

# Netherton Park Nursery School



Netherton Park  
Nursery School

## Special Educational Needs and Disability (SEND) Policy

Date: September 2024	Review date: September 2026
Approved at:	Approved by:
Chair of Governor signature:	

## Special Educational Needs Team

Our Special Educational Needs and Disability Co-ordinator (SENDCo) is: **Verony Elmer**

Our Deputy Special Educational Needs and Disability Co-ordinator (SENDCo) is: **Aimie Pearson**

Our Special Educational Needs and Disability Assistants are **Kerry Chesworth and Katie Russell**

They can be contacted on:

**Phone:** 01384 818255

**Email:** velmer@neth-nur.dudley.sch.uk

kchesworth@neth-nur.dudley.sch.uk

krussell@neth-nur.dudley.sch.uk

apearson@neth-nur.dudley.sch.uk

Governor with responsibility for SEND: **Sue Cooper**

### Policies/plans in conjunction with SEND Policy

Accessibility Plan

Intimate Care Policy

Equality Policy

Behaviour Policy

Attendance Policy

*“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”*

**(Special Educational Needs and Disabilities Code of Practice January 2015)**

At Netherton Park Nursery School we believe that each child has something unique to bring to the setting. All children are valued and we strive for them to have a sense of belonging within an inclusive setting. Dedicated, committed and knowledgeable staff offer all children opportunities and experiences within a warm, secure rich learning environment where all children can achieve.

We believe the key to effectively supporting children with SEND is relationships. Building positive relationships with all children, getting to know them and having realistic and achievable expectations is fundamental for all children to feel empowered as individuals and support them in their journey with us. We strive to ensure all children have a sense of belonging within our setting and feel included. We believe having a high quality curriculum, which has children’s emotional well-being embedded throughout is vital as this is the foundation on which meaningful learning truly happens.

Staff take the time to get to know the children individually, their character, likes and dislikes and what motivates them to engage and learn. This is the first step to supporting children’s holistic development. We always start from what children know and celebrate each step of progress, no matter how small, as the smallest step for one child is a huge step for another. Each individual child is supported and empowered to meet their full potential.

SEND is the responsibility of all and we fully promote the whole school approach. All staff are involved in all processes and this holistic approach is fundamental in supporting every child and their family. We observe and assess children continually; this enables us to fully understand how each child learns, what interests them and to get to know them as unique individuals. This also enables us to identify children who may need additional support within our provision and move them on to the next step in their learning. This is always done within an inclusive environment and at the pace of the child. High quality teaching and learning is the key to this.

We are confident in developing and implementing interventions which help to support the child and narrow the gap with their peers. We have good relationships and effective communication with outside agencies who are able to offer advice and strategies to best support the child and the family. We work in partnership with parents/ carers to develop positive steps to best support their child.

## Our Context

We are a mainstream nursery school with 52 part time places for funded 3 and 4 year olds. We also have Sycamore Room (Inclusion Hub) which supports 10 pre-school aged children with complex communication difficulties from the township of Dudley Central. (See appendix for more information on Sycamore Room). We have provision for funded Two year olds for up to 40 part time places.

Within our nursery school we have many children with a wide range of special educational needs and disabilities:

- Communication and interaction needs; this includes children who have speech, language and communication difficulties, including those who are on the autistic spectrum.
- Cognition and learning needs; this includes: children who have learning difficulties/disabilities and specific learning difficulties like dyspraxia.
- Social, emotional and mental health needs.
- Sensory and/or physical needs; this includes: children who have a visual or hearing impairment, a physical disability that affects their learning, or sensory difficulties that may impact upon their learning and well-being. (see also Accessibility Policy September 2024).

## Our Aims

We promote inclusivity by ensuring that every child:

- Is valued and supported for who they are, their individual interests, learning and development needs.
- Has access to a broad and balanced curriculum, encompassing a wide range of high quality learning opportunities to engage them, broaden their experiences and develop their knowledge and skills.
- Has positive, interested, committed, dedicated and highly skilled adults who take time to build positive relationships with them and adapt and differentiate their teaching.
- Has a voice and is listened to, that ways are found for their voice to be heard and their views, needs, wants and wishes understood.
- All children are welcomed into a social group offering them a sense of self-worth and belonging.

