

# HILLFIELDS



## Nursery School

Enquiring / Exploring / Learning

# SEND Policy

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**Approved by:** Melanie Harvey (Chair of Governors) June 2020

**Next review due by:** June 2021

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### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

In order to promote inclusivity, the school will aim to ensure that every child:

- Has access to a broad, balanced and relevant accessible curriculum.
- Where Special Educational Needs and/or disability (SEND) are known, have their needs met.
- Staff working with parents in partnership to identify learning needs and to respond quickly to any difficulties.
- Has a clear process of observation, assessment, intervention and review for all children, so that identification of needs is efficient and intervention has effective impact.

Many children will face barriers to learning at some point in their school career and at Hillfields Nursery School we recognise this and whilst this policy describes provision for all groups of children, all interventions are based on individual pupil's needs.

In line with the Early Years Foundation Stage Curriculum the school offers a safe and supportive learning environment where all children are encouraged and supported towards progress and development, at a level appropriate for each individual child so that they can fulfil their potential.

## 2. Legislation and guidance

This policy and information report 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 pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil 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 or training 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 SENCO**

The SENCO is Karen Bennett. Contact: 024 76228174. Email kbennett@hillfields.coventry.sch.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care plans (EHC plans).
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date

### **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 within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

### **4.4 SEND responsibility Nursery Officers**

Each SEND responsibility Nursery Officer is responsible for:

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for**

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## 5.2 Identifying pupils with SEND and assessing their needs

At Hillfields Nursery School all children are assessed as part of their daily access to the Early Years Foundation Stage. All children develop differently, and the curriculum is differentiated to meet the needs of most children. Additional assessments such as WellComm, a universal communication assessment tool, is completed during the child's first half term in nursery. Consent is sought from parents for a pre-assessment review by our commissioned Speech and Language therapist. The SENCO will regularly attend meetings with Nursery Officers/Keyworkers to establish any concerns they have with a child's ability to access the differentiated curriculum and environment offered, concern about a child's ability to utilise their skills or concerns with a child's progress.

If a senior nursery officer, keyworker or parent has concerns about a child, these concerns will be discussed in the first instance with the SENCO, who will offer advice and support, and may suggest that either further evidence of monitoring is needed over a period of time or that the child should be placed on the SEND Register and therefore receive SEND Support.

Keyworkers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly lower 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded on the SEND register.

Hillfields Nursery School have adopted a '3 Wave' approach to identifying SEND support.

### **Wave 1 – Universal Provision/ Watch**

All children have an entitlement to 'Quality First Teaching' at Wave 1 and teachers and Teaching assistants are responsible for ensuring this happens. Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Before any additional provision is considered, staff will consider what is already available to all children through differentiated work and an inclusive learning environment. Where progress is not adequate despite this being in place, it will be necessary to take some 'additional to' or 'different from' action to enable the child to learn more effectively.

## **Wave 2 – SEND Concerns**

The triggers for intervention through SEND Support could be the teacher's or others' concerns, underpinned by evidence about a child who, despite receiving 'Quality First Teaching', including differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.

If there are still concerns after a period of monitoring a decision will be made, in conjunction with the SENCO about whether the child needs to go on to the SEND register at the level of SEND Support. The class teacher or Group Leader must then inform the parents about the child's needs, offering them a meeting if required.

A decision may be reached at that meeting to begin SEND Support, in which case the child's name must be entered on the SEND Register and the teacher must write a My Support Plan or Targeted Support Plan detailing extra interventions and support. Children accessing portage and school SALT would also be included in wave 2.

This support should be fed back to parents at consultation meetings.

## **Wave 3- Outside agencies**

It is likely that a child will progress to SEND Support at Wave 3 after it becomes clear that, despite appropriate interventions at Wave 2, the child is failing to access the curriculum at an appropriate level. It may be that the child;

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour support.
- Has sensory or physical need, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Interventions put in place at Wave 2 have had little or no impact on learning or progress.

