Thomas Boughey Nursery School
Special Educational Needs policy
2017

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Thomas Boughey Nursery School

Special Educational Needs policy 2017

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 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 (July 2014 and updated January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The Early Year’s Foundation stage curriculum 2012.
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school’s SENCO with the SEN Governor in liaison with the SLT
- This is a draft policy and it will be put onto the web site as a consultation document.

Section 1 - School Information and Context

School Address:

Thomas Boughey Nursery School
Thomas Boughey Children’s Centre
College Road,
Stoke-on-Trent
ST4 2DQ

Executive Head Teacher: Mrs Michelle Johnstone

Teacher in Charge: Mrs Louise Bradbury

SENCO: Mrs Ann Stone

Home School Links Worker: Mrs Safina Malik

Mrs Bradbury is the Teacher in charge at Thomas Boughey Nursery School. Mrs Stone, Inclusion Leader at St. Mark’s C.E (A) Primary School, is named SENCO. Both Mrs Bradbury and Mrs Stone are members of the senior leadership team under the leadership of Executive Head teacher Mrs M. Johnstone. The SENCO can be contacted via St. Mark’s C.E (A) Primary School office by telephone on 01782 234411 or by email. office@stmarkssch.org
Thomas Boughey Nursery School is located within Thomas Boughey Children’s Centre. We have a very high percentage of pupils from minority ethnic backgrounds and pupils who have English as an additional language.

**Section 2: Aims (the longer view)**

Thomas Boughey Nursery School strives to provide an inclusive education for all children who attend the school. Thomas Boughey Nursery School is a mainstream school which makes provision for children with special education needs and disabilities. Every teacher is responsible and accountable for every child they teach, including those with Special Educational Needs (SEN). We have high expectations and aspirations for all of our children at Thomas Boughey Nursery School, including those with Special Educational needs and disabilities (SEND).

**Objectives (how are we going to do it?)**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
- To provide a SENCO who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils
- To work with other agencies such as speech and language therapy
- To include children with SEND in all activities, making reasonable adjustments where needed. In rare circumstances an alternative experience may be planned if this would suit the child’s needs better. This would still include other children.

**Section 3: identifying special educational needs**

The SEND Code of Practice 2014 identifies four broad areas of need for pupils with SEN and disabilities.

**Communication and interaction:**

- Speech, language and communication needs including social communication;
- ASD including Asperger’s Syndrome and Autism.

**Cognition and learning:**

- Children who learn at a slower pace even with appropriate differentiation this includes:
- Moderate learning difficulties;
- Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties:

- Children who experience a wide range of social and emotional difficulties which manifest themselves in ways such as becoming withdrawn, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- Some children may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs:

- Vision impairment;
- Hearing impairment;
- Physical disability.

While the above **four categories** of need broadly identify aspects of primary areas of need for children, at Thomas Boughey Nursery School, we identify the needs of a pupil by considering the needs of the whole child and family.

Evidence that a child has a need in one of these areas may come from parental concern or the key worker or class teacher’s observations and assessments, evidence from the previous school or setting, lack of progress at nursery school, medical diagnosis, assessment by the SENCO or another education or health professional e.g. Speech and Language Therapist or Educational Psychologist.

Additional needs and concerns are identified at the earliest opportunity and parents are consulted. Parents who are concerned that their child may have special educational needs should speak to the key worker or make an appointment to see the SENCO.

There are a number of factors that may impact on progress and attainment that are not SEN in themselves although any of these pupils may also be identified with a SEN:

- Disability (The Code of Practice 2014 outlines ‘reasonable adjustment’ duty for all schools under current disability equality legislation. (Disability alone does not constitute SEN);
- Attendance and punctuality;
- Health and welfare;
- English as an additional language (EAL);
- Being in receipt of Early Year’s Pupil Premium Grant;
- Being a looked-after child (LAC);
- Being a child of a serviceman/woman.

