

Sir James Knott Nursery School



Special Education Needs and Disability Policy

“Creating strong and lasting foundations for learning”

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Designated member of staff's responsibility:	Mr Croft- Headteacher Mrs Edgar- SENDCO
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Special Educational Needs at Sir James Knott Nursery School

Background

As early as 1978, the Warnock Committee recommended that the majority of children with special educational needs (SEND) should be educated in mainstream schooling and the Education Act 1981 started to put this recommendation into practice.

The Education Act 1993 took this principle further by enabling the Education Secretary to issue a code of practice for SEN. The code set out guidance on all the aspects of SEN provision in mainstream and special schools, including the responsibilities of governing bodies. Subsequent updates of the code have set the context for educating children with SEN firmly within mainstream education.

Today it is believed that every child needs to fulfil their potential and that this must apply just as much to children with SEND as to everyone else. This principle is now enshrined throughout our educational system. Standards of attainment have risen across all groups of learners, including those with SEND. However, the gap in attainment between children with SEND and their peers is still too large.

In 2008, the then DCSF established a committee of enquiry under the chairmanship of Brian Lamb. After a thorough investigation, recommendations were made for change in four key areas:

- Children's outcomes at the heart of the system
- A stronger voice for parents
- A system with a greater focus on children's needs
- A more accountable system that delivers better services

These recommendations were accepted in full and led to new guidance being issued by the then DCSF in March 2010. Increasingly, since the extended definition of the term 'disability' was thus enshrined in legislation, the needs of children with SEN are coupled with those of disabled children.

In March 2011, the coalition government issued a SEN and disability green paper entitled 'Support and aspiration: a new approach to special educational needs and disability'. The green paper proposed wide-ranging reforms and revision of existing SEN legislation and practice. This was followed by a major consultation exercise with a large range of interested parties. At the same time, a number of 'pathfinders' tested some of the proposals in the green paper.

An evaluation report of the pathfinders' experiences was published in 2013 and the outcomes of these findings have been incorporated into legislation. The Children and Families Act was passed in April 2014 and part three of that Act deals specifically with special educational needs. The final draft of the accompanying new Code of Practice for Special Educational Needs and Disabilities was laid before parliament in June 2014. This SEN code comes into force on 1 September 2014.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early year's education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse.

Key features of the SEND regulations and the SEND code of practice 2014

Under the SEN code of practice 2014:

- Local authorities (LAs) will publish a Local Offer describing the facilities and support available in the area for children with SEND.
- LAs will involve children, young people and their parents in developing SEND provision.
- There will be in future a single assessment process which is intended to be more streamlined, quicker, and which involves children, young people and families much more fully. This means replacing the current system of statements and learning difficulty assessments (LDAs) by a '0 to 25' Education, Health and Care Plan (EHC plan) which extends the rights and protection of children and young people with SEND through their early years, primary, secondary and further education and beyond into adult life.
- The LAs can authorise an EHC plan assessment for children or young people referred to it and will then draw up and put in place the EHC plan.

- There will be improved co-operation between all the various services available to and dealing with children and young people with SEND, and very specifically between educational, health care and social care agencies.
- There will be the offer of a personal budget for families that have a child or children who have an EHC plan.

The intended effect of the code of practice will be to ensure that:

- Children's special educational needs are picked up early and support is routinely put in place quickly.
- Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEND wherever they are.
- Parents know they can reasonably expect their local school, college and LA to provide support, if necessary through an EHC plan, and are more closely involved in decisions about services.
- Children who currently have a statement of SEND, and young people over 16 who have an LDA can transfer to integrated assessment and a single EHC plan, which is completed as quickly as possible.
- Parents have greater control over the services they and their family use, with:
 - Every family with an EHC plan having the right to a personal budget for their support.
 - Parents whose children have an EHC plan having the right to seek a place at any state-funded school, whether that is a maintained school or special school, an academy, free school or special academy. Parents may also request a place at an institution operated by independent providers of special needs education.

Keeping Children Safe in Education September 2019

This document contains statutory government guidance that sets out the legal duties all staff in education must follow in order to safeguard and promote the welfare of children and young people aged 18 years and under in schools, colleges and education settings across the United Kingdom.

It Set out a criteria as to what school and college staff should look out for;

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

Ofsted Education Inspection Framework September 2019

This framework sets out Ofsted's inspection principles and the main judgements that inspectors make

313. Pupils with SEND have a range of different needs and starting points. Some pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Other pupils have starting points at least as high as other pupils of their age, for instance some pupils with sensory impairments.