At SEND Support Wave 3 external support services, both those provided by the Local Authority and by outside agencies, will usually see the child, in school if that is appropriate and practical, so that they can advise teachers on targets and accompanying strategies.

### **Progression to Education, Health and Care Plans (EHC plan):**

A request for an EHC plan can be made by parents, school, health or social care. If Hillfields Nursery School considers this necessary they will consult with and other professionals and parents consider that help is needed from outside the school's resources the SENCO completes an Early Years Statutory Education, Health and Care Needs Assessment (EHCNA) which will be submitted to the Local Authority Panel. The panel will decide whether to proceed with Statutory Assessment. If the Panel agrees to proceed with Statutory Assessment the local authority, in consideration with similar documents from other involved professionals, an EHC Plan is issued. The teaching staff, in conjunction with the SENCO are then responsible for ensuring the objectives set out in the EHC Plan are met.

### **5.3 Consulting and involving children and parents**

We will have an early discussion with their parents when identifying whether they 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' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's record on CPOMS (The SEND and Safeguarding Reporting System used by the school). We will invite parents into the nursery school for a discussion/meeting when it is decided that a pupil will receive SEND support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SEND responsibility Nursery Officer will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The keyworkers assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other keyworkers assessments and interventions
- The individual's development in comparison to their peers and expected data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant
- Termly parent consultations

## **My Support Plans**

All children on the SEND register at SEND Support Wave 3 must have a My Support Plan or Portage plan. These must be reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. The reviews are organised by the SENCO or SEND responsibility nursery officers.

If a child is making good progress the review can be used to consider removing a child from the SEND register.

If targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next level of support, for example from Wave 3 to a request for EHCP. There must be clear evidence of when the My Support Plan has been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to a request for an EHCP.

## **Annual Reviews of EHC Plans**

If a child has an EHC Plan they must be called to an annual review. The Annual Review will be chaired by the SENCO. Reports will be submitted by the teaching staff, Nursery Officer, keyworker and anyone else working with the child, for example a Speech Therapist. If there are concerns about a child's progress or behaviour, then school or parents can call additional reviews to be held at any time during the year and more than one can be held in the course of a year.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. 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.

Every term over 2 weeks, SEND reviews will be planned and a review meeting with the SENCO and SEND responsibility Nursery Officer will take place to assess, plan, do review all children on the SEND register.

All teachers and keyworkers who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

## **5.5 Transitions**

Wherever possible the SENCO will liaise with other settings to enable smooth transition for all children. The SENCO will work closely with Hillfields Nursery School staff where children entering the nursery are already known. Home visits will be completed for all children prior to starting nursery. The settling period will be tailored for individuals according to their needs.

As children on the SEND register progress to primary school the SENCO will liaise with the receiving schools. This will include inviting the SENCO and/or class teacher from the primary schools to transition meetings with parents and nursery staff to share My Support Plans and Targeted Support Plans.

If children have 1:1 enhanced support will we endeavour to liaise with schools prior to the summer term to arrange a timetable of visits so that their support worker can bring the child to their new school so ensuring a smooth transition. Transition booklets for home with photos of key faces and areas to help familiarize the child with the new setting will also be developed.

We will share information with the school or other setting the child is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transfer profiles or CPOMS information will be sent to receiving schools in line with LA policy. If a receiving school does not use CPOMS a downloaded file of the information will be transferred.

## **5.6 Our approach to teaching pupils with SEN**

Children with SEND, and their families, have a right to be supported by high quality, skilled professionals. Hillfields Nursery School will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in SEND.

Teachers and keyworkers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Sensory room time
- Intensive interactions
- Developmental movement play
- Theraplay
- Speech and language interventions
- Targeted interventions as advised by outside agencies

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it
- Adapting our resources and staffing
- Using recommended aids, such as visual timetables, larger font, etc.
- Differentiating our teaching

In line with the requirements of the disability sections of the Equality Act 2010, the Nursery School will seek to put in place any facilities or adaptation's necessary as soon as funding is available.

