Nell Gwynn Nursery School

Special Educational Needs and Disabilities Policy

Our Vision:

Nell Gwynn Nursery School is fully committed to giving all our children access to high quality early years education, recognising the importance of laying a firm foundation for later learning. Our aim is to provide a rich and relevant curriculum through play, enabling children to make the best possible progress. We are dedicated to inclusion and our strength lies in responding to children's diverse learning needs. We actively seek to remove the barriers to learning and participation which may hinder or exclude children. It is our wish to see our children thrive and feel valued as members of the wider school community.

Purpose of the SEND Policy:

The purpose of our policy is to ensure that children with Special Educational Needs and Disabilities (SEND) are catered for in every respect and that parents/carers, staff governors and other stakeholders are conversant in how we support children with SEND and promote their ability to learn through play.

We understand that children who have SEND may require adult support in order to access the curriculum and make progress. With this in mind we ensure that the range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. Where appropriate we provide additional input through allocation of trained Special Educational Needs Support Workers and targeted support through individual and group work. Every child has detailed observations which identify areas of learning for further development and help to form a picture of whether a child is 'On track' or 'Not on track' developmentally. Where there is a need for a Team Around the Child/Family (TAC/TAF), Early Help Delivery Plans (EHDPs) are devised in collaboration with parents/carers and professionals to ensure that each child is suitably catered for. We embrace multi-agency working while recognising the importance of parents/carers as children's primary educators. We are dedicated to working in partnership with parents/carers and value parental input.

Definition of SEN and Disability (SEND):

Within our Nursery School we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states the following:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

School policies and statutory guidance:

The SEND Policy should be read in conjunction with other key school policies that are accessible on the schools website (PDFs available to be downloaded): SEND Information Report (updated annually), Teaching and Learning Policy, Safeguarding Policy, Behaviour Policy, Transition Policy, Equalities Policy, Administration of Medicine Policy and Policy for Intimate care.

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2015) and has been written with reference to the following related guidance and documents:

Equality Act 2010
SEND Information Report
Safeguarding Policy
Accessibility Plan
Development Matters in the Early Years Foundation Stage
Teachers Standards

Access to this policy:

You can get a copy of our policy in a number of ways:

- The school website, follow the link: http://www.nellgwynn.southwark.sch.uk/policies/
- A hard copy on request at the nursery reception area.

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Key Roles and Responsibilities:

The SENCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCO is a member of the leadership team.

SENCo at Nell Gwynn is Pippa Baker.

The SEND Governor for Nell Gwynn is Dorcas Idehen. She has responsibility for monitoring policy implementation and liaising between the SENCo and the Governing Body.

Safeguarding Lead: Executive Head, Gregory Doey, has specific responsibility for safeguarding and is the Designated Lead across the River Peck federation.

Safeguarding Governor: Judith Evans (Chair of Governors).

Identification of Needs:

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the child into a category. It is also important to identify the full range of needs, not simply the primary need of an individual child.

The Code of Practice refers to four broad areas of need:

Communication and Interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health 3 difficulties such as anxiety or

depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEN Support

The setting identifies children with SEND through ongoing observation, discussions with parents/carers, consultation with the SENCo and liaisons with professionals such as Health Visitor's and members of the Early Help Team. The setting's first response is high quality teaching and learning provided by the teaching staff in conjunction with an enabling environment.

Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo. In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the nursery about the child's progress, alongside the views of parents/carers and any professionals who may be involved. During this stage additional adult support or interventions may be put in place. A child's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEND for children whose first language is not English. Where pupils have higher levels of need, and with parental permission, the nurseries may seek advice from external agencies. These agencies include: • Educational Psychology Service (EPS) • Speech and Language Therapy Service • Autism Support Team • Occupational or Physiotherapy Services• Children's Services • Child and Adolescent Mental Health Service (CAMHS).

If the support required is different from or additional to what is ordinarily offered by the nurseries, the child will be placed on the SEND register at Early Years SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child at the centre of the process.

The four part cycle:

Assess: We will ensure that we regularly assess all children's needs so that each child's progress and development is carefully tracked compared to their peers and the stages of the EYFS. We will listen to the views and experience of parents/carers and professionals (if relevant). In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan:

Where SEN Support is required the teacher and SENCo in collaboration with parents/carers will plan for how the child's needs be best met, for example referring to the speech and language therapy service, while simultaneously offering a school based speech and language support. Areas for further development will be identified through the child detailed observation sheet and if relevant communication passport. All staff who work with the child will be made aware of what is planned, for example briefed on strategies to support the child's learning, e.g. using Makaton signing to support understanding.

Do: The class teacher will take overall responsibility for ensuring that the children with SEND within their class are progressing against the EYFS. She/he will also liaise closely with SEN Support Workers or specialists who provide support, to ensure that interventions and learning approaches are of a high quality and are suited to the needs of the individual. The SENCo will provide support, guidance and advice for the teacher.

Review:

Children's progress against the EYFS will be reviewed regularly by the key workers and the teachers. Gaps in learning will be identified and further actions may be decided upon. These will feature in the child's communication passport. Ongoing monitoring and reviews will inform future planning for individuals and in some instances the successful removal of a child from Early Years SEN Support. This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs

and what supports the child in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Staff training:

It is important that SEN Support Staff as well as the wider staff team have access to training linked to inclusion and SEND in order to fully understand the needs of children and how they might best be supported. The training may be identified as part of school improvement, linked with performance management or through SEN specialisms. Training may take different forms, such as a course within another school, twilight or whole school INSET. The SENCo will encourage staff to evaluate training and share how they will apply their new found knowledge and skills. The impact of the training will be monitored through observation and outcomes for individual children.

SEN Specialisms within our federation include:

- Makaton
- Intensive Interaction
- Use of Communicate In Print for visual supports
- TEACCH (Teaching, Expanding, Appreciating, Collaborating and Cooperating, Holistic)/'Start & Finish'
- Emotion Coaching

It is important to note that current specialisms will be linked to the needs of the children but not dependent on them. We also consistently ensure that we sensitively cater for the needs of users of the building, responding to specific requirements as and when they arise, for example providing a British Sign Language (BSL) interpreter for a Team Around the Child (TAC) meeting.

SEN strategies and approaches regularly implemented within our federation:

- Language support- which is suitable for children with language delay/difficulties
- Visual timetables and visual key ring
- Sensory resources
- Access to the Sensory Room

Monitoring:

The SENCo in conjunction with the Executive Head and SEND Governor will undertake responsibility for implementing and monitoring the SEND Policy. The policy should be updated on a three yearly basis.

Approval:

The policy is to be read and approved by the federated governing body.

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Supporting pupils at school with medical conditions

https://www.gov.uk/government/publications/supporting-pupils-at-school-withmedical-conditions--3

Keeping children safe in education

https://www.gov.uk/government/publications/keeping-children-safe-in-education

Equality Act 2010

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Southwark Local Offer

http://localoffer.southwark.gov.uk/

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2024-2025

Chair of Governors: Judith Evans…….

Executive Head: Gregory Doey…….