

ROTHESAY NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Rothesay is a nursery with additional staffing and other resources to meet the needs of children with Statements and those who have been identified by the LA's Early Years Panel as having severe and/or complex educational needs, and who will receive nursery education in a mainstream environment alongside their peers. Children with identified Special Educational Needs may have a physical disability, a severe learning difficulty and/or medical needs that require careful planning and procedures to ensure that they have access and opportunity to participate in all aspects of the school curriculum.

This policy aims to bring together principle with practice and procedures to provide an agreed summary of information about how special educational needs (SEN) are met at Rothesay.

Physical facilities include ramps to Green and Yellow classes, a clean room, specialised toilet facilities, changing bench, shower and a sensory room. Future plans for access are in the school development plan and are reported annually in the Governors report to parents

Guiding Principles

We believe that every child is a unique individual with his/her own special needs and route to learning, and that continuous assessment of all our children is necessary if we are to meet their needs and help them develop their optimum potential. We have high expectations of every child whatever their educational needs, gender, social or cultural background or ability. The Governors, Headteacher, and all the staff are committed to the continuing process of integration, and work to ensure that all needs are met in full in an educational environment that values diversity and the contribution each brings to the whole.

We believe that every child should have access to a broad and balanced integrated nursery curriculum, which provides foundation experiences for the National Curriculum. For some children this means a 'small steps' approach to learning, which we aim to provide as seamlessly as possible within the nursery's total learning environment. The Department for Education's (DfE) 'Code of Practice', and the LA guidance and SEN toolkit provide the framework for this practice. In addition we recognise the requirements of 'The SEN and Disability Act 2001 and Equality Act 2010 and strive to ensure that all our policies and practice reflect the duties of the Act.

We believe that working in partnership with the parents of all our children is essential in helping each child's development. We seek to establish a basis for trust, confidence and mutual respect, and to provide clear information on needs and provision and opportunities for dialogue and involvement. We use the skills of bilingual staff, where appropriate, to enable access to the curriculum for all children, including those with special educational needs.

Objectives

1. To follow the DfE's Code of Practice, SEN and Disability Act 2001, Equality Act 2010 and the LA Policy on SEN.
2. To ensure that the educational provision for children who have Statements of Needs is met in full.
3. To identify, as early as possible, any child who is having greater difficulties than the majority of children of the same age, and clarify the concerns.
4. To integrate all children with special needs within their peer group.
5. To support children with medical needs.
6. To meet those needs and enable the child to develop as a fully rounded individual within the school community.
7. To inform and involve parents in the formation of Individual Education Plans (IEPs) for those children with identified SEN.
8. To seek specialist help to further the child's development.
9. To seek Statutory Assessment for any child whom we understand to be showing educational needs which cannot be met in mainstream provision without additional support.
10. To liaise with feeder schools to ensure children with SEN have continuity and assistance with their transfer.

Agreed Practice

1. Children with identified Special Educational Needs are fully integrated into the life of the school and have access to the curriculum, differentiated to meet individual needs. While acknowledging the entitlement of all children, we aim to meet the children at their point of need and enable flexible provision as the child matures and becomes ready for the next step.
2. For those at Early Years Action and beyond on the special educational need database, extra provision is made to target those areas of need through IEPs and related planning. The range of need is acknowledged, and provision is carefully matched to need.
3. Attitudes to those with difficulties are positive and constructive.
4. **Headteacher**
 - a) The Headteacher and Governors have responsibility for the management of SEN provision including staffing and budgets
 - b) The Headteacher attends consultation meetings, review meetings and transition meetings when appropriate.
 - c) The Headteacher is responsible for admissions and liaison with the Specialist Teacher on placement of Resourced children within classes.
 - d) The Headteacher and/or the Specialist Teacher attends the Early Years Panel on a rota with other LA Nursery Headteachers
5. **Specialist Teacher**

The resourced nursery Specialist Teacher at Rothesay also has the role of Special Educational Needs Co-ordinator (SENCo). She will:

 - a) Formulate SEN Policy in collaboration with colleagues in line with the SEN Code of Practice and The Disability Act 2001, Equality Act 2010 and DfE Early Learning Goals 2000, oversee the implementation and monitor effectiveness of the Policy.
 - b) Maintain the SEN database and provision map.
 - c) Co-ordinate IEPs for children in partnership with parents, keyworker and professionals at Early Years Action on the database and above.

- d) Communicate with colleagues about the children on the database and meeting their needs.
- e) Liaise with parents and respond to their concerns in consultation with the Headteacher.
- f) Advise colleagues who have concerns about specific children, seeking the Headteacher's assistance as appropriate.
- g) Acquire, allocate, store and maintain SEN resources according to pupil need.
- h) Undertake monitoring, assessment and evaluation of all aspects of SEN work.
- i) Organise and attend reviews (IEP reviews and reviews of Statements in line with LA guidelines) and consultation meetings.
- j) Link with Specialist Teachers in other resourced nurseries.
- k) Maintain links and liaise with feeder schools, outside agencies and support transitions.
- l) Organise literature about issues surrounding SEN and ensure its availability to staff in the administration office and staff room.
- m) Co-ordinate expertise throughout the school, ensuring a flexibility of response wherever possible.
- n) Communicate with staff at staff meetings about SEN issues and the needs of particular children in order to ensure consistency of approach.
- o) Monitor the whole school response to those children with special educational needs and measure progress as recorded on the developmental profile.
- p) Liaise with voluntary organisations, keeping information for staff and pupils and consulting according to pupil need.
- q) Draw up programmes for 'Resourced place' children in consultation with the Headteacher and class teams, to address specific issues as the need arises and agree these with parents e.g. feeding programmes, behaviour modification programmes.
- r) Ensure that the objectives and needs identified on Statements and IEPs are met.
- s) Act as the first school representative to consult in the case of a complaint about an SEN related issue.
- t) Request Statutory Assessment for those children for whom it is appropriate.
- u) Collect evidence and provide a report on those children undergoing Statutory Assessment as required.
- v) Organise termly transport arrangements as necessary.
- w) Arrange regular meetings via coffee mornings for parents of children with SEN.
- x) Organise and lead the weekly inclusive Opportunity Playgroup.
- y) Liaise with the Headteacher and Governors to devise the Accessibility Plan.