- Supporting those who need help with communication, language and literacy skills by using:
  - Alternative and augmentative communication eg. Signs and symbols through Communication in Print in visual timetables, choice boards and cues for instructions and demonstrating Makaton signs.
  - Using visual and written materials in different formats eg. Large print, recorded materials, ICT.
  - Using materials and resources that children can access through sight, touch, sound and smell.
- Supporting those who have particular difficulties with social and emotional skills by:
  - Encouraging and promoting positive behaviour through adult directed activities with now and next, consistent approach to rules and boundaries, routine and familiar staff and support with turn taking.
  - Supporting families in accessing support outside school resources if appropriate
  - Make assessments, record progress and development in line with EYFS curriculum alongside any individual intervention plan. If the child is on the SEND register, use the SEND Code of Practice in consultation with parents.
- Supporting those with sensory/ physical difficulties by:
  - Completing an individual environmental audit to ensure awareness of needs
  - Making adaptations to existing provisions as necessary as soon as funding is available
  - To acquire specialist equipment as appropriate as soon as funding is available e.g. specialist seating

If there are staff designated to work with children with SEND. They work with specific children on a one to one basis, ensuring interventions are completed, monitoring the effectiveness of interventions and adding relevant information to Targeted Support Plans and My Support Plans. These staff are managed and supported by the SENCO. This staffing is however subject to funding constraints and cannot be guaranteed to be available.

It is hoped that for children with a high level of need, adaptations would be discussed before placement began. In exceptional circumstances a child's start date may be delayed until the appropriate training, risk assessments, plans and equipment are in place. The only reason delay would occur is if there is a risk to health and safety; The health and safety of the child and staff are paramount.

### **5.8 Additional support for learning**

We have several teaching assistants who are trained to deliver interventions. Teaching assistants will support children on a 1:1 basis when Special Educational Need and Inclusion Fund (SENIF) funding has been obtained or if the need is identified and requires 1:1 enhanced support.

The Nursery School has long standing links with many support agencies to provide support for children with SEND. Hillfields Nursery School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENCO and head teacher are the designated persons responsible for liaising with the following:

- Education Psychology Service
- Speech and Language Therapy
- Pre-School Early Years SEND Team
- Complex Communication Team
- Primary Integrated Mental Health Team
- Looked After Children Team (where appropriate)
- SEND Information, Advice and Support Services. (IASS)
- Occupational Health and Physiotherapy services.
- Sensory Support Services
- Health Visiting Service

Representatives from other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

No outside agency is consulted without the prior written parental consent.

## **5.9 Expertise and training of staff**

Our SENCO has one year's experience in this role and is also the assistant headteacher.

They are allocated ½ a day a week to manage SEND provision.

We have a team of teaching assistants, including three SEND responsibility Nursery Officer (two full time positions) who are trained to deliver SEND provision. SEND responsibility Nursery Officers also have 1 1/2 hours a week to support the SENCo, update interventions and liaise with appropriate professionals.

The nursery school's professional development programme is a comprehensive and appropriate staff development programme, which addresses the skills and knowledge staff will need to fully support and teach all learners who attend the school. It is available not only to teaching staff but also to support staff and all those involved in working with children with SEND.

Training needs will be identified in three ways:

- through the School's self-evaluation framework
- through individual CPD requests
- through meeting the needs of individual children. This may include meeting health and care needs, requiring the training by Health staff in, for example, managing a gastrostomy feed, suctioning or by an IDS MH trainer in manual handling.

## **5.10 Securing equipment and facilities**

If a family receive Disability Living Allowance, and the child is 3 years old the Nursery School will receive a yearly payment of Disability Access Funding (DAF), £615, to meet the specific needs of the child in school.

Special Educational Needs Inclusion Fund (SENIF) can be applied for if the SENCo believes that a child requires more specific, personalised support.

Equipment for example to aid standing, walking would be provided by the relevant therapist.

