



## ***Moss Hall Nursery School Special Educational Needs and Disability (SEND) Policy***

### **Aims**

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

- High expectations
- Valuing Difference
- Respect and Dignity
- Challenge and Support

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 and this policy is designed to comply with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (2014). It has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Accessibility Plan
- Teachers Standards 2012

At Moss Hall Nursery School, we have provision for children with the following needs:

- Communication and Interaction needs
- Social, Emotional and Mental Health needs
- Cognition and learning needs
- Physical and Sensory needs

### **Children with SEND**

Children with SEND needs are identified in initial meetings with parents, through 2-year-old health checks, home visits, from outside professional referrals and when they start in the School.

Children's progress is monitored termly at Moss Hall Nursery School and children who we are concerned about are discussed with parents, teachers and senior leaders on a half-termly basis.

The Special Educational Needs Coordinator (SENCO) is:  
Ken Wilson (Deputy Head)  
Email: [kwilson@mosshallnursery.barnet.sch.uk](mailto:kwilson@mosshallnursery.barnet.sch.uk)  
Telephone 02084452518

The school SEND information report and the school's provision maps can be downloaded on the school's [website www.mosshallnursery.co.uk](http://www.mosshallnursery.co.uk)

The school's SEND governor is Jane Ouseley. The SEND Governor is responsible for overseeing the implementation of this policy within the school and is invited to monitoring meetings to ensure effective practice is being carried out for those children with SEND. The progress of children with SEND is monitored termly by senior leaders and this information is reported to governors

### **Learning for children with SEND**

Our approach to teaching children with SEND is to integrate their learning needs into the normal daily provision and small group 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 of education.

Adaptations to the curriculum are made with advice from outside professionals and consultations with the SENCO and the classroom teams. Adaptations may take the form of using visual time tables, Picture Exchange System, 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 High Incident Support Team (HIST) team, Educational Psychologist and BEAM (Barnet Early Autism Model) 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 Makaton signing through Barnet training.

Children with SEND 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 well-being is supported through the EYFS curriculum and also with daily nurture groups and where needed, referrals to CAMHS in consultation with parents/carers.

### **Early Identification**

We recognise the importance of early identification and assessment of children with special educational needs and disabilities. This is particularly important in the area of early years' education. We will develop practices and procedures which will aim to ensure that all children's special educational needs and disabilities (SEND) are identified and assessed. The curriculum will be planned to meet their individual needs. We recognise the vital role of parents/carers in the identification, assessment and response to their children's SEND needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education. We will make every effort to involve the child in decision-making about their special educational provision.

### **Partnership Working**

We are committed to effective collaboration between all agencies and partners working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the

establishment and maintenance of close links with all agencies working with the child and believe in co-production when making plans for children's learning.

### **Tracking Progress of Children with SEND**

Practitioners are responsible and accountable for the progress and development of their key children, including where pupils access support from intervention groups or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We use a Graduated Approach to identify, plan and assess children who need SEND support. The Graduated Approach consists of 4 steps: ASSESS – PLAN – DO – REVIEW

All staff are constantly observing children and this information is collected and informs regular assessment on our online tracking system.

The progress of children with SEND is assessed and reviewed through half-termly support plan meetings, focus child observations and termly progress tracking meetings. Educational Health Care Plans (EHCPs) 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, longer planned meetings or support plan review meetings. A child will be identified as possibly needing SEND support if they do not make expected progress and/or their progress and attainment is below national expectations with differentiated support and Quality First Teaching.

At Moss Hall Nursery School we will always work in partnership with families. Through discussion with parents, practitioners and the SENCo, we will decide on ways forward to best support children in school and at home. A referral to outside agencies may be appropriate and will be undertaken by the SENCo with parental permission. An Individual Support Plan (ISP) will be written with parents/carers detailing their child's strengths, needs and short term outcomes which aim to meet those needs to help the child progress. Half-termly reviews of plans are held in order to ensure the ISP is appropriate to meet the child's needs; this will be undertaken through meeting with parents/carers and with input from outside professionals where appropriate.

### **SEND Management**

The SENCo will maintain a register of all the children in the school who require additional support. The register will detail their area of SEND need and how the child will be supported to make progress. The SENCo will work in collaboration with partners and outside agencies and partners to ensure all plans are co-produced.

### **Barnet's Local Offer**

Moss Hall Nursery School will work in partnership with the London Borough of Barnet. Information about Barnet's Local offer can be found on the school's SEND information report available on the school's website.

### **Children with Medical Needs**

Moss Hall Nursery School supports children with medical conditions so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. There may be children who have special educational needs and or disabilities (SEND) and an Education, Health and Care (EHC) plan which brings together health, social care and special educational provision in which case, the SEND Code of Practice (2015) is followed. If a child has a medical condition, advice will be sought from a medical professional who knows the child and discussions will take place with the parents. All medical needs take priority and a care plan may be appropriate so that all staff are aware of the procedures for the individual. With permission from the parents; photographs and information detailing the nature of the medical condition will be displayed in designated places within the school to ensure all staff are fully informed. All class based staff at Moss Hall Nursery School will hold a paediatric First Aid certificate. Staff will attend additional training when necessary to ensure children's medical needs can be

met in the school. The senior leadership team is responsible for managing medical needs at the school. The school nursing service is contacted to discuss and health care plans if needed in school.

**Accessibility**

Accessibility to the school will be managed based on individual needs of children or their family members.

More information

For more information about SEND please visit the school website to download the school's SEND report and Provision Maps.

February 2021