**Behavioural difficulties** are not considered to be a Special Educational Needs in themselves, but a response to an unmet need, which should be further investigated and addressed through appropriate provision for the child and their family. Children’s behaviour may be a cause for concern and key workers and SENCO will discuss this with parents to try to identify any underlying problems or needs.
SECTION 4: A Graduated Approach to SEN Support

The teachers at Thomas Boughey Nursery School teach every child, including those with SEN. Each child is assigned a key worker, who may be a teacher or an Early Years’ Practitioner. The key worker develops a relationship with the child and the family and is the first contact for parents if there are concerns as the child settles into nursery. Concerns are discussed with the teachers, Early years practitioners, the SENCO and parents and strategies agreed to help the child. It is important that all adults working with the child adopt a consistent approach and that this is continued at home.

Children’s additional needs are often identified during the transition and settling in processes these include:

• Home visits during the summer term prior to the child’s admission to the nursery, usually by the home school links worker and during home visits conducted by the teacher and EYP’s in the autumn term. During these visits the child and teacher, home school link worker and EYP begin to get to know each other. The child’s previous experience, likes and dislikes, any medical issues and dietary requirements are discussed. These matters and personal details are recorded.
• Children and parents are invited to attend play and stay sessions at the nursery, during the term before admission. These take place on Wednesday afternoons during the summer term. These give opportunities for all teachers and Early Years’ Practitioners to meet and talk to children and families.
• Early Years’ Practitioners and the home school links worker may also visit children in the term prior to admission in their previous setting, if this is appropriate, but especially if there are identified additional needs.
• When children first enter the nursery we maintain the partnership with parents during the settling in programme. Children will attend on a graduated part time basis until all agree they are ready to stay for the whole of their allocated full day session.
• At the beginning of each day, teachers, Early Years’ Practitioners and parents have the opportunity to speak whilst children come into the nursery.
• During the settling in period, teachers and Early Years’ Practitioners observe and make notes about each child’s personal social and emotional development, including their confidence, physical skills and speech and language. Teachers use this information to plan for the next learning steps.
• Children are assessed using a document based on the Early Years Foundation Stage curriculum. The same document is used for recording further progress and is passed on to reception teachers as part of transition.
• ‘Teaching talking’ is an additional method of assessment based on two practitioners’ experience of each child’s speech and language and play. This helps us to identify any children who have difficulties in this area.
• By the end of the child’s first term in school parents will have experienced a home visit and an initial meeting with their child’s key worker. If there are any concerns these will be raised at these meetings or at a meeting arranged by the SENCO specifically to talk about concerns. Parents are of course welcome to ask for an appointment for a meeting with a key worker, teacher or SENCO at any time. This will be supported by the home/ school links worker (if needed).
• No child will be on the SEN register until the settling in period is completed, unless a child has entered the nursery and has been already identified as needing support, or unless the child displays a need that is overwhelmingly significant.
• During the Autumn term the SENCO begins to compile the inclusion register. At this stage in the year it will record existing special educational needs, concerns, medical needs and other inclusion needs.

Existing special needs (Admission arrangements with relation to SEND)
Where a child has recognised special needs and is coming to our school from another setting we ensure that transition is done sensitively. An Early Years’ Practitioner, or teacher and the home / school link worker visit the child in the setting, meet parents and child again on home visits, if this is possible. Plans are made for the best induction / transition package for the child in partnership with the parents, pre-school setting and any external agencies involved. This is flexible according to the needs of the child. In cases where the child is coming to our school from home a series of home visits may be planned.

The key worker, teacher and SENCO continue to monitor the child and develop the existing strategies for support in our setting.

Quality first teaching is essential for all pupils. Pupils’ learning styles and interests are used to help to plan for the most stimulating environment for them. The Nursery School uses the “learning challenge” as a way of accessing the Early year’s Foundation stage curriculum. This involves all children and begins with real experiences. The curriculum is play based, with a balance of adult led and child initiated activities. It is planned that children will be observed using the skills they have learnt in their own initiated play.

