



Special Educational Needs to new Code of Practice

Agreed by governors October 2022

To be reviewed October 2023

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *SEND Code of Practice 0 – 25 (July 2014)*

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the state.

The SEND Code of Practice (p.4-5) states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority. This may include sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

This policy accepts the definition of SEND as set out in the Revised Code of Practice It should be read in conjunction with the school's local offer and access plan.

1. Aims and Objectives

- 1.1 We ensure that our provision is as inclusive as possible: The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs.
- 1.2 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs. Children with SEND may have special needs or disabilities that make it harder for them to learn than children of the same age.
- 1.3 We ensure that children and their parents participate as fully as possible in decisions; and are provided with the information and support necessary to enable participation in those decisions. (Children and Families Act 2014)
- 1.4 Head teacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.5 The staff will guarantee that children with special education needs have full access to the curriculum through differentiated and personalized planning for all children, by class teachers supported by the SENCO, Early Years Practitioners and support staff

2.0 Responsible Persons

The 'responsible person' for SEND Mrs Helen Adams, Headteacher assisted by Catherine Stephens.

- 2.1 The person co-ordinating the day to day provision of education for pupils with special educational needs is Miss Catherine Stephens(ref Code 5.3.2 Primary)

3.0 Admission and Inclusion

- 3.1 All staff in the school teachers in the school are teachers of children with Special Educational Needs. As such, Truro Nursery School adopts a 'whole school approach' to special educational needs, which involves all the staff adhering to a model of good practice. Staff members of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes all children with special educational needs

3.3

Specialist Provision

The school has accessible rooms and a disabled toilet with specialist changing table. The school has a sensory room.

4.0 Access to the Curriculum

- 4.1 The EYFS will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. The school will make full use of classroom and school resources before drawing on external support.

- 4.2 The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties

5.0 Providing the SEND support graduated response

The school offers a differentiated curriculum and follows the graduated response. When a pupil fails to make progress and shows signs of difficulty in some of the following areas : acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will identify the child for SEND support. This will be support that is additional to and different from the differentiated curriculum and will be provided through an Individual Education Plan (IEP) in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Use of specialist equipment
- Alternative teaching strategies

Parents will be informed and pupils will be involved in decisions taken at this stage.

This stage follows guidance stipulated in the Code of practice (July 2014): **Plan , Do , Review**

Plan: appropriate support and interventions to help the child achieve agreed targets

Do: The class teacher with support from the SENCO should work with the child.

Review: The class teacher and Senco together with parents review the child's progress and the impact of interventions. If a pupil does not make progress despite the school taking the action outlined on the provision map, advice will be sought from the appropriate support services. Interventions will be amended accordingly. Multi-agency working practice will be assured with full parental involvement throughout this stage.

6.0 Identification and Assessment – a graduated response

- 6.1 If progress is still not achieved despite “SEN Support”, the child may be assessed for an Education/ Health and Care plan. This will be agreed at a Team around the Child meeting together with parents and all professionals involved in supporting the child.
- 6.2 Identification of children with special educational needs will be undertaken by all staff through the SENDCo and the appropriate records and LEA forms will be maintained. The class teacher will develop records through a process of continuous assessment. The Early Years Foundation stage Curriculum will be used to measure expected areas of achievement and progress. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. The Senco will then refer to specialists for example SALT for further assessment once parental consent has been given.
- 6.3 As outlined in the SEND Code Of Practice 2014 (6.28-6.35) Truro Nursery School may identify needs according to 4 main categories of need:

- communication & interaction,
- cognition & learning,
- social, emotional & mental health difficulties and
- sensory &/or physical needs.

These four broad areas give an overview of the range of needs that should be planned for.

The purpose of identification is to work out what action Truro Nursery School needs to take, not to fit a pupil into a category. At Truro Nursery School, we identify the needs of pupils, by considering the needs of the whole child. At all times parents and children are involved in making decisions.

6.4 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice.

6.5 IEP reviews will be held termly and will involve children and parents as far as is possible. Teachers will outline provision that is in place for the individuals in their class on a Provision Map.

6.6 The progress of children with special educational needs will be tracked using this as well as the schools whole school tracking, to ensure they are making appropriate progress. Additionally, the progress of children with an EHCP will be reviewed annually, as required by legislation. (Six monthly for children in Early Years).

6.7 Detailed records will be kept of the pupils receiving extra teaching support. These will include:

6.8 IEP reviews, intervention records, detailed records of work and the results of standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

7 Resources

7.1 The school manages it's funding on a needs-specific basis. This may take the form of a dedicated adult to support particular needs, specialist resources and CPD for staff. The SENDCo ensures that identified needs are met and that money is appropriately spent.

