



Little Angels Day Nursery & Pre-Prep School



Special Educational Needs & Disability Policy

SEND Contact Information

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SENCOs at Little Angels are all members of the Senior Management Team. We value all key people as teachers of special educational needs. It is the key person's responsibility to meet the needs of all children in their group through their observations, planning and differentiation.

The SENCOS responsibilities include:

- Co-ordinating provision for pupils with special educational needs.
- Liaising with and advising fellow practitioners.
- Liaising with parents of pupils with special educational needs.
- Liaising with the Primary school SENCO (children transferring to Reception classes), educational psychologists, school nurse, speech and language therapists and other health services.

SENCOs and our EYP regularly attend the Islington SENCO forum, which enables us to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Roles and Responsibilities – Our Ethos

Provision for pupils with special educational needs is a matter for the nursery as a whole. This policy has been developed by our SENCOs in consultation with ALL staff and with families with children on our SEND register at the time of consultation. This spirit of collaboration is at the core of our practice and ensures that this policy reflects a true and accurate account of ethos and procedure. The SEND Code of Practice 2014 and policy reform guidance from the NASEN (National Association for Special Educational Needs) website have been key documents used in the creation of this revised policy.

The Co-Owners

'Little Angels' co-owners, Caroline Thompson and Cal Meyrick have responsibility for the day-to-day management of all aspects of the nursery, including provision for pupils with SEND.

The Nursery Staff

All practitioners are teachers of children with SEN and differentiate the curriculum to meet individual need. All staff are aware of the procedures for identifying, assessing and making provision for pupils with SEN and receive regular training and feedback from SENCOS through INSET Days, staff meetings and formal/informal discussion.

Guiding Principle

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. We hold a long-term view for the well-being and education of all children, including those with SEN. We aim to provide provision that stimulates, inspires and raises the expectations for all pupils and where progress is closely monitored, evaluated and developed.

Objectives in making provision for children with SEND

- To maintain a cohesive, collaborative approach as a staff body in the identification and assessment of children with SEN and in the management and provision of SEN support.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To provide a Special Educational Needs Co-Ordinator (SENCO) who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with children with SEN.
- To ensure inclusion - we value all the children in our nursery equally.
- To ensure that all children have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities - plan for high quality support to ensure that all needs are met.
- To ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- To ensure that parents are fully involved as partners in the care and education of all children, including those with SEND.
- To always consider the interests and needs of the child- listen to the child.

Identification and assessment of pupils with special educational needs

As defined by the SEND Code of Practice, 2014, special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Some of the difficulties experienced by children with SEN fit clearly into one of these areas, others have needs that span two or more areas. However, the precise nature of some needs may not be clear at the outset. It is therefore important to carry out a detailed individual assessment to ensure early identification of a special educational need and begin the process of the evaluation and planning of that need. 'Behaviour' is considered as an underlying response to a described within one or more of the four areas above. It no longer stands alone as an isolated category.

Our policy is to assess children in a holistic way, considering the whole child – we will not simply attempt to fit a child into a category.

We understand that there are other factors that may impact on developmental progress. These factors include attendance and punctuality, health and welfare and children with English as an additional language. We recognise that these children do not have special educational needs unless they also have a learning difficulty. Generally, if the child does not

make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the child may be identified as having special educational needs.

A Graduated Approach to SEN Support

Procedures

We recognise the right of every child to have opportunities of learning alongside their peers and to participate in group activities where this is appropriate and able to meet individual needs. The process for identification and support regarding children with SEN is as follows:

- Key people, SENCO/Senior managers or a parent, may raise a concern regarding a child.
- SENCOs and key people meet to discuss the child's development and share observations, parent feedback, family history, and other information which gives as full a picture of the 'whole child' as possible.
- High quality, differentiated provision for ALL children continues and additional observations of focus child take place. SENCOs/key people continue to monitor progress.
- Co-owners and Senior management are fully informed of any concerns.
- SENCOs and key people liaise in evaluating observations and planning 'next steps'.
- Having reviewed progress further and if concerns remain, parents are invited to an initial meeting with SENCOs and key person/s to discuss concerns.
- A 'Short Term Plan' (STP, formerly IEP) may be put in place – planned collaboratively with parents, SENCO and key person/s.
- Staff will continue to observe, assess and record the development the child and the effectiveness of the intervention activity, which will enable them to determine whether a child needs sustained further support. This information will be shared with parents.
- At this point, with written consent from parents, it may be appropriate to refer the child to our Islington Area SENCO (Islington Inclusion Team). This will be discussed with parents, Co-owners and the entire 'key' team.
- Little Angels will ensure that the majority of children have their needs met through quality first teaching/managing and appropriate differentiation, which may include short-term 1:1 support. Short-term planning is modified to meet specific individual needs. The Co-Owners will ensure that it makes appropriate provision for all children identified as having need of special educational provision. The SENCOs review the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEN.