*“Inclusion is a feeling, a sense of belonging, not a place.”*

*(Unknown)*

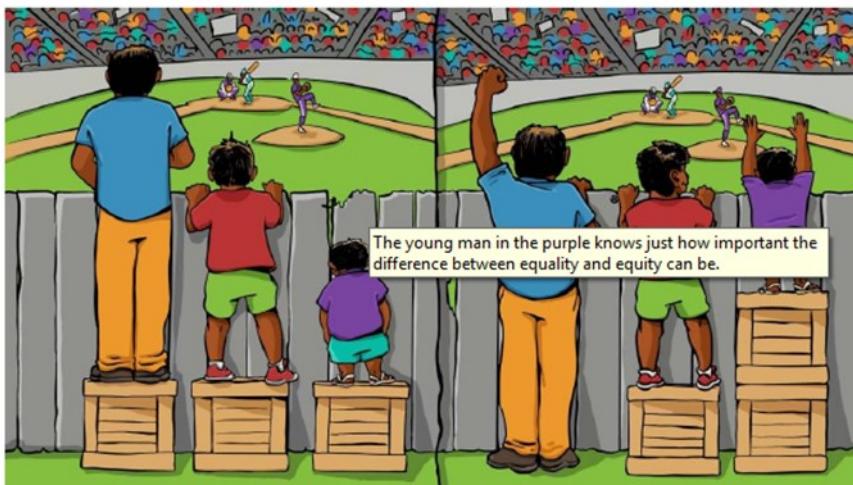
## Inclusion

'Inclusion' is often used to describe the right of parents and children to access mainstream provision alongside their peers, where parents want it and children's needs can be met. The focus is on the **setting's ability to adapt** to the needs of the child, make reasonable adjustments and altering where necessary the way it works. Every child who learns in the setting should feel valued. It is not about treating everybody the same; instead, it's about meeting individual needs, which may mean being prepared to be different (**equity**).

The SEND Code of Practice (January 2015) outlines the legal requirements for all Early Years providers to meet the needs of children with SEND.

5.1 *All children are entitled to an education that enables them to: achieve the best possible educational and **other outcomes**, and become **confident** young children with a growing ability to **communicate** their own views and ready to make the transition into compulsory education.*

## Equality and Equity



Angus Maguire (Interaction Institute for Social Change)

'**Equality**', at its heart, means fairness—giving all children the same opportunity/experience, or putting in resources, or removing barriers to ensure they can access those opportunities and experiences; '**equity**' involves distributing resources based on the needs of the child.

## **Adapting the Curriculum**

We follow the Early Years Foundation Stage curriculum which supports that each child is unique and develops at their own pace. To efficiently support any child who may have additional needs we ensure the provision is accessible by all, adapt the way in which we facilitate the play opportunities taking place, and if appropriate, plan short group/individual sessions to support certain aspects of their learning and development. We are using Wellcomm screening to advise our planning to ensure that the children are meeting age appropriate speaking and understanding and where needed adding in additional activities to enhance their skills in this area.

We have trained, experienced staff who are able to screen children for speech and language delay, and in collaboration with speech and language therapists, plan targeted early intervention groups. We work closely with outside agencies, such as speech and language therapists, occupational therapists, physiotherapists, educational psychologists, health visitors and the Children's Assessment Service to implement the advice suggested.

The way we adapt this for children with SEND is set out in the Nursery School Equality Policy .

## **A Graduated Response**

If a child has a disability, and they are identified as having special educational needs, this will be shared with parents; the child's key person and SENDCo/SEND lead will implement interventions and support will be put in place according to the needs of the child, to develop specific skills.

This will be recorded on either a SEN Support Plan or Behaviour Plan which will outline desired outcomes, and strategies/resources needed to achieve these; this will be agreed, shared and reviewed regularly with parents.

The SEN Support Plan will target specific areas alongside offering a high quality curriculum with quality teaching and learning within an inclusive setting.

Observations and discussions will be made by staff and sometimes other professionals (eg. speech and language therapists), and ongoing discussions held with parents/carers, to look at how effective the support being offered is and whether further support/strategies are needed.

## **Assessment**

Formal assessment of children with SEND is tailored to their individual needs to ensure that steps of progress are recorded. Notes are regularly made, as are observations tracking children's interactions and communication and next steps. All children who join the nursery school have observations placed onto an online portal called 'Tapestry' where parents can look at observations and updates.

## Involving Specialists

If appropriate, a referral to Integrated Early Years Service (IEYS) will be completed and meetings arranged with everyone involved, to fully support the child and family. We work closely with children with SEND and their parents/carers to agree outcomes and how we will all work towards these, and then to review progress. We do this by having regular conversations between the child's key person and parents/carers, and termly parent consultations and other meetings if needed.

We recognise the importance of having the opportunity to discuss how children are progressing; therefore should parents/carers ever need to discuss anything staff are always available.

Following observation and language screening we may refer children to the paediatric speech and language therapy service. This is to ensure children are assessed and targets set to address their communication needs and develop skills. Many of the targets and programmes set by therapists are implemented by staff in our nursery school. Regular reviews will either take place in school or at a local clinic. Following this, new targets are set.