## 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 after 6 weeks
- Monitoring by the SENCO, taking account of the school's development plan, SEND policy, LA's SEND policy and the finance delegated under SEND arrangements
- Holding 3 monthly reviews of Targeted Support Plans and My Support Plans with SEND responsibility Nursery Officers and parents
- Holding annual reviews for children with EHC plans
- Continuation and monitoring forms completed for SENIF funding
- Reviewing the effective use of resources
- Reviewing the performance of LA support services as experienced by children and staff

The SEND policy is monitored and evaluated by the designated member of the governing body. The designated member of the governing body is Ronnie Wake. The designated member of the governing body visits the School twice a year to discuss the arrangements for SEND children with the SENCO. The learning environment and the curriculum are also discussed for evidence of inclusion and meeting the needs of children on the SEND register through the visits. This is then reported back at the next governors meeting.

The SEND governor along with the Health & Safety governor will be supporting the Headteacher with any necessary planning for ensuring that the nursery school is accessible to all and meets the requirements of the Equality Act 2010.

All teachers have day-to-day responsibilities with regard to children with special educational needs, and the care of such children is seen as a whole school responsibility. The SENCO is responsible for the co-ordination of provision and is responsible to the Headteacher in the first instance. Learning support provision is planned, monitored and evaluated by the SENCO working with the staff team. Other professionals including inclusion team staff and External Agencies may become involved when practical and/or necessary.

Hillfields Nursery School will conduct regular internal reviews of SEND provision to complement the on-going monitoring and evaluation of provision and outcomes.

The SENCO will report regularly to the Headteacher and the Governing Body.

Parents/carers also have a role to play though their contribution to reviews of their young people's learning, working with the school in relation to targets within their child's individual plans.

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All children are encouraged to take part in sports day, nursery school singing concerts, special celebration days and visits that enhance the curriculum.

No child is ever excluded from taking part in these activities because of their SEN or disability.

All children are actively encouraged to access the continuous provision together under close supervision of staff and teachers.

All equipment, activities and resources are risk assessed to minimize risk, according to need.

Staff ratios are continually monitored.

*The school accessibility plan can be found on the school website*

<http://hillfieldscoventry.co.uk/useful-information/policies/>

## **5.13 Support for improving emotional and social development**

- Keyworker group time builds strong bonds with both peers and key staff.
- Our policies encompass strategies to deal with behaviour issues and bullying.
- Our curriculum concentrates heavily on maintaining well-being and high self-esteem in our children.
- Direct teaching and modelling take place where required, for example to provide experience of turn taking, sharing and listening to develop social skills.
- A high emphasis on praise to reinforce positive behaviours and support independence.
- We have a zero tolerance approach to bullying.

## **5.14 Working with other agencies**

- Staff have yearly level 1 refresher training on safeguarding and procedures.
- We have effective relationships with support agencies and work closely with family support workers from Harmony Hub
- Our Early Help and Learning Mentor is trained in Early Support and can support families according to their needs.

## **5.15 Complaints about SEND provision**

Initial concerns should be made with the staff involved with the child. If this does not resolve the concern the person will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.16 Contact details of support services for parents of pupils with SEND

<https://www.coventry.gov.uk/iass>

## 5.17 Contact details for raising concerns

School Office [admin@hillfields.coventry.sch.uk](mailto:admin@hillfields.coventry.sch.uk)

Fiona Brinson (HeadTeacher) [headteacher@hillfields.coventry.sch.uk](mailto:headteacher@hillfields.coventry.sch.uk)

Karen Bennett (Assistant HeadTeacher and SENCo) [kbennett@hillfields.coventry.sch.uk](mailto:kbennett@hillfields.coventry.sch.uk)

## 5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.coventry.gov.uk/send>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Child Protection and Safeguarding Policy
- Safeguarding Children statement
- Behaviour
- Complaints

These can be accessed on the school website

<http://hillfieldscoventry.co.uk/useful-information/policies/>