

Oaklands Nursery and Childcare

<p style="text-align: center;">Title: SEND policy</p> <p style="text-align: center;">This policy applies to Oaklands Nursery, Oaklands Childcare (Wolstanton) Ltd, including Oaklands Playgroup</p>	Version:4 now includes safeguarding paragraph June 2016
	Created by: S Bailey
	Governor approval Signed Natasha Moody Date 09 June 2016
	Review date: June 2017 ✓ Review date: June 2018✓no change
	Review date June 2019

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Governor with responsibility for SEND – Natasha Moody

This guidance complies with the statutory duty described in **Special Educational Needs (Information) Regulations (Clause 64)** and takes account of:

SEN Code of Practice 2015 which takes account of the
The Special Educational Needs and Disability Regulations 2014

The Special Educational Needs (Personal Budgets) Regulations 2014

The Special Educational Needs and Disability (Detained Persons) Regulations 2015

The Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014

Equality Act 2010

Advice provided to Staffordshire schools on producing their **school's local/core offer**

Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

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 setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

How does our school know if children need extra help? (Schedule 1: Point 1)

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical
- The child has already been identified by an existing an education health and care plan.

What should I do if I think my child may have special educational needs? (Schedule 1: Points 3 and 6)

- If you have concerns then please firstly discuss these with your child's key worker or the headteacher. This then may result in a referral to the school SENCOs whose name is Diane McVey.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will I know how the school supports my child? (Schedule 1: Points 1 and 2)

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENCO and external verifiers
 2. ongoing assessment of progress made by pupil in specific intervention groups
 3. scrutiny of planning.
 4. Key worker meetings with the SENCO.
 5. pupil and parent feedback when reviewing target attainment
 6. whole nursery pupil progress tracking
 7. attendance and behaviour records
 8. Governors and senior leads assess data through the teaching and learning committee. This committee considers all aspects of teaching and learning including if there are signs children are below expected levels of development and what interventions are put into place.
- Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEN Information Report

- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and interventions put in place immediately. They are also discussed in weekly planning meetings and at termly assessment data review meetings between the key workers, teacher and headteacher.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to Special Educational Needs Support Service or Early Years SENCO, Behaviour Support Service, Dyslexia Centres, Autism Outreach Team, Hearing Impairment team, Visual Impairment team, Educational Psychologist Service, Educational Welfare Officers, Physical and disability support service, Social Services or CAMHS (Child & Adolescent Mental Health Service)
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum be matched to my child's needs?

- Teachers and key workers plan using pupils' achievement levels, differentiating learning opportunities to better match ability to activities provided for all pupils in the classroom.
- When a pupil has been identified as having special needs, their provision will be further differentiated by the staff to remove barriers to learning and enable them to access the curriculum more easily this may include one to one or small group work to enable the children to access the curriculum easily.
- In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.
- School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, school nurse and specialist teacher advisors where and when appropriate.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system, regular meetings and Parent's Evenings. These are opportunities to hold a structured conversation about progress and expectations. Parents

may also find the home-school diary a useful tool to use to communicate with school staff.

How will you help me to support my child's learning? (Schedule 1: Point 6)

- Please look at the school website. It can be found at myschool@staffordshire.gov.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, there is information in the nursery about local learning opportunities such as how to join the local library, places to visit etc.
- The key worker, teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organise a number of parent workshops and open days during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- In the school newsletter we regularly share articles about how parents can support their learning. These tend to be focussed on key areas such as transitions or identified areas requiring support that are identified in the setting.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- A strong emphasis on Personal, Social and Emotional Development which underpins everything in the nursery and aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see information on the areas of learning.
- Small group interventions to support pupil's learning and wellbeing are delivered to targeted pupils and groups. These are identified on our provision maps located on the school website and aim to support improved interaction skills, emotional resilience and wellbeing.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' wellbeing and mental health.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies.
- We have a robust safeguarding policy in place.
- Personal care is conducted discreetly and with dignity fostering independence if possible.
- We work closely with health professionals if your child has a health need and will discuss your health care plan and administering prescribed medication.
- We also work closely with CAMHS child and adolescent mental health services if your child needs that level of support.