7.2 Staff at the nursery are trained in a variety of areas to help met the different needs of the children. We work in close partnership with many other agencies and professionals including the Child Development Centre, Educational psychologists, Speech and language therapists and Occupational Therapists. We adapt our teaching or environment in response to any suggestions or recommendations made by other professionals to best meet the needs of the children with SEND. The CPD of all staff is monitored regularly and training is arranged if necessary to support the development of the children with SEND.

8.0 Liaison

Parents will always be informed when we have concerns and prior to an external agency becoming involved with their child. (See also 11)

8.1 Regular liaison is maintained with the following external agencies:

- Area SENDCo
- Assessment and Education Provision team
- Autistic Spectrum Team
- Behaviour Support Service (BSS)
- Child Adolescent Mental Health Service

- Children in Care Education Service (CiCESS)
- Education Welfare Service
- Educational Psychology Service
- Health Service
- Portage
- SEND Support Services
- Social Work
- Supporting Families
- The Hearing Support Service
- The Vision Support Service
- Speech and language therapists (SALT)
- Occupation Therapists (OT)
- Physiotherapists

This detail is listed in the school's Local Offer which is published on the school's website.

8.3 The named governor with responsibility for Special Educational Needs is Mrs Rebecca Holmes.

9.0 Transition to and from Truro Nursery School

- Home visits are arranged for all children before they start at Truro Nursery School.
- All children and their parents are invited to a taster session before they start at the nursery.
- Children joining the nursery are given a transition booklet which uses photos to explain what happens at the nursery and helps the child to feel safe and secure before they start.
- If we know a child has SEND or have concerns following the first home visit, we may arrange a visit to the child in their previous setting. The SENDCo or class teacher may attend the child's final TAC or review meeting before the child starts at the nursery. This process is individualised for each child and decided with the parent/carer and aims to ensure families feel confident and secure about their child joining the nursery.
- We offer an individualised settling in programme for all children and if some children need longer to settle in than we are happy to accommodate their needs.
- When children move to a new setting, we plan a transition programme which is individual for each child. New teachers are encouraged to visit the children whilst they are with us and we highlight any children with SEND
- A unique communication passport is written for each child with SEND which aims to outline how the child communicates and how adults can help the child to communicate
- The SENDCo and/or teacher of the next setting is invited to any final TAC or EHC review meetings. Targets will be reviewed and consideration will be given to enabling the child to make an effective transition to their new setting.
- A transition programme and a transition meeting may also be decided upon at this meeting. This may include more visits to the new setting, a longer settling in period for the child, photos and information for the parents/carers, or staff from the nursery to go with the child to one of their taster sessions at their new setting. The transition to the next setting is carefully planned with the child's parent or carer and is tailored to meet the individual needs of the child.

10.0 Arrangements for the Treatment of Complaints:

The procedure for managing complaints is detailed in the school's complaints policy and procedure.

11.0 Staff Development

In-service training needs related to special educational needs will be identified by the head teacher in consultation with the staff and will be incorporated into the staff development plan.

12.0 Working with Parents

11.1 The school will actively seek the involvement of parents in the education of their children's we recognise that parents are their child's first educators. Parents and carers are actively involved in all parts of the process through identification to any external referrals. We will consult parents/carers about all decisions that are made regarding the provision for their child. Parents contribute to the setting of targets for their children on their IEPs and their long term aims for their children are considered when setting these targets. Parents and carers of children with SEND are given a longer slot at the time to talk meetings as well as having regular informal meetings with teachers and key workers. Regular communication is maintained for families with children with SEND.

11.2 Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

11.3 As mentioned in '8' above, parents will be fully consulted before the involvement of CSA support agencies with their children, and will be invited to attend any formal review meetings at all stages

13.0 Pupil Participation

The school will work to ensure that pupils are fully aware (age appropriate) of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve pupils in decisions which are taken regarding their education.

The personal, social and emotional development of all children is at the core of our practice. Personal, Social and Emotional development provides the foundation for all other learning – children who have high self –esteem, are confident and can form positive relationships are able to take full advantage of all areas of learning. The wellbeing of all children is promoted through the teaching and learning of the school. Teaching staff have received training on the Leuven scales of wellbeing and engagement. Children are observed and monitored to assess their levels of wellbeing and engagement and these observations feed into the practice, environment and differentiation of the nursery. The views and voice of all children are promoted throughout the nursery especially in our learning journeys in which we write exactly what the children tell us. Similarly, we record and review the interests of any children with SEND on their IEPs. Close partnership with parents and carers is promoted at all times and parents are welcomed into the school during open sessions, weekly singing sessions and time to talk meetings. The nursery operates an open door policy and encourages regular dialogue and participation from all parents.

14.0 Evaluating Success

14.1 This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' IEP progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate

- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEND Code of Practice 20

Complaints

Any complaints with regards to special educational needs should be made in the first instance to the school SENCo (Ms Catherine Stephens) who can be contacted at the school:
secretary@truronurseryschool.org.uk
01872274693