Managing pupil’s needs on the SEN register
If concerns persist, the SENCO meets with parents to discuss the child’s needs and to agree the best support from home and school. A “pupil passport” is used to communicate the child’s needs, to all who work with him or her and to ensure a consistent approach is adopted. Interventions are used to ensure progress. These include:
• Time to talk to develop vocabulary, speech and language.
• Motor skills (a fine and gross motor physical development intervention)
• Spirals (a speech and language program)
• Individual speech and language programs

The SENCO may discuss with the family the possibility of involving outside agencies to advise or work with the family, practitioners and teachers.

Agencies include:
• LA authority advisory teacher
• Speech and language therapist
• Educational psychologist
• Paediatrician
• Health visitor
• Physiotherapist
• Hearing or visually impaired unit
• Integrated family support
• Occupational health therapists
If a child’s progress is still inadequate after a period of involvement with an outside agency, a decision may be made by SENCO, outside agency and family to request a statutory single assessment. The SENCO is responsible for making this request. This may result in an education, health and care plan being formulated.
Children’s progress

Children’s achievements are recorded through observations as samples of their work and photos are collected. These are used to inform the assessment document and to plan for the next steps. Data from this is used to measure children’s progress. Parents of children with SEN meet with key workers termly and with the SENCO at least every term.

Monitoring of teaching and learning
Teaching and learning are monitored by the Senior management team including the Executive Head Teacher and the Head of School at St Mark’s Primary. Governors visit the school to discuss curriculum areas including SEN and provision for all children. They take on the role of the “Questioning Friend”

Section 5: Criteria for exiting the SEN register
The decision to place a child’s name on the SEN register is taken after discussion between parents, the SENCO and outside agencies. Where the child has made excellent progress and no longer needs any additional support the decision may be made to take their name off the register. As the children are only at nursery school for one academic year the discussion usually involves the receiving primary school.

Section 6: supporting children and families
At Thomas Boughey Nursery School we aim to support families throughout their time with us.

- Communication with families is daily and verbal, but this is supported by text messaging, newsletters and individual letters. Home visits may be arranged if needed. The home school links worker and one of the Early Year’s Practitioners speak fluent Punjabi and Urdu. Translators are arranged for other families as needed.
- Parents are invited to workshops to explain aspects of the Early Year’s curriculum and welfare, and to celebrations throughout the school year. This gives them the opportunity to meet other families. Some families from ethnic minorities may not have social connections in the area. The Nursery School is situated within Thomas Boughey Children’s Centre and activities and classes take place here.
- Where families need additional support which cannot be provided by the Nursery School, they may be referred for “Early help” with the integrated family support team which is based at Thomas Boughey Children’s Centre.
- Parents of children with SEND are informed about the Stoke-on-Trent Parent Partnership.

Section 7: supporting children at nursery school with medical conditions
At Thomas Boughey Nursery School we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
• When a child has a medical condition, the parents are asked to meet with the SENCO to discuss needs and a plan is formulated to promote the child’s health and to plan what action should be taken in the case of an emergency.
• It is essential that all staff are aware of medical needs and disabilities and adjustments that need to be made. These matters are treated as confidential.
• In the case of a child having a disability, reasonable adjustments are made to include the child in all activities or to provide an alternative.
• In this the Nursery school complies with the equality Act 2010. The school has a single equalities plan, action plan and accessibility plan.
• Parents are asked to inform us if their child has taken medicine before coming to nursery, or if they think their child will need for example to be given their inhaler during the day. Please see policy on “managing medical conditions of pupils”.
• All nursery school teachers and Early Year’s Practitioners are qualified in paediatric first aid.

