



BALHAM NURSERY SCHOOL AND CHILDREN'S CENTRE

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2016-2017

Signed: (Chair of Governors)

Dated:

Signed: (Headteacher)

Dated:

Review Date: June 2017

Context
<p>Balham Nursery School & Children’s Centre (BNSCC) works within the Wandsworth Guidance on Provision for Children with SEN in mainstream schools which explains the ways children with different additional needs are provided for within the school.</p> <p>At BNSCC all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.</p>
<p>Governor Responsible for SEND: Kitty Dearman</p>
<p>Our SENCo is: Camilla Alton</p>
<p>Camilla can be contacted on: Tel: 020 8673 4055 Email senco@balham-nursery.wandsworth.sch.uk</p>
<p>Adopted by Governing Body: June 2016</p>
<p>This Policy will be reviewed annually. Next review due June 2017</p>

DEFINITION

As defined by the Children’s and Families bill 2013 and The Special Educational Needs and Disability (SEND) code of practice 2014.

A child or young person has Special Educational Needs and Disability if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition

AIMS AND OBJECTIVES

BNSCC is committed to the provision of high quality education and care for all children. This Policy is dedicated to ensuring that those children with a special educational need and/or disability (SEND) benefit to the full from the school's overarching principles of equality and inclusion.

- We value all children equally.
- At BNSCC we welcome children with SEND as part of our community and **we will ensure that all children have an equal opportunity to engage in the curriculum.**
- We recognise that we will need to consider the individual needs of children when planning our curriculum. **We will provide a curriculum, which is accessible to the individual needs of our children and 'differentiated quality first teaching'.**
- We recognise that some children will need additional support to ensure access to the whole curriculum. **We will ensure that the needs of children are identified and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.**
- We recognise the importance of early identification and assessment of children with SEND. **We will develop practices and procedures, which will aim to ensure that all children's additional needs are identified and assessed and the curriculum will be planned to meet their needs.**
- We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs and/or disability. **We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.**
- We believe in the involvement of the child and the importance of taking their views into account. **We will make every effort to involve the child in the process of decision- making about their SEND.**
- We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting pupils' SEND. **We will actively support the establishment and maintenance of close links with all agencies working with the child.**
- The school will make parents aware of how to access support in relation to SEND:

WandHUB –Wandsworth’s Local Offer

<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

Wandsworth’s Family Information Service

<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page>

ADMISSION ARRANGEMENTS

Children with SEND are given priority on the basis of the school’s published admission criteria. The criteria for admission to **nursery schools**, as opposed to a nursery class in a primary school, which is published in the ‘Choosing Nursery Education in Wandsworth’ booklet, places children with educational, medical or social needs as third in priority only to Looked After Children and children with an allocated social worker and those recommended following an action plan agreed by a multi-disciplinary group e.g. Team Around the Child.

Whilst the School does not specialise in any particular area of special educational need and does not have special provision in the form of units or opportunity base, it has very sound practice in partnership with parents and has catered for many children with wide ranging, often very complex needs in recent years. An expertise is therefore developing in a range of skills. The primary expertise is the warm support and inclusion extended to children and their parents/carers regardless of their need.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY

The needs of SEND children may be met in Balham Nursery School and Children’s Centre by:

Early identification

Children with SEND may have identified difficulties in a number of categories, (communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs) that call for special provision to be made.

- Concerns are noted by the key worker/class teacher/Parents/carers or External Agencies,
- The class teacher, in consultation with parents/carers, SEND personnel and/or External Agencies agree strategies to support the child.
- Class teachers or the SENCo may seek advice from external agencies to aid implementation of school support. If any further specialist/external action is deemed suitable, parents will be contacted and parental permission will be sought.

Specialist teaching

- Quality first teaching – Using the ‘graduated approach’ (Before considering a child is at SEN support). Schools are expected to use their own resources up to the value of £6000 in a FT place to meet the needs of the child. See Appendix 1
- Practitioners adapt to the needs of the learners.
- Practitioners may provide interventions that are *additional to or different from* those provided as part of the schools usual differentiated curriculum.
- The ‘work’ is well-matched to the full range of learners’ needs demonstrating a range of strategies to support the children’s learning.