314. All parts of the EIF apply to state-funded and non-maintained special schools provision and to mainstream schools' provision for pupils with SEND in. However, as with all provision, SEND provision has some specific factors that should be taken into account. Inspectors will gather and evaluate evidence about:

- Whether leaders are ambitious for all pupils with SEND.
- How well leaders identify, assess and meet the needs of pupils with SEND.
- How well leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.
- How successfully leaders involve parents, carers and, as necessary, other professionals/specialist services in deciding how best to support pupils with SEND.
- How well leaders include pupils with SEND in all aspects of school life.
- How well the school assesses learning and development of pupils with SEND, and whether pupils' outcomes are improving as a result of the different or additional provision being made for them, including outcomes in:
 - Communication and interaction
 - Cognition and learning
 - Physical health and development
 - Social, emotional and mental health.
- How well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life. Because of the often vastly different types of pupils' needs, inspectors will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally.

316. Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. Inspectors will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements that reflect these additional vulnerabilities.

317. The government's ambition for all secondary schools is for 75% of pupils to be entered for the EBacc by 2021. This ambition does not apply to special schools with secondary-age pupils. In addition, the progress 8 accountability measure may not always be the most appropriate performance indicator for these schools.

Special Educational Needs and Disability Code of Practice: 0-25 Years January 2015

Improving Outcomes: High Aspirations and Expectations for Children with SEN

5.1 All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

5.4 Providers **must** have arrangements in place to support children with SN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised- identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

5.6 Maintained Nursery School **must:**

- use their best endeavours to make sure that a child with SEN gets the support they need
- ensure that children with SEN engage in the activities of school alongside children who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCO)
- Inform parents when they are making special educational provision for a child

They **must** also prepare a report on;

- the implementation of their SEN policy
- their arrangements for the admission of disabled children
- the steps being taken to prevent disabled children from being treated less favourably than others
- the facilities provided to enable access to the school for disabled children, and
- their accessibility plan showing how they plan to improve access over time.

3. Supporting Children page 20

Special Educational Needs (SEN) and Disability

We recognise that statistically children/young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with children/young people with disabilities, sensory impairments and/or emotional and behaviour problems recognise that these children can face additional safeguarding challenges such as

- assumptions that indicators of possible abuse such as behaviours, mood and injury automatically relate to a child's disability without further exploration
- being more prone to peer group isolation than other children
- that children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers

Policy

This policy is based on the new legislation i.e. the Children and Families Act 2014, the SEND code of Practice and accompanying regulations 2014.

Introduction

Children come to school with a variety of needs. Each child has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their disabilities. Not all learners with disabilities have special educational needs (SEND) and not all learners with SEND meet the official definition of disability, but this policy covers all of these learners.

Pupils have SEND if they have a learning difficulty or disability that requires additional support that is, more than is normally offered in a classroom.

We are aware of the need for parental involvement in the support of our pupils and seek fully to involve parents and carers in the SEND process and provision. All of the children on the SEND register are integrated fully into mainstream classes and supported as appropriate by all staff members. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives

The specific objectives of our SEND policy are as follows:

- To identify learners with SEND and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To identify, assess, record and regularly review pupils' progress.
- To ensure that all pupils make the best possible progress and grow in confidence and self-esteem.
- To ensure that pupils with SEND have equal opportunities to join in with all the activities of the school.
- To ensure that pupils express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and successfully liaise with and involve outside agencies to act together jointly in the best interests of the child.

To meet these objectives:

- Children with SEND will be identified as soon as is possible – we follow the approach outlined in the code of practice.
- According to their identified needs, children will be designated as needing:

- SEND provision within school supported by a school Individual Education Plan (IEP).
 - SEND provision supported by an Education, Health and Care (EHC) plan, drawn up by the local authority (LA) in liaison with local education, health care and social care providers who have contact with the family.
- The SEND register, which contains the names of all of the children with SEND, will be updated at least once a term.
 - IEPs will be reviewed 3 times a year with teachers, parents and carers, and involved agencies in attendance.
 - Parents and carers will be kept informed at all time.
 - Clear and up-to-date records will be kept at every stage.
 - The Local Authority has the responsibility to make EHC assessments and draw up EHC plans.
 - The Local Authority must work within prescribed time limits to produce an EHC plan (a maximum of 20 weeks).
 - An annual review of the in-house SEND provision or the EHC plan is arranged for the child and targets are updated and monitored.

Roles of the Governors and staff

The success of the school's SEND policy will be judged against the objectives set out above. Annual success criteria will be reviewed, and the Governing Body will report annually on the efficacy of the policy and the effectiveness of the provision.

The designated SEND Governor is **Fay Cavagin** who will keep an overview of the SEND provision being made. The Governing Body, in conjunction with the Headteacher, has responsibility for the school's general policy and approach to provision for SEND children, including the allocation of resources.

The Headteacher is the designated responsible person in overall charge of the management of SEND provision and its funding. The Headteacher works closely with the SEND coordinator. The SEND coordinator, Kim Edgar is responsible for the day-to-day implementation of the provision.

