Earlham
Nursery School

Dream Believe Achieve

# Special Educational Needs Policy

## (including Accessibility Plan)

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| Reviewed & Approved by: | Full Governing Body | |
| Signed | | Chair |
| Date | 22nd September 2022 | |
| Review date | | Autumn 2025 |

## Aim

At Earlham Nursery School we welcome all children to our school, celebrating individuality and valuing each of them for their own unique qualities. We support children with special educational needs and disabilities in line with the **SEND Code of Practice** (2015) and the **Disability Discrimination Act** (1995), and the **Equality Act** (2010). We believe that all children are entitled to have their individual needs appropriately supported in order to fully participate in the life of our Nursery School. All of our keyworkers are teachers of every child, including those with SEND. **The Early Years: guide to the 0-25 SEND code of practice** (DfE, 2015, p.81) states that "All publicly funded early years providers must promote equality of opportunity for disabled children" and this is a priority at Earlham Nursery School. Staff will work in partnership with parents, children and other professionals to ensure that:

*Children with special educational needs and disabilities (SEND) should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage (EYFS).*

We have a particularly strong focus on outcomes for our children and we firmly believe that all children are entitled to have their needs supported and met in order to achieve the highest possible standards and develop in all areas of the Early Years Foundation Stage which encourages independence, self-regulation and community responsibility in a caring, supportive and secure learning environment. Our named SENDCo is responsible within the setting for coordinating the day to day provision of education for our pupils with SEND.

## Context

### Definition of Special Educational Needs

The Introduction of the Department for Education's Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (January 2015) provides the following definitions:

> xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
>
> xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
>
> - has a significantly greater difficulty in learning than the majority of others of the same age, or
> - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
>
> xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

At Earlham Nursery School we aim to address any additional needs which a child might exhibit. These are behaviours which may be short or long term in nature, which make it difficult for the child to fully access the curriculum and resources made available generally within the nursery. We want to identify and provide for children with special educational needs and disabilities to allow them to be fully included in the school life.

This SEND Policy details how Earlham Nursery School will do its best to ensure that the necessary provision is made for any child who has an additional need or disability.

Children and young people may need extra help because of a range of needs. The SEND Code of Practice 0-25 (Jan 2015) set out four broad areas of SEND:

1. **Communication and Interaction** –this includes children with speech and language delay, impairments or disorders, with a specific learning difficulty as identified by health professionals, hearing impairment, and those who demonstrate features within the autistic spectrum.
2. **Cognition and Learning** – this includes children who demonstrate features of moderate, severe or profound learning difficulties, with a specific learning difficulty as identified by health professionals.
3. **Social, Mental and Emotional Health** – this includes children who may be withdrawn or isolated, display disruptive behaviours, hyperactivity or lack concentration.
4. **Sensory and/or Physical Needs** – this includes children with sensory, multisensory, physical difficulties or medical needs.

Some children may have SEN that covers more than one of these areas. At Earlham Nursery School, we identify the needs of the children by considering the needs of the whole child, not just the special educational needs of the child. It is important to remember that the purpose of identification is to work out what action is taken to support that child, not to fit them into a category. “In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.” (DfE SEND Code of Practice 2014: p.97: 6.27)

A disability is described in law (Equality Act 2010) as a “physical or mental impairment with has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities”. This can include long-term health conditions such as asthma, diabetes or epilepsy.

## Procedure – the graduated approach

In line with national guidelines on inclusion, the specific needs of any child who has been identified as having special or additional needs will be addressed as sensitively and unobtrusively as possible.

We have a commitment to working with parents and caregivers as partners, and involving them fully in all aspects of the care and education of their child. Parents/Carers will be involved from the outset and supported by room staff and the Special Educational Needs Coordinator (SENDCo) in whatever way is appropriate. All staff will have a role in the identification and intervention process, and work in teams i.e. within the rooms, to support children's needs. Identification of needs will be based on direct observation of the child. These observations inform our planning for appropriate support.