- Advice from outside agencies is incorporated in the teaching.
- Triggers for interventions are underpinned by evidence about the child, regarding progress and specific difficulties as well as consultations with parents, appropriate SEND personnel or external agencies.
- For children accessing Education Health Care Plans individual needs will be met through collaboration between the parents, education, health and care professionals.
- Targets are established and reviewed termly on a Individual Education Plan (IEP)
- Resources that may be available are stated in the 'Local offer', supporting any other individual need where deemed appropriate
- Support and advice from External Agencies is sought through the SENCo/SEN report where deemed appropriate with parental consent.
- Parents, SENCO, Class teacher and outside agencies, work collaboratively to decide appropriate interventions.
- Targets, incorporating recommended advice, are established and reviewed termly on an IEP
- Strategies and advice are followed by practitioners to ensure children have the best possible chance to meet their targets.

Education Health Care Plans (EHCP)

- If, despite high quality teaching and targeted additional SEN support, the child continues to demonstrate significant cause for concern, and/or the child continues to make less than expected progress then a TAC meeting to discuss the potential need for an EHCP will be arranged between the parent, SENCo and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency.
- A range of written evidence is collected and submitted from all parties involved with the child's education and health provision.
- The EHCP is reviewed bi-annually (children under 5) and targets are set termly in conjunction with teachers, SENCO and parents.
- Parents are able to request an EHC needs assessment and in some cases a 'graduated approach' may not be necessary if a child has a high level of need.

SENCO and arrangements for co-ordinating the provision of education for children with special educational needs at BNSCC.

Emma Williams, Headteacher, is the named person for SEND. Our teacher, Camilla Alton, provides SEN support and is out of the classroom as needed to facilitate this. She is responsible for co-ordinating the day-to-day provision of education for pupils with SEND. The SENCo takes responsibility for establishing an individual SEND profile for pupils with SEND. This is completed following extensive observation by all staff and discussion with key staff, particularly the class teacher.

- All staff contribute observations and each class teacher, with the support of nursery nurses, maintains a record of development and learning and makes a major contribution to review of targets set within individual education plans for pupils with SEND. The SEND support teacher oversees all records for pupils with SEND supported by the SENCo and Deputy Headteacher.

- The SEN support teacher with the support of the SENCo and Deputy Headteacher and our nursery nurse with a particular interest in SEND liaises with other staff about pupils' SEND.
- The SENCo timetables extra support or resources for pupils with SEND.
- The SENCo with the involvement of key staff such other senior managers, and nursery nurses, advises staff on strategies for meeting pupils' SEND.
- The SENCo together with the SEN support teacher and class teachers manage learning support assistants.
- The SENCo with support from the SEN support teacher, with the support of class teachers on a day to day basis, liaises with parents of pupils with SEN.
- The SENCo is supported by the SEN support teacher in liaising with outside agencies such as Local Authority support and educational psychology services, health and social services and voluntary bodies

MEETING THE NEEDS OF CHILDREN WITH SEND

Arrangements for providing access by children with SEND to a balanced and broadly based curriculum;

- the Foundation stage curriculum is planned and differentiated to meet the range of individual needs of all pupils;
- differentiated quality first teaching is planned
- the Foundation stage curriculum is further modified on a short term planning basis to meet specific individual's SEND;
- extra support is available to enable access;
- careful choice of resources is made to facilitate access.

Children need constant observation in order that both their strengths and needs are identified and responded to. Sometimes it can be straightforwardly placing a block so that the height of a particular piece of equipment is made accessible to a very short child. Sometimes it may require particular skills e.g. with the help of an occupational therapist, finding the best way to help a child establish the sequence of movements required to climb into the sandpit, since without this, he/she can't play in the sand. Staff need to share their expertise and observations with each other in order to anticipate and/or respond effectively. The school ethos is one that values what children can do and as such staff do not lower their expectations of any children.