The SEND co-ordinator is responsible for:

- Liaising with and advising colleagues.
- Co-ordinating the provision for children with SEND, whether with or without an EHC plan.
- Maintaining the SEND register.
- Overseeing the records of pupils with SEND
- Liaising with parents and carers of children with SEN.
- Dealing with SEN/EHC administration.

- Liaising with and co-ordinating the other external agencies involved with SEN and
- EHC planning.
- Managing the teaching assistants and individual support assistants.
- Contributing to the in-service training of staff.

The class teacher has a responsibility towards the children with SEN in their class. The class teacher has responsibility for:

- Planning a differentiated curriculum with high quality teaching, collecting and gathering information and identifying children's needs in the following areas of learning:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical
- Liaising with parents and carers as well as external agencies, teaching assistants, other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating IEP and EHC plan targets.
- Evaluating progress of IEP and EHC plan pupils.
- Attending INSET and training sessions.

Teaching assistants (TAs) who are directly involved with a child or group of children will liaise with the class teacher, parents/carers and SEND coordinator in order to plan for, and meet, the needs of that child. Regular support and monitoring will be provided by the SEND coordinator. The school provides, wherever possible, TAs to support children with IEP and EHC plans in the classroom.

Admissions arrangements

One of the categories of the school's admissions policy gives priority to children who may have particular physical, social or emotional needs, if it can be shown that the school's SEND provision would have a beneficial effect on these children. The school still only has limited access for children with mobility problems but has wheelchair access to most facilities. Before admission, parents, carers and children visit the school and they are encouraged to voice any concerns they might have about their child's integration into school. Our current admissions form requests that parents or carers state any special needs that their child has.

Identification, assessment and provision

The school uses a system of base-line screening with all new children in the Nursery Hub. Early year's literacy and numeracy screening programmes have been introduced and have proved successful in improving focus on children's literacy and numeracy skills as well as Readiness for School. These assessments are invaluable in highlighting needs and informing planning. This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of

the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell children, parents and young people about the local authority's Information, Advice and Support Service.

Education, health and care plans

If, at any stage, it is felt that a pupil is performing below the expected level for his/her age, we initiate an IEP, which often is sufficient extra support. However, if in-school intervention programmes have not helped the pupil to make sufficient progress, then the school will liaise with parents and approach the Local Authority to ask for an EHC assessment. The Local Authority will decide as a result of the assessment whether an EHC plan is required. The plan is then drawn up in accordance with the facilities provided by the Local Authority. (The Local Authority has to produce a document called the 'Local Offer' which describes the support and facilities available.) The EHC plans should be "forward-looking". They should help raise aspirations and outline the provision required to meet the pupil's needs and support them in achieving their ambitions. It adds:

- EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

Parents see a draft of the proposed plan. They have the right to state, if they wish, at which school they wish their child to receive their education. Local Authorities are obliged to provide a place at the nominated school unless there are very good reasons not to do so. Children's in-school IEPs or EHC plans are reviewed 3 times a year by means of a consultation between class teachers, SEND coordinators, TAs, the Local Authority plus any involved agencies, and parents and carers. Provision is also made for pupils to attend. Targets are reviewed and extended or updated as necessary. Informal monitoring of targets is on-going throughout the year. The school behaviour policy for pupils and its consistent approach and methods of recording concerns make it an invaluable tool in highlighting individual emotional and behavioural problems.

Children and young people with SEND: specific circumstances

Supporting children and young people who have SEND and whose individual circumstances require additional consideration such as:

- Are looked-after or care leavers
- Have social care needs, including those who are 'children in need'
- Are educated out of area, in alternative provision, in hospital or at home
- Are the children of service personnel
- Are in youth custody

Children and young people who have SEND and are looked after, have a designated teacher (Mr Croft) for looked-after children as well as a SENDCO. They work closely together to ensure relevant school staff fully understand the implications of a child both being looked after and having SEND.

Transfer arrangements

- SEND records including details of EHC plans are transferred following agreed procedures.
- There are opportunities for all learners to visit their prospective primary school.
- Learners with SEND are given additional visits to primary providers if required, so that they can feel confident about the new situation with which they will be faced.
- Representatives from local primary schools are available for consultation before the time of transfer and may visit pupils at nursery phase.
- The learner's IEP or EHC plan will be reviewed shortly before transfer to secondary school and amended if appropriate.

The SEND co-ordinator from the receiving school often attends a final review meeting if that school has been specifically named in a child's EHC plan.