Intervention for all children, including those with a disability, will always be implemented through an agreed structured programme. As much as possible this will be via adaptation of routines, practices, planning and resources. The child's strengths and interests will be identified, and will form the basis of planned (intervention) support.

Earlham Nursery School uses the **graduated approach** as outlined in The SEND Code of Practice (2015) for the identification of provision for children with special educational needs. We believe that teaching children with SEND is a whole school approach. Monitoring of individual children's progress throughout the EYFS is essential.

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- Closes the attainment gap between the child and the child's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour.

Where a child appears not to be making age appropriate levels of progress, it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children in the particular early education setting.

Working with parents/carers and responding to their knowledge and understanding of their child and any concerns they may have about their child's needs and the provision that is being made for them, is essential.




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## Earlham Nursery School

**Universal:**
Quality first Teaching – universal provision for all children where Class teacher/ Key workers:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge in the Early Years Foundation Stage
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

**Targeted:**
If the universal, quality first teaching hasn't been effective, then a time limited, tailored intervention support program may be appropriate in order to accelerate progress and enable children to work at age related expectations. This is managed by class teachers and monitored and reviewed in the termly pupil progress meetings with the SENDCo.

**Specialist targeted:**
Targeted individualised interventions may be needed for a small percentage of children who even with high quality teaching and support do not make progress and have been identified as having specific high level needs to fill gaps in their learning, remove barriers and accelerate progress.

When a child is identified as having a special educational need, interventions are devised that are additional to those provided as part of the school's usual provision. The triggers for intervention could be concerns about a child who, despite receiving appropriate early education experiences:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues developing at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent social, emotional and mental health and/or behavioral difficulties, which are not ameliorated by the support strategies usually employed
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

If, in consultation with parents/carers, staff conclude that a child may need further support to help him/her progress, the SENDCo will seek the help of other professionals e.g. from health, LA sensory support team, Children's Disabilities Team, Early Years team, School to School support or Norfolk Steps support team, social services or the education psychology service who may already be involved with the child. If external professionals have not already been working with practitioners, the SENDCo will contact them if parents agree.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support, the child:
Continues to make little or no progress in specific areas

- Continues developing at a level substantially below that expected of children of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been tried and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment. The resulting support plan for the child will set out new strategies for supporting the pupil's progress. Delivery of the support plan will remain the responsibility of nursery staff.

For some children a specific main area of need plan is devised (e.g. SALT). This intervention is monitored, assessed, reviewed and discussed with the parent and the child's Key Person or class teacher in the regular parent consultation meetings (with the support from the SENDCo, if required). The SENDCo will monitor the intervention in half termly pupil progress meetings and report then outcomes to the Headteacher.

For other children "My SEN Support Plan" is completed identifying all the areas of need and the agencies involved. The child's Key Person / class teacher is responsible for assessing, planning and reviewing the plan termly with the parents, professionals (if available) and key worker and completing other forms of assessment if required, with the support of the SENDCo.

**Request for an Education Health and Care Plan (EHCP):**
For a very few children the help given through the high levels of support or additional interventions will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the SENDCo, in consultation with parents and any external agencies already involved, to submit a request for an EHCP to the Local Authority. All children with an EHCP will have short-term targets set for them. These will have been established after consultation with parents/carers and include targets identified in the EHCP. Targets relevant to the school provision will be set out in the child's 'My SEN Support Plan'. The delivery of the interventions recorded in the support plan will continue to be the responsibility of the early year's staff. The SENDCo will monitor the progress of all children with EHCP termly and will support staff to plan an appropriately for the child.

## Assess, plan, do, review

Staff at Earlham Nursery School use the assess, plan, do, review model to ensure that all children get the right teaching and learning to help them reach their full potential. The

SEND Code of Practice (2015) promotes this approach for children with special educational needs so that they make progress and successfully access the curriculum.