Through careful observation and an appreciation of each individual child, staff can ensure that children are successful in what they do;

- This can sometimes mean that a child is given extra support if the activity would otherwise be too great a challenge. The support needs to be skilled and enabling rather than limiting.
- Sometimes a child is given extra support away from the main activities in order to have speech therapy for example, or practice speech therapy targets. Usually the child is with at least one other peer and is sometimes in a small group.
- Sometimes equipment is because a child needs equipment that is in some way specially suited to their need e.g. inset puzzles which can be more easily manipulated, cause and effect toys, a collection of materials for practising oro-motor exercises.

We will adopt a graduated approach with the 3 step process as detailed in Appendix 1.

Once the child is identified at SEN support, the cycle of Assess, Plan, Do and Review will then take place

Assess: In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCo and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need.

- **Plan:** Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCo should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child where possible. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.
- **Do:** The early years' practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCo, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. Emma and Camilla will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.
- **Review:** The effectiveness of the support and its impact on the child's progress should be reviewed half termly. The impact and quality of the support should be evaluated by the practitioner and the SENCo working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.
- This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.
- The graduated approach should be led and co-ordinated by the setting SENCo and SEN support, working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources
- Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf and bi-annual for children under.

How children with special educational needs engage in the activities together with children who do not have special educational needs.

Children with SEND are regarded as full members of the community and the provision is inclusive. Pupils have full access to the environment, resources, staff and activities. Some examples are outlined above. Attitude, good early years practice and good communication are paramount in maintaining an inclusive environment and the school works as a whole team to carefully monitor all areas of school life to identify and address any barriers to inclusion for individuals or groups.

Links with health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEND.

Local links are often made when particular professionals working with particular children e.g. physiotherapists at St. Georges Hospital and these are sustained when possible. There are close links with health visitors, the community paediatrician, the Early Years Centre and the speech therapy service. The school uses information from organisations such as The Autistic Society and The Down Syndrome Association.

The use made of teachers and facilities from outside the school including links with support services for SEND;

- We currently work particularly closely with the Early Years Centre, Portage service, peripatetic service for the hearing impaired and the speech therapy service, especially speech and language therapists based at Balham Health Centre.
- We have a link educational psychologist based at Wandsworth Town Hall who makes approximately 5 visits a year. We also have the support of an early years inclusion officer based at the Professional Centre.

WORKING WITH PARENTS AND CARERS

Parents of children with SEND

Parents and staff at the school have complementary strengths and knowledge and must work together if children are to be fully understood and properly supported.

The school operates a strong Froebelian tradition that the parent is the child's first educator. Whether a child has SEND or not, all children are highly individual and parents have a knowledge of their child that no-one else can have, and which should always be valued. Parents have usually had daily contact with their child since the child's birth and they have been the key people in any discussions with other carers, such as child minders and other professionals, from midwife to health visitor and other specialists if they have been involved with the child. They will also have worries and concerns which should be shared from the outset as often these will stem from having closely observed their child in a range of environments. Obviously parents are especially interested and fiercely concerned about their particular child.

When children attend BNSCC school staff get to know individual children in the context of the larger social group whilst parents know their child in the context of the family, even though they may have had feedback from a previous group setting that their child has attended. Staff at BNSCC, as teachers and nursery nurses, are highly trained in child development and in the management of learning. They are professionally interested in all the children and can therefore take a measured and objective view of the child operating in a social setting.

Clearly, there is the potential for excellent team work between parents and the school and this partnership is regarded as a strength of the school.

Reference has been made throughout this policy to the open communication in the school and the opportunities for parents to formally and informally meet and discuss their child's progress. Every endeavour is made to meet the particular needs of the individual parent and share information in the way that most suits them. This can be talking on the telephone, putting them in touch with other parents who have similar experiences, opportunities for parents/carers to come and work or observe their child in the school, meeting in school with other professionals who work with their child. The parent's knowledge of their child/child's condition is often the vital starting point for sharing information and parents can be invited to attend a staff meeting or INSET session to provide related input.