Evaluating success

The criteria for success of the SEND provision are as follows:

- SEND register to be updated at least once a term.
- IEP and EHC meetings to be held at least annually and all actions highlighted implemented.
- All associated data or paperwork to be forwarded to parents and carers, involved agencies and safely stored on-line or in SEND files in accordance with GDPR.
- Parents and carers to be kept regularly informed and involved.
- Parents and carers to be invited to IEP/EHC reviews at least once a year.
- Children to be involved, as appropriate.
- Relevant SEND data or paperwork to be stored or filed in a central system.
- External agencies to be involved as indicated in the EHC plan.
- Agencies to be managed effectively by SEND co-ordinators.
- INSET/SEND updates passed on to colleagues where appropriate.
- TA monitoring sheets implemented by senior TA and passed on to SEND co-ordinator.

The Head teacher and Governors use these success criteria to determine the success of the SEND provision.

SEND in-service training for staff

The SEND coordinator attends regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET. INSET is provided for in the school's budget and school development plan.

In addition, the SEND coordinator holds INSET for teaching staff and their teaching assistants.

Topics have included:

- Current SEND updates, Policy and Legislation.
- Person Centred Planning – The Graduated Approach.
- An Analyses and comparison of two inclusive Education systems.
- High Quality teaching and learning (Listening and Attention focus)
- Quality Interaction in the Early Years.
- Being an Effective SENDCo

Partnership with parents and carers

Arrangements for including parents and carers of children with SEN follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through IEP/EHC plan meetings, parent surgeries, report evenings, phone calls, emails, letters and by word of mouth.
- The school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher or SEND co-ordinator (by arranging a meeting). Interpreters can be arranged for those parents and carers who would like it.
- Updated IEP/EHC plans to be sent to parents and carers at least once a year.
- Each year the governing body will include the following information on their school website:
 - The success of the SEND policy.
 - Any significant changes to the policy.
 - Any consultation with the LA and other schools and units.
 - How resources have been allocated for SEND provision, including the use of the pupil premium where relevant.

External agencies

A wide variety of agencies are available to support children with SEND and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The school liaises closely with a wide range of other colleagues and works with them as they provide therapy within the school.

The school liaises with and refers to the following services;

- SENDIASS

- Health Visitor
- The speech and language service.
- Occupational therapy service.
- Visually and hearing impaired support service.
- DCC
- The Educational Psychologist

The school is also aware of the following services which may be referred to during transition:

- The School Nurse
- CAMHS
- The Educational Welfare Officer
- Child and Family Psychiatry Service
- SEND Outreach Service
- Dyslexia Service

We would seek to co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

Arrangements for complaints

Any complaints regarding SEND provision should initially be discussed with the class teacher or the SEND coordinator. If this fails to provide a satisfactory answer, the issue should then be raised with the head teacher. If this fails to resolve the complaint, a group of three Governors, including the Governor who has oversight of the school's SEND provision and who will act as chair, will hear the complaint with the Headteacher and SEND coordinator giving their case. Where a child has an EHC plan, the Local Authority is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer.

Glossary of SEND Acronyms and abbreviations.

ADD	attention deficit disorder	MARAG	multi agency referral action group
ADHD	attention deficit hyperactivity disorder	MLD	moderate learning difficulty
AS	Asperger syndrome	ODD	oppositional defiant disorder
ASC	autistic spectrum condition	OT	occupational therapist
ASD	autistic spectrum disorder	PDA	pathological demand avoidance
BESD	behavioural, emotional and social difficulties	PEP	personal education plan (for looked after children)
CAF	common assessment framework	PLP	Personal learning plan
CAMHS	Child and Adolescent Mental Health Services	PMLD	profound and multiple learning difficulties
CIN	Child in Need	PP	pupil premium
CoP	Code of Practice	PSHE	personal, social and health education
CP	child protection	RAD	reactive attachment disorder
CYP	children and young people	RAISEonline	Reporting and Analysis for Improvement through School Self Evaluation
DDA	Disability discrimination act	SALT	speech and language therapy
EAL	English as an additional language	SDQ	strengths and difficulties questionnaire
EHCP	education health care plan	SEAL	social and emotional aspects of learning
EP	educational psychologist	SEND	special educational needs and disabilities
EYFS	Early years Foundation Stage	SENCo	special educational needs coordinator
EWO	educational welfare officer	SLCN	speech, language and communication needs
FAS	Fetal Alcohol syndrome	SLD	severe learning difficulty
FASD	Fetal alcohol spectrum disorders	SLT	school leadership team
FSM	free school meals	SM	selective mutism (formerly known as elective mutism)
GLD	Global learning delay	SpLD	specific learning difficulty
HI	hearing impaired	SPDs	sensory processing disorders
HLTA	higher level teaching assistant	START	Statutory Assessment Resources Team
IEP	individual education plan (at Thorndown we use PLP)	TA	Teaching assistant / teacher assessment
IRP	independent review panel	TAC	team around the child
LAC	looked after children	TAF	team around the family (when CAF is about whole family)
LARM	locality allocation and review meeting	TFF	Together for Families
LDD	learning difficulties and disabilities	VI	visually impaired
LO	local offer		
LSCB	local safeguarding children board		