The four stages of SEND support are:
**Assess**: Your child's difficulties will be assessed so that the right support can be provided. Developmental checklists and curriculum-based assessments are used to gain additional information, alongside the staff knowledge of the children.
**Plan**: With parental involvement the Nursery will agree the outcomes that the SEN support is intended to achieve – how your child will benefit from the support.
**Do**: The Nursery will put the planned support into place. Your child's key worker will remain responsible for working with your child, but the SENDCo and any specialist staff involved will work together closely to track progress and effectiveness of the support. Parents may also be given activities to complete at home to support the child's outcomes.
**Review**: The support your child receives will be reviewed at the time agreed in the plan.

## My SEN Support Plan

Strategies employed to enable the child to progress will be recorded within an SEN Support Plan. These include a 'one-page profile' which highlights the child's key likes., dislike, strengths and areas or need and the 'My SEN Support Plan'. This must:

- Celebrate the child's strengths and interests
- Contain the parents / carers voice
- Identify the short-term focus of support and targeted areas
- Highlight the teaching strategies
- Identify any additional provision to be put in place
- Consider when the plan is to be reviewed
- Analyse the progress and impact of interventions that have already taken place.

The SEN support plan will record only that which is additional to, or different from, the differentiated provision already in place. The SEN support plan will focus on up to three key areas and will be written with parents. The SEN support plan will be continually kept 'under review,' particularly when doing an observation but are formally reviewed every 6-8 weeks. Parents/carers will be consulted as part of the review process.

## Roles and Responsibilities

Headteacher – Carole Jacques
SENDCo – Carole Jacques / Kez Tidy
Governor with responsibility for SEND – Christine Elsby

The headteacher maintains overall responsibility for pupils with special additional needs and/or disabilities.

The SENDCo (special educational needs coordinator) works with the headteacher and governing body to determine the strategic development of SEND policy and is responsible for coordinating and quality of the day-to-day provision of education for pupils with SEND.
**The role of the SENDCo is to:**

- Liaise with parents/carers, offering advice and support whilst also ensuring open and honest communication.
- Liaise with other professionals and agencies.
- Provide professional guidance to colleagues, ensuring all practitioners in the setting understand their responsibilities to children with SEND.
- Coordinate provision for children with SEND, including working with key workers, early educators and teachers to ensure high quality, effective interventions are in place and are monitored regularly as part of the graduated response.
- Ensure that an agreed, consistent approach is adopted.
- Help staff to identify children with SEND.
- Ensure appropriate records are kept for children requiring SEND support, including background information from parents and previous settings.
- To liaise with Norfolk County Council to request Education, Health and Care Assessments and plans (EHCP).
- Advise on the deployment of the school's delegated budget and other resources to meet pupils needs effectively.
- Ensure staff have access to behavior support and Norfolk Steps training.
- Support with the planning for transitions, liaising with future settings, ensuring that children and families are fully prepared. Give a handover to receiving schools.
- Ensure the aims and procedures of the SEND policy are reflected in practice across school.
- Establish a SEN register and keep it up to date.
- Establish a provision map and keep it up to date.
- Promote staff development in relation to SEND and ensure appropriate SEND training for staff.
- Make referrals to support individual children as needed
- Liaise with the SEN governor and contribute to any written reports on SEND made by the governors to parents.
- Provide a termly update to governors and complete the yearly school SEND Report.

**The role of the class teacher/key workers:**

- To be responsible and accountable for the progress and development of pupils in their room, even where children access support from additional agencies or specialist staff.
- Providing high quality teaching for all children with SEND.
- Assessing pupils needs and planning appropriate adjustments, interventions and support to match the outcomes identified (in liaison with the SENDCo, parents and child).
- Regularly review the impact of these adjustments, interventions and support, through providing an appropriately differentiated curriculum.
- Make themselves aware of the Special Educational Needs policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaise with parents/carers of children with SEND.