6. **Curriculum Leaders and Early Years Educators**

Curriculum leaders and Early Years Educators are responsible, in co-operation with the Specialist Teacher, for the consideration of SEN issues when planning, developing policies, or resourcing their subject.

7. **Class Teachers**

- a) Raise concerns with the Headteacher and Specialist Teacher.
- b) Identify needs for children who have not been admitted under the umbrella of 'Resourced'.

- c) Inform the Specialist Teacher of any other child/children who are giving rise to concern about their educational progress.
 - d) Gather information and inform parents, discussing their child's needs with them prior to Early Years Action.
 - e) Give help within the class for children at Early Years Action and above, keeping a record of the aim of the help given and evaluating its success.
 - f) Discuss the child, in partnership with parents and the Specialist Teacher with any relevant outside support.
 - g) Take overall responsibility for 'resourced placed' children and their educational provision within the context of the class, including the every day implementation of agreed IEPs.
 - h) Contribute to IEPs through discussion with the Specialist Teacher and by reading and commenting before they are implemented.
 - i) Ensure consistency of approach by staff throughout the school day in meeting the targets on the IEPs.
 - j) Consider and plan for special educational needs on a long term, medium term and daily basis, within the framework of overall planning for the class.
 - k) Discuss SEN issues relevant to the children in their class with professionals and parents, completing any risk assessments and reports as necessary.
8. **Classroom Based Staff**
- a) Follow activities planned by the Specialist Teacher, Class Teacher or professionals.
 - b) Evaluate the above activities and feedback to teachers.
 - c) Contribute to the planning and evaluating IEPs.
 - d) Complete observations, evaluations, developmental profile and tracking sheets for children on the SEN Database.
 - e) Form relationships with children that affirm their self worth.
 - f) Meet children from the taxi and return them to it, informing the Specialist Teacher of any concerns e.g. escorts or timing.
 - g) Implement programmes drawn up by the Specialist Teacher, teachers, physiotherapists, speech therapists and nurses etc.
 - h) Assist children in developing self-help skills by a sensitive approach to hygiene, toileting skills etc. And maintain the health and comfort of those children who are not yet toilet trained.
 - i) Work with staff to assist with SEN identification and parental involvement.
 - j) Read IEPs and work towards agreed targets within the framework of class planning.
 - k) Communicate with staff at staff meetings about particular children's special educational needs so that all children are known throughout the school and there is consistency of approach.
 - l) Follow programmes that have been agreed for individual children (see 5 q) above).
 - m) Use any agreed system of augmented or alternative communication such as signing, objects of reference, photographs, symbols or electronic communication aids.

9. **Training**
The Specialist Teacher in consultation with staff identifies training needs and these needs are addressed.
Some training needs are identified through the School Development Plan, Performance Management and also, if appropriate, in response to the needs of individual children. Relevant training is sought from a range of providers.
10. **Admissions**
For children with known severe or complex special educational needs this is via the Early Years SEN Admissions Panel. Other children who enter the school via the usual route may be found to have special educational needs and enter the SEN Database.
11. **Assessment, Recording and Reporting**
This is, as far as possible, in line with the rest of school practice and the requirements of individual education plans. Key workers complete the nursery Baseline Assessment within two weeks of entry to the school and the Leavers Assessment. In addition, a variety of baseline assessment tools maybe used for individual children depending upon their SEN needs. All staff, particularly the identified staff member for each child and the Specialist Teacher, complete regular observations for the Pupil Personal Profiles. The children and their progress are discussed at daily meetings and at half termly assessment meetings. IEPs include evaluation of progress. Summary profiles accompany leavers to their next school.
12. **Differentiation**
The 'free flow' aspect to nursery organisation allows for an understanding of individual differences and learning styles. By personal choice making and investigating for themselves under the supervision of an adult who steps in to extend or teach new skills as they arise, each child can access the curriculum at his or her own level. In addition, for those children with identified learning difficulties there is additional support by the class teacher for those children at Early Years Action on the SEN Database, and through the medium of IEPs and related planning for those at Early Years Action Plus and beyond.

The Very Able Child

In identifying and meeting the needs of the very able child, the nursery continues to work with parents to provide an educational experience that is satisfying and enables the child to reach their fullest potential.

Whether the child has reached the developmental stages earlier than most, or has a particular talent, the aim is to provide a broad base of experience which will give the individual a firm foundation on which to build through the years ahead. Each child will be different. For some, learning social skills will be important. Another may need to learn to fail, and to do so without loss of self-esteem. Flexible attitudes, open ended questioning, and a problem solving approach all play their part. By following the child's own interests and extending their experience they are encouraged to engage fully in the life of the nursery and grow and mature harmoniously alongside their peers.

Success Criteria

1. All staff are familiar with and are carrying out the policy as part of their everyday practice.
2. Children's needs are being met in ways which enhance the worth and value of their own learning styles.
3. Parents are involved and interested and share responsibility for their part in their child's all round development.
4. Appropriate assessments and records are made which inform planning and assist outside agencies (including requests for statutory assessment) and feeder schools.
5. Legal requirements are met in full.
6. All children are confident and happy.
7. A good transfer is made to feeder schools.