

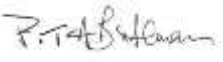


ASHMORE PARK

AND

PHOENIX NURSERY SCHOOLS
FEDERATION

SEND POLICY
&
INFORMATION REPORT

Senior Leadership Team/Compliance Governor(s) Review Date	20.01.2023
Governing Board Approved/Adopted	16.03.2023
Signed on behalf of the Governing Board/Committee	
Policy to be Reviewed Date	20.01.2024

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1. Aims

Our SEND Policy aims to:

- Set out how our schools will support and make provision for children with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND.

At Ashmore Park Nursery School and Phoenix Nursery School, we aim to:

- Provide equality of opportunity for children, families and staff regardless of disability, gender, ethnicity, class or lifestyle
- Recognise the individual and special needs of all children and make adaptations so that they are able to access the curriculum and learning opportunities available
- Take into regard the child's and parents/carers views when planning to meet the child's needs
- Ensure that resources, the curriculum, activities and services are accessible for all children and families wherever possible
- Ensure that staff feel confident to provide education and care, which are fully inclusive
- To ensure that our policy permeates the work of the whole Federation.

2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for children with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCo's) and the SEND information report.

3. Definitions

A child has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo for the Ashmore Park and Phoenix Nursery Schools Federation is Jane Parocki.

The SENDCo will:

- Work with the SEND Governor to determine the strategic development of the SEND Policy and provision in both schools
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual children with SEND
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Liaise with potential next providers of education to ensure children and their parents/carers are informed about options and a smooth transition is planned
- Work with the Governing Board to ensure that the Federation meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure each school keeps the records of all children with SEND up to date
- Be the point of contact for external agencies, especially the Local Authority and its support services.

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Board meetings
- Monitor the quality and effectiveness of SEND and disability provision across the Federation and update the Governing Board on this

- Work with the SENDCo to determine the strategic development of the SEND Policy and provision across the Federation.

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCo and the SEND Governor to determine the strategic development of the SEND Policy and provision across the Federation
- Manage the deployment of each School's delegated budget and other resources to meet children's needs effectively
- Have overall responsibility for the provision and progress of children with SEND and/or a disability.

4.4 School Staff

Each Educator is responsible for:

- Working closely with the SENDCo to identify children who may require additional support or an assessment to meet their specific needs
- The progress and development of every child in their group
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to teaching and learning
- Working with the SENDCo to review each child's progress and development and decide on any changes to provision
- Working with the SENDCo to contribute to the review of each child's progress and development
- Notify the SENDCo when their professional judgement of children's progress or development indicates that children require additional support or an assessment to meet their needs
- Ensuring they follow this SEND Policy.

5. SEND Information Report

5.1 The kinds of SEND that are provided for

Our schools currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, and speech and language difficulties
- Cognition and learning
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying children with SEND and assessing their needs

When children arrive at one of our schools we encourage parents/carers to share information about their child and share any concerns they might have. In addition to this information, we will observe children to gain an understanding of their developmental needs. We observe children on a daily basis and during the first few weeks of starting school and we use this information to plan effectively for that child.

Observations and assessments are monitored and the Key Worker(s)/SEND Practitioner(s) discuss the progress with the SENDCo and together they assess if each child is making progress.

Teachers/Educators will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start by looking at the child's outcomes, including the expected progress and attainment, and the views and the wishes of the child's family. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving children and parents/carers

It is our aim to ensure that all parents and carers are valued as partners in supporting their child's educational journey. We believe that parent partnership is key to working together to meet the children's needs.

We will have an early discussion with parents when identifying whether their child may need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We will formally notify parents/carers when it is decided that a child will receive SEND support. Key Workers share information with parents/carers on a regular basis as well as during termly review meetings and parental partnership evenings.

5.4 Assessing and reviewing children's progress towards outcomes

We will follow the graduated approach with a four-part cycle of **assess, plan, do, review**. The SEND Code of Practice 2014 defines a '**Graduated Approach**' as "a model of action and intervention in early

education settings, schools and colleges to help children and young people who have special educational needs”.

Nursery staff work with the SENDCo to carry out a clear analysis of children’s needs. This will draw on:

- Staff assessment and observations of the child
- Their previous progress and attainment and behaviour
- The individual’s development in comparison to their peers
- The views and experience of parents
- The child’s own views, taking into account the age and development stage of the child
- Advice from external support services, if relevant.