Possible SEN identified on entry or post entry to nursery – How Might This Present?

- Concerns are identified for a child whose development is significantly delayed to other children their age in some or all aspects of their development.
- Children who have received help at pre-nursery stage from Health and Social Services because of delay or difficulties in their development.
- Children who have emotional difficulties and Social Services have concerns.
- Children who have mild sensory/physical difficulties may require monitoring or access to specialist material/equipment.
- Children whose language/communication difficulties inhibit their progress or access to learning.

Action and Information Required After SEN has been identified

- Meet with parents/carers and key person to discuss concerns and record observations and feedback.
- Seek information from other agencies ie nurseries/health visitors who have been involved with the child and record.
- All documentation relating to each child is kept confidentially secure in the SEN file.

- Staff to make an assessment of the child's strengths and weaknesses and plan a programme of support for children, detailing target objectives and approaches to teaching (child 'passport' document and Short Term Plans).
- Incorporate specific targets for the child to achieve and support arrangements necessary to implement these.
- SENCO and key person incorporate the views and targets from other agencies in Short Term Plan. A copy of the STP to be shared amongst team around the child.
- With parental consent, place child's name and details on SEN record. An individual record to be kept on each child and maintained by SENCO.
- Staff to meet regularly to discuss the child's progress.
- Review of the Short Term Plan to be planned every eight weeks, but assessment and review of plan should be regularly undertaken by SENCO and key person who will collaboratively develop and plan intervention programmes. Timing of the review meetings will reflect the degree of concern but will be at least every eight weeks.
- Outcomes will be recorded on STP.

Criteria for Referral to External Agencies

- Children who, following their review, it is agreed have made little or no progress despite focused plans.
- Children who are still achieving at significantly below the developmental levels expected for their age in some or all aspects of development.
- Recommendation for referral by area SENCO or educational psychologist who has worked with the child.
- Children with language, learning and communication difficulties who require frequent and intensive interventions to enable access to the curriculum.
- Children whose physical/sensory difficulties require significant modification to the teaching material/environment in order to access the curriculum.
- Children whose personal, social and emotional difficulties interfere with their own educational progress and/or that of others and who require considerable support in behaviour management.
- Parents/carers agreement to the involvement of occupational therapy, speech therapy or the involvement of educational psychologists.

Action and Information Required at this Stage

- Meet with parents/carers to discuss continuing concerns (provide feedback/observations) and review Short Term Plan.
- SENCO to request reports, information and advice from any outside agencies already involved with the child.
- SENCO to request parent permission to involve Area SENCO (Islington Inclusion Team) and begin 'Triage' process by making an online referral via the telephone (Mondays 9am-12 noon, Fridays 1pm-4pm – Triage line 0207527 5529). Seek advice from Area Senco and/or Educational psychologist about assessment, teaching methods, programme and management of child.
- Continue to plan and review Short Term Plan and follow Triage process. Area SENCO to offer an observation visit and feedback meeting for parents if appropriate.
- Following Area SENCO recommendations, further assessment, observations and referrals may be made with parent consent and involvement.
- Following formal assessment, recommendation by an Educational Psychologist may be given to request an Education Health Care Plan EHCP).

For a very few children, the help given by the early education setting through the STP will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary to consider whether a statutory multi-disciplinary assessment may be appropriate.

When a request for statutory assessment is required the SENCO will consult with other professionals involved and refer to the Special Educational Needs- Code of Practice and SENCO handbook. To request a statutory assessment the multi professional assessment

form should be completed. The LEA will assess the evidence and decide whether a child's difficulties or developmental delays are likely to be addressed only through a statement.

Information and Action for Children receiving SEN Support (formerly 'School Action' or 'School Action Plus') or on an EHCP (Education Health Care Plan formally a 'statement')

- Staff will be involved in the ongoing assessment of the child's strengths and weaknesses. They will complete an assessment report and write an SEN Support Plan or EHCP.
- Staff will make ongoing records of the child's response to teaching and progress made.
- Hold regular meetings to differentiate the curriculum plan.
- Hold regular meetings, at least every eight weeks, with parents/carers to review the child's progress and develop a new plan.
- Hold a formal annual review of the child (see LEA procedures for a child with an EHCP).

Arrangements for Training and Development of All Staff including Midday Assistants

Little Angels is committed to providing and facilitating attendance at in-service training. The nursery makes an annual audit of training needs for all staff, taking into account nursery priorities as well as personal professional development. Particular support is given to new members of staff.

SEND issues are included within our training programme, sometimes provided by the Islington Inclusion Team Area SENCOs. In addition, staff attend external training organised by the LEA and other agencies e.g. universities.

This policy, and all of our policies, are reviewed and updated on an annual basis.

Additional Support for Children with SEND

The owners will make every effort to accommodate a child's particular needs and will work with the LEA to improve facilities.

