

Horizon Nursery SEND Policy



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SEND POLICY

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Section 1 Introduction

Horizon Nursery is a fully inclusive nursery. The nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs.

The Nursery is committed to providing the best possible care to all the children who attend the setting and we strive to meet all the children's individual needs and are committed to the inclusion of children with special needs and disabilities. Children with disabilities will be accepted into the nursery on the condition that we are able to provide them a safe environment in which they can develop their full potential alongside their peers. It is a positive experience to be able to share the same opportunities and overcome any difficulties together.

Our aim is to ensure that your child fulfils their academic and social potential regardless of their need. The nursery follows the *Special educational needs and disabilities (SEND) code of practice (2014)* which promotes a positive learning environment.

SENCo contact details

Laura Coxan 01226 207158

Laura works closely with all staff to make sure that there are systems in place to plan, implement, monitor, review and evaluate the special needs into the nursery, always making sure plans and records are shared with parents/carers.

Signed _____
(Principal/Nursery Representative)

Date: _____

Signed: _____
(Chairperson of the Governing Body)

Date: _____

Section 2 Objectives

To identify and provide for pupils who have special educational needs

To work within the guidance provided in the SEND code of practice 2014

To meet the needs of the whole child, be these academic or social

To provide support and advice for all staff and governors responsible for SEND children

Section 3 Identifying Special Educational Needs

The SEND code of practice 2014 identifies four areas of need which are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Section 4 A Graduated to SEN Support

The aims of the nursery are:

1. To recognise any special needs a child may have and ensure all staff are aware of the DfEE Code of Practice on identification and assessment of special needs
2. To name a Special Needs Co-ordinator who is experienced in the care and assessment of children with special needs
3. To assess each child's specific needs and adapt our facilities as appropriate
4. To liaise with other agencies including the health and education authorities and seek advice, support and training
5. To develop and maintain a core team of staff who are experienced in the care of children with special needs

6. To have regular meetings with the staff to ensure that a multidiscipline approach is being followed to ensure consistency of care and expectations
7. To ensure that all children are treated as equals and are encouraged to participate in every aspect of the nursery day
8. To promote positive images of people with disabilities and special needs

Children's progress is monitored through regular observations. Where a child is not making expected progress, the next step is to provide and monitor appropriate support at their level. Following this, if the child is still not making expected progress, targeted interventions will be provided at nursery level. At this point, the nursery staff may feel it appropriate to liaise with the SENCo in order to agree next steps. Together, they will consider all of the information gathered from within the nursery about the child's progress alongside national data and expectations of progress. The decision may then be taken to place a child on the nursery's SEN Register. If the SENCo decides a child has a level of need the nursery cannot provide internally, the decision may be made to draw upon more specialised assessments from external agencies and professionals.

The SEND staff may be asked for advice and support at any point during this *assess-plan-do-review* cycle.

Children and their families are involved in this process at all stages through, for example, the nursery's reporting system, parent/carer consultation meetings, discussions with the Nursery Team and Termly Reviews.

Section 5 Managing a Student's Needs on the SEN Register

Once a child is on the Register, a cycle of assessing, planning, delivering, reviewing and recording takes place.

The Nursery Staff and the SEND Staff use the available data and their knowledge of the child to create a 'thumbnail'. This details the specific needs of the child and suggests strategies that will help individual staff plan and the child learn effectively within their sessions.

At regular intervals, the SEND Staff Leader gathers feedback about the progress of the child, either academic or social depending on need, which is then monitored through scheduled meetings between the Nursery Staff and the SEND Staff.

Where the information gathered identifies a need for further specific intervention, additional provision, such as small group withdrawal, is discussed and timescales are agreed. The Nursery Staff is responsible for setting up academic interventions; the SENCo is responsible for over-seeing liaison with outside agencies and parents/carers and the setting up of social interventions.

If the nursery feels, after taking this graduated approach to meet the needs of the child, that further support may still be needed, then the SENCo, in liaison with parents/carers and the Nursery Staff, will request an Education, Health and Care assessment from the Local Authority and prepare the appropriate paperwork. Parents/carers may also consider requesting an EHC assessment.

Every child on the Register has their own data base which highlights areas of need, strategies suggested to support learning and interventions provided; it also tracks their academic and social progress over time.

Section 6 Exiting the SEN Register

If a child is on the Register for an academic need, when observations/assessments show that he/she is achieving in line with national expectations over time, the SENCo will liaise with the Nursery Staff and parents/carers to remove the child from the Register.

If a child is on the Register for a social or emotional need, which is no longer a barrier to their progress over time, and their Behaviour for Learning rankings show that they are engaging successfully in their learning, the SENCo will liaise with the Nursery Staff and parents/carers to remove the child from the Register.

Section 7 Monitoring and Evaluating SEND

The nursery regularly and carefully monitors and evaluates the quality of provision for SEND children. This is done by all departments including the SEND staff through a scheduled quality assurance process which includes learning walks, book scrutinies, lesson observations, data collections and link meetings between schools and the SEND department.

The views of children, parents/carers and staff are welcomed at all times.

The governing body is responsible for SEND provision across the nursery. This is monitored through the Well-being Committee, the SEND link governors being Mrs S Creton and Mrs L Veal.

Section 8 Training and Resources

SEND funding is provided through the nursery budget. Additional financial support is provided for children with specific hearing and/or visual needs through the Local Authority's Sensory Resource Provision, based at Horizon.

Staff new to the nursery undergo an induction process which includes training to explain the systems and structures in place for SEND children and to discuss the needs of individuals. This training is provided by the SENCo.

The SENCo regularly attends the Local Authority's network meetings in order to keep up to date with local and national initiatives. In addition, the nursery has been part of Barnsley's SEND department within the Virtual School, set up to improve the quality of provision for SEND children across the borough.

Section 9 Reviewing the Policy

In line with standard practice, governors review the SEND Policy annually.