Safeguarding children with SEND

As a school we are aware that the potential for children with SEN-D may have additional barriers when it comes to safeguarding, the school recognises that this group can be more vulnerable to abuse and neglect. The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Heightened vulnerability lined to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have “friends” or find a partner
- Differing boundaries
- Online safety – digital technology understanding

A combination of these factors can make them more susceptible to risks.

All children, including disabled children and children with impairments and additional needs, deserve the opportunity to achieve their full potential. In support of this it is important that their needs are considered in the same way as for any other child and as outlined in Working Together to Safeguard Children 2015.

Children need:

- Vigilance: to have adults notice when things are troubling them
 - Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon.
 - Stability: to be able to develop an on-going stable relationship of trust with those helping them.
 - Respect: to be treated with the expectation that they are competent rather than not.
 - Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.
 - Explanation: to be informed of the outcome of assessments and decisions and how they have been reached, positive or negative.
 - Support: to be provided with support in their own right as well as a member of their family.
 - Advocacy: to be provided with advocacy to assist them in putting forward their views.
- [Staffordshire Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances](#) (section 4S)

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the nursery in partnership with parents and if appropriate, any professionals involved. Staff who administer medicine complete training where necessary. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**. See Administering Medication Policy.

What training do the staff supporting children and young people with SEND undertake? (Schedule 1: Point 4)

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Specialist training has been provided to the SENCo on:

- The SEN Coordination award
- The school has regular visits from SENSS specialist teachers and the Early Years SENCO who provide advice to staff support the success and progress of individual pupils

- The staff have regular contact with the NHS Speech Language Therapist to plan support for targeted pupils. This is then delivered by a trained by staff.
- The Governor with specific responsibility for SEN has not completed the SEN Governor training, but has had professional training on SEND and worked in special schools etc.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all nursery activities inside and outside the classroom.

How accessible is the school environment?

The nursery has made the following adaptations to the school environment:

- Ramps into all doors at the nursery to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability
- Doors are all wide enough for wheel chairs.

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of visits are provided in the term before the children start in nursery.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school (Schedule 1: Point 6)

- The transition programme in place for children provides a number of opportunities for children and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and identified on the website
- The annual review of children with additional needs or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs? (Schedule 1: Point 5)

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-provision support from all staff
- Small group support e.g. nurture groups, speech and language support, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, key worker and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

There are a range of opportunities for parents to be involved in planning for you child's education. These include;

- Through planned visits to the setting prior to starting at the school, where parents are given the opportunity to meet staff.
- Parents are encouraged to discuss anything with the key worker, SENCO or headteacher
- Parents are actively engaged in planning next steps during parents meetings

Who can I contact for further information or if I have any concerns and would like to complain? (Schedule 1: Point 7)

1. If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:
2. Your child's key worker
3. The SENCo
4. The Headteacher
5. For complaints please contact the School Governor with responsibility for SEN. Their name is Natasha Moody and she can be contacted at natasha.moody@oaklands.staffs.sch.uk

Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

SEND Family Partnership

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>. If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk.

Parent In The Know newsletters

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

What is the Local Offer? (Schedule 1: Point 9)

Since September 2014 every Local Authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND) and also services outside of the area which they expect children and young people from their area will use. This will be known as the 'Local Offer'.

The Local Offer will put all the information about education, health and care services, leisure activities and support groups in one place. It has two main purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available; and to make provision more responsive to local needs and aspirations.
- The Government says the Local Offer must be developed and reviewed in partnership with children and young people, parent carers, and local services, including schools, colleges, health and social care agencies.

Details of Staffordshire's Local Offer can be found at

<http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/local-offer.aspx>

Admissions

For information about the Fair Admissions procedure see below

<https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/admissioncriteria/AdmissionArrangements/Staffs-LA-Admission-Arrangements-2017-18.pdf>