The nursery welcomes applications for admission from the parents of pupils with mobility difficulties and has complete wheelchair access.

The nursery is wheelchair accessible and there is one toilet in each of our nurseries accessible for disabled children.

The whole staff body has undergone Makaton (signing) training.

The SENCOs and Senior Management maintain a strong daily presence in the nursery in order to develop positive relationships amongst all families and staff to provide effective, meaningful and practical support.

Allocation of resources

The nursery plans and provides for pupils with SEND from their main budget. Examples of nursery expenditure are as follows:

- Training for all staff so they can meet children's needs more effectively.
- Special books, instruments and other equipment including resources used for music/sensory activities.
- Equipment to support mobility needs (e.g. weighted push cart, cushion roll).
- Employment of external music specialist.
- Equipment to support fine motor development (specialist scissors, writing slopes, marking tools and 'Write Dance' resources).
- Stationary and printing resources for the production of visual aids and labels.
- Perishable goods and art materials for multi-sensory activities.

Criteria for exiting the SEND register/record

In the case that a child on the SEND register has made sufficient progress to be able to access the curriculum without additional support and when all parties including parents, SENCO, key people and Senior Management agree that the child is no longer presenting a need for specialist intervention, that child may be removed from the SEND register. **This may only take place with parental consent and with the consideration of the well-being of the child.**

Supporting Pupils and families

Little Angels operates an open-door policy, which means that parents can approach the nursery whenever they have a concern.

The nursery will always tell parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The nursery recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's care and education.

Parents of any child identified with SEND may contact the Parent Partnership Service for independent support and advice. Your child's key person will work closely with parents at all stages in his/her care and education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the key person. Parents are invited to attend all reviews.

Child Participation

Children with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their care and education. Depending on their level of development, children will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Short Term Plans.

Parents will be directed to the Islington's 'Local Offer' section of the borough website and informed of local services for under-5s.

Supporting Pupils at school with medical conditions

Little Angels recognises that children with medical conditions should be effectively supported in an inclusive environment. In partnership with parents, we ensure that children with medical conditions and/or disabilities are equally able to access the curriculum and facilities we offer. In order to fully support children with such needs, we request as much information as possible from parents, in order to be able to plan for and meet specific requirements.

Monitoring and Evaluation of SEND

Little Angels works closely with the Islington Early Years Foundation Stage Team and with our Area SENCOs at Islington's Early Year's Inclusion Team. We are regularly visited by both professionals who monitor and evaluate the provision at our nursery and offer professional guidance and feedback. Internal observations by the Senior Management team, are also in place to provide accurate and effective monitoring of our provision.

Parent feedback is regularly recorded both formally and informally and is highly valued as an evaluation and assessment tool.

Complaints procedures

Please refer to our Complaints Policy.

Bullying

Please refer to Policy 17 -Equal Opportunities Policy and Policy 13 – Safeguarding Policy. Little Angels will not tolerate bullying in any form.

'We teach children to learn about equality and justice through their play. We fully promote family members and staff to work together to share information, by respecting the different cultures, home languages, play activities and children's specific needs'.

Our practice reflects and promotes inclusion through the following:

- We ensure equipment; resources and displays provide positive images to raise awareness and understanding of special educational needs.
- We challenge hurtful or abusive remarks, stereotypical comments or discriminatory behaviour.
- We utilise books, online stories and resources and circle time to address any discriminatory behaviour.
- We have a consistent approach to all areas of behaviour management and work as a team to resolve and prevent issues of behaviour.
- Parents and peers are fully encouraged to be involved in discussion regarding any issues related to bullying.

The SENCO handbook is available in the office for further SEN information.

Links with other mainstream schools and special schools

When pupils move to another setting their records will be transferred to the next nursery/school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Success Criteria

The success of the education and care offered to children with SEND will be judged against the aims set out above. This policy will be reviewed annually and the SENCOs will report on the implementation and effectiveness of the policy. Our Area SENCO will assist us in the assessment of our provision, as will the families with children on our register.

All children will have demonstrated measurable progress (for example, progress reflected through the early learning goals within Development Matters and specific targets set out in intervention plans or STPs).

Appendix 1

The following legislation and guidance is also relevant to this policy:

Education Act 1996	<i>This legislation is amended by the SEN and Disability Act 2001. The SEN Code incorporates references to relevant sections of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>
SEND Code of Practice 2014	<i>September 2014</i>

NASEN Guidance for SENCOs	<i>This reviewed policy (2015) was written using guidance from the NASEN website September 2014</i>
SEN Toolkit	2001
Inclusive schooling – pupils with special educational needs	2001
The Education (SEN) (England) Regulations 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	1999
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	2001 <i>Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.</i>
Disability Discrimination Act 1995	<i>As amended by the SEN and Disability Act 2001</i>

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