Parents are kept informed with SEND information through the school's SEND information report, through the graduated approach (planning provision and review) and access to information regarding the local offer via the Family Information Service and the 'local offer'. The Local Offer helps you to understand what services you can expect from a range of local agencies, including your statutory entitlements, eligibility and referral criteria.

The Wandsworth Information, Advice and Support Service (WAISS, previously the Parent Partnership Service) is very useful to many parents and it is most important to ensure that they know of its existence and that the service is based at the Town Hall and easy to contact. <http://www.wandsworth.gov.uk/wiass>

The CDC (Council for disabled children) fund and manage 'Independent Support workers' whose role is to support families through the 20 week EHCP process, but they cannot get involved in appeals, these are managed by WAISS (Wandsworth Independent Advice & Support Services).

If you would like support with giving your views, and/or impartial (objective) information, advice or support about the EHC needs assessment, you can contact the **Wandsworth Information, Advice and Support Service** (formerly known as the Parent Partnership Service) on ☎ **020 8871 8065** or email waiass@wandsworth.gov.uk

You can also contact the **Independent Supporter** at Contact a Family Wandsworth on ☎ **020 8947 5260** or email ISWandsworth@cafamily.org.uk.

There is also independent parent support through 'Contact a Family' who provide a range of services to families, and there is also the Disagreement Resolution Service based at the Town Hall in the same department and this is important for all parties to be aware of. It offers an objective point of view and so where there is any kind of grievance it is a very sensitive way of tackling difficulties and differences of opinion.

Links with other schools, including special schools, and the provision made for transition of children with SEND between schools;

- Extensive discussion with parents about where a child might best move on to at the end of the nursery phase and precisely when this will be, is held between the Headteacher/SENCo. Often, this is an evolving discussion during the year and as the time a child attends BNSCC is so short, it can follow the settling period rather swiftly. This in itself can be stressful for parents and discussion and advice must be offered sensitively.

- As the child approaches the end of their nursery phase, information is then carefully passed on to the school the child will be going to. Transitional arrangements, in terms of settling the child and information sharing, are made very carefully as this is regarded as vital in sustaining the child's progress and well being. The SENCo ensures that she has detailed discussion with the SENCo of the school a child is moving on to and when possible, especially with children on SEN Support or with a EHC Plan, the SENCo is invited to visit BNSCC to meet the child in their familiar school context as well as talk in detail with staff at the school. Every effort is made to ensure that children with a EHC Plan visit the setting they will be moving to with a key member of the staff team. All written material is well sorted and dispatched, by internal post (Wandsworth schools) or by recorded delivery post, to the next school before the child starts there. This includes the child's record of development as well as SEND records.

MONITORING ARRANGEMENTS

Governing body evaluation of provision

The Special Educational Needs and Disability Policy is reviewed annually by the Governing body. Evaluation of SEND Policy and practice is part of the school's ongoing self-review process. Inclusion features in recent School Development Plans and the current plan for 2012-15. Furthermore, one of the Committees of the governing body which meets termly, focuses on Curriculum and SEND. SEND always forms a substantial part of the agenda. Governors make visits to the school, conduct interviews with parents and become involved in discussions with the LA when matters of SEND policy arise. This ensures that governors representing parents and the community can consider evidence in order to make judgements about the success of identification and assessment, the provision made for children and how effective this is in terms of children making progress.

TRAINING

In-service training for staff in relation to SEND

BNSCC is committed to providing and facilitating attendance at in-service training in the area of SEND. As a nursery school we induct a new 'school' each September and farewell our children in the following July. There is clearly a need to be responsive quickly to potentially different needs each year and an annual audit has to be undertaken to identify the training needs of the whole school and of individual staff. Training needs fall into two categories;

- Training for individuals e.g. the SENCo, teachers/nursery nurses developing particular expertise to fulfil their role and new members of staff, in particular learning support assistants (LSAs). In addition to their induction programme, it is important to find ways of offering very relevant training very quickly. This is because the post of an LSA is temporary, lasting only as long as a child attends the school. When possible, an LSA is re-employed for a subsequent year if there is a child who needs support. The number of children requiring support from one year to the next is entirely unpredictable and the needs vary radically and so too, therefore, do the training needs.
- Whole school training needs - every attempt is made to offer training at INSET days when usually all staff can attend. There is regular input related to SEND e.g. on Makaton, Downs syndrome, Autism. Our LSAs are often parents with young children who opt to work hours that enable them to take and collect their children from school. Training at any other time e.g. twilight training is simply not possible for these staff.