Targets are set for children with additional needs, which forms part of the planning process, and where a child has been identified as having a special educational need the SENDCo will arrange for parents to be informed so that the school and parents can work in partnership to create a SEND Support Plan. These plans are reviewed regularly, Team Around the Child (TAC) meetings are held with parents/carers, and other professionals to review the plan, discuss the child’s progress, review the effectiveness of the support and interventions in place, and plan further targets and support.

In some cases, it may be necessary to increase or change the nature and level of support to help a child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with parent’s/carers consent.

If, despite increased levels of support, it is evident that the severity and complexity of a child’s needs require provision beyond that can be offered by our own resources a request for an Education Health Care Plan may be requested. The SENDCo will arrange for this process to be explained to parents/carers and details of parent support organisations who can offer further support as required to be shared.

5.5 Supporting children through transition

We believe that transition should be a well-planned process to ensure the sharing of information so that effective support is provided at each stage of a child’s education.

Transition into Nursery

Prior to a child starting nursery, parents are invited into school to share information about their child and discuss any concerns. When a child starts Nursery parents/carers stay with their child at initial settling in sessions, and the length of time can be adjusted according to individual need.

If a child has a complex need or disability that requires a high level of support or requires adjustments to be made to enable the child to access learning opportunities, the SENDCo will meet with parents/carers to enable appropriate levels of support to be planned before the child starts Nursery.

When moving to another school or setting

We will share information with the school or setting the child is moving to. We will agree with parents/carers which information will be shared as part of this process. Information about how and why we share information is provided in our schools privacy notice available on each school's websites.

Reception teachers from Primary schools are invited to visit the nursery during the summer term to meet the children and talk to staff about individual children and their needs. Additional transition visits to new schools or differentiated transition arrangements, may be made for children with SEND.

Staff from primary schools will be invited to transition meetings (involving parents/carers and any other outside agencies) for those children with additional needs. Where children move to another school or setting mid-way through the school year the SENDCo will contact the new setting to plan the transfer of information and to make transition arrangements.

5.6 Our approach to teaching children with SEND

It is our aim to treat every child as an individual and assess them as such ensuring we have an accurate picture of each child's learning needs, requirements and development level. We plan for the individual learning needs of each child, starting from what the child can do, rather than what they cannot do, this way we aim to build on success. All children have access to the full EYFS curriculum on offer in the nursery. The environment supports the seven areas of learning in the EYFS and all children are able to access this provision. All children have free choice of activities as well as time together for focused small group activities with their Key Worker.

5.7 Adaptations to the curriculum and learning environment

Staff plan to meet all children's needs by planning activities, which can be accessed by all children and can be differentiated according to need. Staff use a range of strategies to differentiate the curriculum including:

- adapting their teaching styles taking into account children's preferred learning styles
- providing more time for children to process
- using alternative methods of communication including signing or Makaton
- using additional resources or learning aids
- providing developmentally appropriate resources
- designing the learning environment to provide quiet spaces for learning.

Depending on a child's specific needs a more personalised access plan or individual health care plan will be drawn up in consultation with parents/carers. This will be reviewed and updated on a regular basis.

The accessibility plan for each school can be viewed on each respective school's website.

5.8 Additional support for learning

High quality teaching is our first step in responding to children who have SEND. Staff differentiate learning experiences based on their knowledge of the child's needs as well as providing tailored support, which may include:

- 1-1 sessions or small group support
- Provision of alternative/specialist equipment
- Advice and support from specialist services
- Staff development to undertake more effective strategies.

5.9 Expertise and training of staff

Provision for children with SEND is included in our regular monitoring of quality of teaching across the schools. This helps to identify priorities for our ongoing programme of training to support whole school inclusive practice and to support new and less experienced staff.

Each Nursery is staffed by qualified and experienced staff. Each school has staff who are qualified Teachers and Early Years Educators and the Federation employs an Early Years support Practitioner with specialist training in supporting children with special educational needs.

All staff receive regular training, which develops their knowledge, skills and confidence to meet the needs of children with a range of SEND. Staff have received training on:

- Autism
- Self-Regulation
- Communication Systems e.g. Makaton
- Supporting Speech and Language Development e.g. Wellcomm

5.10 Securing equipment and facilities

Schools can apply to the local authority for a limited amount of additional funding to support children once they reach 3 years of age.