**The role of the Governing Body:**

The governing body has identified a governor to have oversight of special educational needs provision in the nursery school and to ensure that the full governing body is kept informed of how the nursery school is meeting the statutory requirements.

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## The Local Offer

The school will sign post parents and carers to the Norfolk SEND Local Offer. This website brings together services for schools, families and professionals working with and supporting children with special educational needs and disabilities. It is available at www.norfolk.gov.uk/children-and-families/send-local-offer.

## Medical Needs

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support children with medical conditions. Where a child requires an individual health care plan then this is developed in partnership with parents and the relevant agencies or professionals responsible for the long-term medical care of the child. We refer to statutory 13 guidance supporting children in nursery/school with medical conditions (DfE, 2014 –updated August 2017).

## Links with Support Services and other agencies

Successful partnership with other agencies is in the best interest of the child. At Earlham Nursery School we are committed to working with others, sharing expertise, responsibility and information. Here are some of the professionals we work with:

- Educational Psychologists
- Specialist Support Services, including the Communication and Autism team, Sensory Support Team and Physical Development Support Services
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Child Development Centre staff
- Practitioners from other settings
- Outreach services
- Pediatricians
- CAMHs (Child and Adolescent Mental Health Service)

Parents / carers will be fully consulted and consent obtained before children are referred.

**This policy will be reviewed every 3 years (Next Review Summer 2025)**

**Associated Documents**
Accessibility Plan (Appendix 1 attached)
Behaviour Policy
Disability Discrimination Act (1995)
Equality Act (2010)
Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (Department for Education, January 2015)

The Curriculum Policy
Medical needs Policy
Intimate Care Policy

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**Appendix 1**

## Accessibility Plan

The Introduction of the Department for Education's Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (January 2015) provides the following definitions:

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- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Earlham Nursery School has adopted this Accessibility Plan in line with the school's SEND Policy with the aim to ensure that our school is socially and academically inclusive, that all children have access to a full and relevant curriculum, and that all children are appropriately challenged.
Our SEND Policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND). Increased access to the curriculum, physical access to the school and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.
Please refer to our SEND Policy for an outline of the full provision that our school has in place to support pupils with SEND.

### 1. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

The curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. Earlham Nursery School does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space including the outside areas.
- Using in-class provisions and support effectively to ensure that activities are differentiated where necessary.
- Making sure that individual or small group support is available where it is felt that pupils would benefit from this provision and funding is available through the Early Years and SEND Panel.
- Setting appropriate individual targets in children's 'My SEN Support Plan' that support pupils to do their best, and celebrating achievements at all levels.
- Having children at the focus of all we do.

**2. Sensory and physical needs**

Earlham Nursery School has the following adaptations resources in place to meet sensory and physical needs:

- Adaptations to the physical environment of the school to enable wheelchair access
- Access to alternative forms of communication. As many members of staff as possible are trained in Signalong and are able to communicate by signing. Some staff are also trained to use visual communication systems.
- Provision of tactile and kinaesthetic materials
- Access to specialist support such as Speech and Language Therapist; Occupational Therapist; Physiotherapist, for those children who need it.
- Support from Virtual School Sensory Support.
- Sensory Room which individual or groups of children are able to access.

**3. Reasonable adjustments**

Earlham Nursery School will also make reasonable adjustments, whenever possible, for individual children who need extra provision than that which is already in place to make sure that all children are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

**The building and grounds:**

- For example -audio-visual fire alarms

**Teaching and learning:**

- a piece of equipment
- increasing ratios within the rooms

**Methods of communication:**

- a piece of equipment
- visual communication systems
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator

This accessibility plan will be evaluated every three years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

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**This policy will be reviewed every 3 years (Next Review Summer 2025)**

**Associated Documents**
Behaviour Policy
Curriculum Policy
Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (Department for Education, January 2015)