Training during staff meeting time which teachers and nursery nurses attend has to be cascaded to other workers in creative ways during the school day.

SEND FUNDING

- Resources are allocated to and amongst children with SEND in the most transparent way possible. The school has an obligation to use their own resources up to the value of £6000 for a FT place to meet the needs of the child.

Any money the school has received for SEND has always been devoted to this purpose. There is a sum of money given to the School when a child has a Statement of Educational Need or EHC Plan.

The following gives a breakdown of the way resources are used at BNSCC;

- to pupils with SEND' – i.e. the allocation directly of funding for children with a statement of educational need/EHCP. The statement/EHCP describes the kind and level of support the child needs and this is reflected in the 'banding' resource, i.e. the higher the banding the larger the sum of money the school will receive for a child. This is used for the allocation of additional teaching or support hours to a class to provide small group or individual teaching and support. Revised funding arrangements requires the school to put in the first £6000 for a full time child's statement of educational need, and £3000 when the child attends on a part time basis,
- The costs of the SENCo are never set against additional funds delegated to the school for the purpose of meeting the particular needs of pupils with SEN.

ACCESSIBILITY

Facilities

Facilities for pupils with SEND needs are developed in the spirit of inclusion. This means that the provision for children to explore and play in all areas of the nursery is resourced and staffed in such a way that all children can access and benefit from them whatever their need might be.

Following an accessibility audit, ramps and/or handrails were installed and rooms were decorated and soft furnishings added to enhance the use of the environment by children with a visual or hearing impairment. There is a Soundfield system in each classroom, the library and family room, which helps all children to hear and focus more easily at small and large group times, and is especially beneficial for children with most kinds of hearing loss and for those who need support to concentrate. For children with profound or complex learning difficulties it can be particularly enabling.

Sometimes children with SEND require more support with toileting, though many of our children without SEND, need considerable support in their first weeks and months at nursery. For those children who need potty training or nappy changing every effort is made to respect their privacy. A changing mat is used as this has a flexibility in terms of where it is used and is most suited to our small environment and age of children. Finding a changing facility which is better for adult back care has proven impossible in our small environment, and so staff are actively encouraged to take turns in changing children and

ask for colleague support if they are suffering with a back problem to ensure it is not exacerbated.

HOW TO COMPLAIN

Arrangements made by the governing body relating to the treatment of complaints from parents of children with SEND concerning the provision made at the school.

In addition to the school's complaints procedure, due to the sensitive and emotive nature of SEND, there are arrangements over and above the general complaints procedure in place. Concerns and complaints about SEND provision should be addressed to the Headteacher/SENCo or Governor with Responsibility for SEND who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure.

Graduated approach to SEN Support

Step 1

Regular school assessment and tracking shows a learner is making less than expected progress despite high quality teaching; or concerns are raised regarding emotional well-being or behaviour

Parent/carer/outside professional raises a concern

Step 2

Class teacher discusses concerns with parent/carer/learner. Notes of this discussion and agreed actions must be made and shared.

The class or subject teacher leads on setting outcomes and plans class teaching with extra provision or learning aids to support the learner's progress.

Step 3

Review

Good progress.
Return to regular tracking

Some progress made. Repeat cycle **once** more

Less than expected progress
Discuss with Senco who will investigate the learner's needs, eg through observation and assessment. Meeting with parents/carers to agree that the learner requires 'SEN support', to discuss provision and set outcomes. These should be reviewed at least once termly. Written records should be made and shared.