Section 8: Monitoring and evaluating SEND

The Nursery School is regularly and carefully monitored by the Executive Head Teacher. This process includes:

• Lesson observations
• Professional development meeting with the teacher in charge
• Scrutiny of planning
• Analysis of data
• Evaluation of the School development plan
• Head Teacher’s report and discussion with governors.
• Planning for the next academic year
• Walk through visits by the Executive Head teacher, governors and the Head of School from St Mark’s

Section 9: Training needs and resources

Training needs are identified according to the needs of each cohort of children. Training for Early Year’s Practitioners on the new SEND code of practice took place in the Spring term 2015

• The SENCO attends SENCO forum meetings and liaises with other local SENCO’s to keep up to date with information and developments including the new SEN code of practice.
• The LA authority advisory teacher visits the nursery school by arrangement and supports with training, advice, working with children and families. The allocation of time is shared with St Mark’s Primary School.
• The Educational psychologist will visit the school throughout the year. These visits may include working with children and families, staff training, advice, attending meetings with parents and other professionals involved with a child.
• There is a large outdoor area with soft surface, mud kitchen, sand pit, willow tunnel, covered pavilion, garden and wild area. This is shared with Thomas Boughey Kindergarten.
• A group of local schools under the leadership of the same Executive Head teacher work together to share expertise. This group is called the 7 stars.
The area 4 collaborative group meets termly and includes health visitors, family support workers, teachers and children’s centre representatives. This group shares information on issues affecting local families.

Section 10: Roles and responsibilities

- Mrs M. Johnstone is the Executive Head Teacher for Thomas Boughey Nursery School and has overall responsibility for all SEND.
- Mrs Stone, the SENCO is responsible for co-ordinating the response to pupils with SEND and involving their families.
- Mrs J. Thompson is the SEND governor and visits the school regularly as a “questioning friend”.
- Key workers have responsibility for the day to day welfare of the children in their groups and work with the supervision of the teacher and SENCO.
- Mrs Bradbury is the Designated Safeguarding Lead.
- The Home School links worker supports all families and is Deputy Designated Safeguarding Lead.

Section 11: Storing and managing information

Thomas Boughey Nursery School complies with legislation on data protection.

- The SEND file is kept in a locked cupboard in the Executive Head Teacher’s office.
- Working documents and observations of children are kept accessible to teachers and EYP’s in the classroom.
- All SEND information is passed on to the child’s primary school at the beginning of the Autumn term. The Nursery School retains a copy of the SEND register and any information connected to funding. The nursery School has a policy on confidentiality.

Section 12: Reviewing the policy

The SEND policy is reviewed annually.

Section 13: Accessibility

The Nursery School is situated within Thomas Boughey Children’s Centre which was built in 2005 and conforms to all legal requirements for access. However the needs of the children and families change over time and adjustments are made to the building as needed. Consideration is given to the best ways to communicate with parents and carers, taking into account their disabilities, working lives, languages and cultures.

Section 14: Dealing with complaints
The Nursery School has a policy for dealing with complaints. On the first instance parents are encouraged to speak to the teacher or key worker, or home school links worker and normally issues are resolved quickly. Parents may also ask to speak to the Teacher in Charge, Executive Head Teacher or the Head of School from St Mark’s Primary School. If the issue is still unresolved they may complain to the Head of Governors.

Section 15: Bullying

Thomas Boughey Nursery School has an anti-bullying policy

Section 16: Transition to Primary School

Transition to primary school is a big step for all children. For those with SEND the process is sensitively adapted, following consultation with parents.

• The SENCO will liaise with other SENCOs to discuss needs and current provision and any adaptations that may be needed.
• The key worker meets with the teacher or key worker from the new school.
• Visits are arranged for the child and parents to the new school. Extra visits may be arranged if needed.
• A visit is arranged to the nursery school, for the child’s new teacher or key worker.
• It may be appropriate to organise a transition meeting, or series of meetings involving parents and all of the professionals working with a child, a representative from the child’s new school and the named SENCO from Thomas Boughey Nursery School.

Section 17: appendices

Supporting documents:

• SEN information report on the school web site and Summary of SEN information on the LA web site.
• Single equalities scheme and action plan
• Accessibility plan
• Anti-bullying policy
• Policy for managing medical conditions
• The LA publishes a “Local offer” on its web site which includes links to the SEN information for all schools and to the school’s SEN policy. Information about the local offer can be located on St Mark’s website. http://www.saintmarksprimary.org.uk/sen-info/
• Using St Mark’s pupil premium policy as a model.