

Blagdon Nursery School & Children's Centre

Special Educational Needs and Disabilities Policy

Vision Statement

“Blagdon Nursery School and Willows Day Nursery will provide an inclusive caring learning environment where everyone is valued and enabled to achieve and enjoy success.”

Definition of Special Educational Needs

“A child or young person has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

(2014 Code of Practice)

“Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”

(2014 Code of Practice)

Objectives

We aim to provide all children, including those with Special Educational Needs and/or Disabilities (SEND), the opportunity to make progress in a broad and balanced curriculum following the Early Years Foundation Stage guidance. Children with Special Educational Needs and/or Disabilities will be supported to access all areas of the Early Years Foundation Stage Curriculum with staff working closely with parents/carers to recognise their achievements and celebrate their successes.

Parents and carers

Close partnerships with parents and carers of all children are developed from the time of registration. Parents and carers of all Willows Day Nursery children are offered a series of settling in sessions before their child starts. Parents and carers of all nursery school children are offered a home visit before their child enters Blagdon, as well as a new parents' meeting and information leaflets. Settling in is a flexible process and the needs of individual children and their families are considered. Parents and carers across the centre are informed about the procedures for assessing SEN/D and are kept fully informed at every stage of the process. Parents and carers of children identified as having SEND are also informed of the Parent Partnership Officer and support provided by the LA and other agencies. These are all accessible through the Reading Borough Council Local Offer website. Details of this can be found at the end of the policy.

Special Needs Co-ordinators

There are Special Educational Needs Coordinators (SENCOs) for the nursery school, and the day nursery. Both SENCOs are responsible for co-ordinating and supporting centre staff with the day to day provision of education and care for children with recognised needs and those children identified as requiring additional support across the centre. The SENCOs receive training, and the School is required by law to have a SENCO with nationally recognised accreditation on site. The SENCOs meet regularly together every three weeks to discuss the children and actions required to support them.

Quality First Provision:

The centre offers Quality First Provision to all children. This term describes the range of inclusive teaching and support that is consistently available to all

children. The Quality First provision map for the nursery school is available on the Centre website. When Quality First Provision is not sufficient to enable a child to make progress, the child's keyworker and the SENCO will work together with parents to put further provision in place.

Identification & assessment of Special Educational Need

The centre monitors the development, attainment and progress of all children through a careful system of observation and recording. Through these processes, concerns may be identified and these will be shared privately with the parent or carer. If necessary, an assessment of the needs of the child will begin. SEND support will take the form of a graduated approach, based on the individual needs of the child with staff working in partnership with parents at every stage. Key workers have the opportunity to meet with the SENCOs regularly so that provision can be co-ordinated and revised. Support may take the form of one or more of the following strategies; monitoring, small group work, structured support from centre staff or other professionals, or one to one support. Children may have their provision planned through an Individual Education Plan (IEP) or in more complex cases, an Education, Health and Care Plan (EHCP). These were previously known as Statements.

Staff training

Nursery school and day nursery staff attend courses and training in the centre from a range of specialists to widen their knowledge of SEND. The SENCOs will work together with centre staff to prioritise training needs. Staff leading small support groups will have received specific training and support. One-to-one assistants who work with children who have an Education, Health and Care Plan (or Statement) will work closely with parents, keyworkers, specialists and the SENCO to support the child, making sure they are as fully included as possible. A regular audit of training needs will be undertaken by the nursery school SENCO.

Support from other professionals

The SENCOs seek advice and support from external agencies. The centre has support from a Local Authority Educational Psychologist (EP). It also utilises the services of the Speech and Language Therapy Service and in addition buys in the support of a Speech and Language Therapy Assistant (SALTA) to work with children identified as having additional language needs. The centre has good links with local health visitors, Portage workers, the South Reading Children's Centres (Surestart and Blagdon), the Children's Action Team (CAT), and the Local Authority's Equality Services team. More information can be found on all of these services on Reading Borough Council's Local Offer Website. Details of this can be found at the end of the policy.

Transition

With parental permission, the children's SEND records from the centre are transferred to their next setting. Parents and carers have the opportunity to participate in the final transfer record from the centre. Visits to the child's next setting are arranged by the centre Transition Coordinator. The extent of these visits are based on the individual needs of the child. Staff from the next settings are invited to visit the nursery school to see the children in their familiar environment, prior to going to school.

Monitoring of the policy

Named representative/s of the Governing Body are responsible for monitoring the SEND provision across the centre. The Governing Body receive updates regarding SEND in the form of termly reports from the SENCOs.

Training is provided for Governors as required.

Complaints

If any parents or members of staff have a complaint about the provision for children with SEND they should report it to the Head Teacher/Day Nursery Manager in the first instance. Should the complaint involve the Head Teacher then it should be referred to the Governor responsible for SEND.

Compliance

This policy complies with the 2014 Special Educational Needs and Disabilities Code of Practice. Links to related policies and documents can be found on the Centre website

- Equalities Objectives
- Children's Centre Accessibility Plan
- Information Report
- Blagdon Nursery School and Willows Day Nursery Local Offer

SENCOs:

Blagdon Nursery School: Mrs Claire Carroll

Willows Day Nursery: Miss Jenna Price

Governors:

Chair of Governors: Mrs Emma Jackson

Governing body SEND representative: Mrs Sara Sidorowicz

Local Offer website:

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

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Date Reviewed: **June 2015**

Date of next review: **June 2017**