Language Therapist, and may also seek support from physiotherapists and occupational therapists from the CYPIT Team, or from other specialist services such as SEBDOS, the Berkshire Sensory Consortium Service and the autism specialist from the SEND support team.

## **5.11 Complaints about SEN provision**

Any complaints about SEN provision should be made, in the first instance, to the Interim Headteacher who will talk to the parents or carers informally at first. If the situation is not resolved, the Complaints Policy procedures will be followed.

Parents who do not wish to approach the Interim Headteacher should approach the Governor with responsibility for SEND.

## **6. Monitoring arrangements**

The SENCO and Deputy SENCo will review this policy and information report every year. It will be updated if any changes to the information are required during the year and the governing body will approve it.

## **7. Links with other policies and documents**

This policy links to other plans and policies including

- Equality Plan
- Nursery Provision Map
- Slough Centre Assessment Unit Admissions Criteria
- Accessibility Plan
- Behaviour Policy
- Supporting pupils with medical conditions