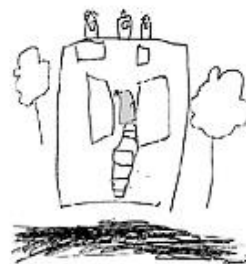


LONDON BOROUGH OF BARNET
MOSS HALL NURSERY SCHOOL
 189, NETHER STREET, LONDON N3 1NR
 TELEPHONE 020 8445 2518
 HEAD TEACHER: Annette Long B.Ed MA
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Special Educational Needs and Disabilities Policy

Moss Hall Nursery is committed to ensuring that every child will have the opportunity to maximise his or her potential by experiencing a positive learning environment which:

<ul style="list-style-type: none"> • Has high expectations 	<ul style="list-style-type: none"> • Offers respect and dignity
<ul style="list-style-type: none"> • Values difference 	<ul style="list-style-type: none"> • Is challenging and supportive

Children with special educational needs and their parents and carers are warmly welcomed at Moss Hall Nursery School. The school works to a fully inclusive framework. When we support children with special educational needs we always take account of **The SEND Code of Practice May 2015, the Disability Discrimination Act 2005 and the 1996 Education Act.**

The term "special educational needs" has a legal definition. Children with this need all have learning difficulties or disabilities that make it **harder** for them to learn than most children of the same age. These children may need extra or different help from that given to other children in order for them to successfully access the foundation stage curriculum.

Our **criteria** for admission to the Nursery states as first priority:-

" Children assessed by the local authority as being in need according to the term of the Children Act 1989 or as having special educational needs likely to result in an Educational Health Care Plan where the assessment concludes that their needs would be best met by that school.

"At the discretion of the Head teacher and Governing Body, places are reserved for children who have special, social or emotional need."

At Moss Hall Nursery School we have provision for children with:

<ul style="list-style-type: none"> • Communication and Interaction needs 	<ul style="list-style-type: none"> • Social, Emotional and Mental Health needs
<ul style="list-style-type: none"> • Cognition and learning needs 	<ul style="list-style-type: none"> • Physical and Sensory needs

Children with SEND needs are identified on initial meetings with parents, through 2 year old checks and from outside professional referrals.

Children with concerns are monitored and assessed through termly whole staff meetings, tracking sheets, focus child observations and meetings with parents.

The Special Educational Needs Coordinator (SENCO) is:

Angela Filby (Deputy Head)

afilby@mosshallnursery.barnetmail.net

02084452518

Children with SEND needs progress is assessed and reviewed through termly Individual Educational Programmes (IEP'S), focus child observations and through both relevant targets being set and tracked. Educational Health Care Plans will be applied for with appropriate advice and recommendations from outside professionals and in consultation with parents.

Parents and carers are involved through short unscheduled meetings or longer diarised meetings, invitations to IEP meetings with parental input.

Children with SEND needs are supported through transition to other provisions through photographic welcome books, where possible extra visits to new settings and liaison meetings with new staff and parents.

Our approach to teaching children with SEND is to integrate their targets and learning needs into the normal daily provision and small groups work. When needed, 1:1 support will be given but again with the intention that children do not become segregated in the provision by virtue of their needs. Inclusion is at the forefront of our philosophy on education.

Adaptations to the curriculum are made with on the advice of outside professionals and consultations with the SENCO and the classroom teams. Adaptations may take the form of using visual time tables, Picture Exchange systems, alterations to equipment under the guidance of an Occupational Therapist, specific games around Speech and Language Therapist advice. Other alterations to the learning environment or curriculum would come from advice from the Barnet HIST team.

Expertise and training for staff is available through Educational Psychologist visits, targets set by speech and language, occupational and physical therapists. Staff have also been trained in Basic Makaton signing through Barnet training.

The provision of SEND in the school is evaluated through parents surveys and tracking of children using the Early years Foundation Stage Curriculum (EYFS).

SEND children are fully engaged in the curriculum and integrated through appropriate differentiation and inclusion in all activities throughout the school. This is reviewed and monitored through daily evaluation sessions in class. Through Personal, Social and emotional targets children are encouraged and guided in friendship groups and relationships.

Social, emotional and mental wellbeing is supported through the EYFS curriculum and also with daily nurture groups and where needed referrals to CAMHS in consultation with parents.

Looked after children are identified and supported through meetings with parents, personal phone calls when children are absent and a designated member of staff (the head teacher) to monitor concerns.

The school involves outside organisations through invitations to IEP and EHCP meetings, visits into the school and contact via secure email and letter. For example the school nurse is regularly contacted to discuss and health care plans needed in school.

Complaints about the provision for SEND children are taken very seriously.

If a parent/carer is not happy with the support provided they should discuss this with the head teacher and SENCO. A disagreement resolution service is also provided by Barnet Education Authority.

Updated November 2016