If successful, the additional funding is used to purchase specialist equipment, additional resources or, where possible, provide additional staffing to support children to access the curriculum.

Staff work closely with other agencies including the Early Years SEND Team and Speech and Language Therapists (SALT) to access additional support and advice on how to meet children's needs. Where it has been identified that children require an Education Health Care Plan (EHCP), a referral to the Educational Psychology Service will be made with the permission of parents/carers to enable a detailed assessment of the child's needs to be undertaken.

Both schools fulfill the DDA regulations.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's individual progress towards their goals each term
- Reviewing the impact of interventions

- Meeting with outside agencies who support the child including the Early Years SEND Team and Educational Psychologist
- Monitoring by the SENDCo and Headteacher
- Termly visits by the Governor responsible for SEND.

5.12 Support for improving emotional and social development

The development of personal, social and emotional skills is an important part of each school's work, as at a young age these skills forms the basis for all other kinds of learning. From the first days in Nursery staff work with parents/carers and children to develop relationships which form a foundation that supports children's development and progress.

The Federation's pedagogy naturally promotes the development of social skills as children play and learn together. Staff plan opportunities for children to take part in activities in small groups so that they scaffold children's learning as they develop their understanding of social skills.

All Key Workers are skilled in implementing personalised effective behaviour strategies and working closely together with parents/carers and children to develop strategies that can also be consistently used at home. The Federation has a Behaviour Policy, copies of which are published on both schools' websites.

The well-being of all children is of paramount and the schools have safeguarding and child protection procedures in place to ensure the safety of all children. All staff are aware of the reporting process.

5.13 Working with other agencies

The Federation works with a wide range of outside agencies to plan and support children's needs. These agencies include:

- Early Years SEND Team/SENSTART
- Speech and Language Therapy Service (SALT)
- Strengthening Families Teams
- Health Visitors
- Educational Psychology Teams

5.14 Complaints about SEND provision

We recognise the importance of good relationships between home and school and will, endeavour to do what we can to establish and maintain them. This includes seeking to resolve any concerns or complaints promptly and to find suitable solutions. Most concerns can be dealt with informally when you make them known to us, however, the Federation's 'Complaints Policy and Procedures' should be followed when attempts to resolve concerns informally have proved unsuccessful, and/or in cases where individuals wish to raise their concern formally. A copy of the Federation's 'Complaints Policy and Procedures' document can be located on each school's website for reference and a copy can also be requested from the school's office.

5.15 Contact details of support services for parents of children with SEND

Parents will be signposted to support services. Support and information is available from the following local and national services:

Wolverhampton Information, Advice and Support Service	www.wolvesiass.org 01902 556945
Contact – for families with disabled children	www.contact.org.uk 0808 808 3555
Homestart – support and friendship for families	www.home-start.org.uk 0116 464 5490
Include Me Too – Parent 2 Parent peer support	www.includemetoo.org.uk 01902 399888
One Voice – Information and Advice for Disabled people	www.1voice.org.uk 01902 810016
Scope – advice line	www.scope.org.uk 0808 800 3333
Sky Badger – help and support	www.skybadger.co.uk 0845 609 1256
National Autistic Society	www.autism.org.uk 0808 800 4104
Family Lives – supporting children’s behavior	www.familylives.org.uk 0808 800 2222
Wolverhampton Council – Carer Support Team	win.wolverhampton.gov.uk 01902 55 3409
I Can – supporting communication development	www.ican.org.uk
Wolverhampton Gem Centre – NHS	01902 446 270
Voice 4 Parents Contact : Sarah Baker	07852506135 admin@voice4parents.co.uk

5.16 Contact details for raising concerns

Headteacher - Mrs Susan Lacey

Deputy Headteacher - Mrs Jane Parocki

Both can be contacted through the school office on:

01902 558116 - Ashmore Park Nursery School

01902 558126 - Phoenix Nursery School

5.17 The local authority local offer

Each School's local offer is published on the web site for each school.

6. Monitoring arrangements

The SENDCo or Leadership Team will review this policy every academic year and it will be updated if any changes to the information are made during the year.

The Governing Board will approve it.

7. Links with other policies and documents

This policy also links to the following Federation policies:

- Accessibility and Disability Plan
- Behaviour Policy
- Single Equality Policy
- Supporting Children With Medical Needs Policy.