All staff have been trained to use the 'Commenting Approach' when playing and working with children, which supports language development and staff have additional training for this throughout the year.

## Parent/Carers' Involvement

*“Parents have a statutory right to contribute to the decision making process about their child's education including in relation to assessments of SEND, provision of SEND, and the way that support is provided for SEND”. (SEND CoP, 2015)*

We focus on building good relationships with parents and carers, beginning with first visits to our nursery school and home visits. We work hard to build trusting relationships with families where communication is effective, enabling honest conversations to take place.

If staff have a concern that a child may have a special educational need, or needs some extra support to aid their development, they will meet with parents/carers to discuss this and share the support that is being put in place. Our aim is to get an insight into any concerns parents/carers might also be having about their child, and to gain a holistic overview of the child at home and at school.

The SENDCo will sometimes be part of the initial conversation; however, more often than not it will be between the child's key person and parent/carer. Should parents/carers want to meet with the SENDCo /SEND lead at any time, they are more than welcome to arrange a suitable timeslot.

We run regular SEND parent cafes throughout the year, these are called Evergreen Cafe. A reminder to attend will be sent on tapestry about café if your child is on the SEND pathway. This will give parents the opportunity and space to meet up, chat, share experiences, and offer each other support and advice. Previous parents have found these sessions invaluable. This will also run alongside our range of regular stay and play sessions, review meetings and story sharing sessions tailored to suit needs of children with SEND.

## SENDIASS

Support for parents/carers of children with additional needs is available through the Dudley SENDIASS service. They provide free, accurate, impartial, confidential, information, advice and support relating to special educational needs (SEND), disability and related health and social care issues, including:

- Education law on SEND and related law on disability, health and social care.
- Support to understand and interpret information relating to Special Educational Needs and Disability (SEND).
- Initial concerns related to potential SEN or disabilities.
- Advice on the special educational needs and disabilities provision available in education settings for children and young people who do not have an Education Health Care Plan in place.
- Support to request an Education Health Care Plan (EHC Plan) and help to understand the process.
- Personalisation of, and managing a Personal Budget.
- Support relating to disagreement resolution.
- Support relating to managing mediation.
- Help in understanding the SEND Tribunal appeal process.
- Complaints relating to SEND including those relating to health and social care.
- Exclusions relating to SEND.
- Local policy and practice.
- The Local Offer—<https://dudleyci.co.uk/send-local-offer>
- Parent/carer support groups, local SEN youth forums, local disability groups and training events.
- Signposting to additional support services both locally and nationally where needed, including those provided by the voluntary sector.
- Access to regular free information workshops/events on matters relating to SEN and disability.
- A range of information leaflets, available in a range of community languages and different formats on request.

<http://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/>

We always discuss the involvement of specialist SEND services with parents/carers first.

We also work with other services and organisations that are involved with a family, with the family's permission.

### What Expertise Can We Offer?

Our SENDCo, Deputy SENDCo, SEND leads and staff team have a sound knowledge and understanding of child development and the Early Years Foundation Stage curriculum and expectations. They have had extensive training in, and experience of Special Educational Needs and Disability, and have a wide raft of knowledge and expertise.

## **Communication And Consistency**

The needs of individual children, and strategies to be used, are discussed during Professional Development Meetings; this ensures that effective support is being given to the child consistently by all staff. Key people regularly communicate with other staff working in the room to ensure they are aware of the strategies in place for children with SEND, and to also highlight, share and celebrate progress that has been made.

We also have access to a range of specialist support services including:

- Educational Psychology and Counselling Service
- Child and Adolescent Mental Health Service (CAMHS)
- Integrated Early Years Service (IEYS)

## **What Do We Do To Support The Wellbeing Of Children With SEND?**

We recognise that behaviour is a form of communication. Detailed information regarding this can be found in our Behaviour Policy.

Staff have had extensive training on attachment, emotional development and behaviour, to better understand children's behaviours and recognise why they might be behaving in certain ways, eg. this could be related to difficulties with communicating, interacting and making relationships, anxiety or sensory difficulties.

Building secure attachments and relationships is imperative to nurture learning and confidence. By having a key person, children can build a trusting relationship with them in order to have the confidence to explore and learn.

The key person will get to know each child very well; they will find out about their likes, dislikes, fears and interests by spending time playing and interacting with them, being interested in them and observing how they learn. They will also build a strong and trusting relationship with parents/carers in order to have a clear and informed picture about each child, their changing likes/dislikes/interests, and their stage of development.

## How Do We Know If SEND Provision Is Effective?

The progress of all children is tracked throughout the school using various assessment tools (see below). From this, next steps are identified and if children need additional support they are given a SEN support plan.

Observations of development are made daily, these observations inform assessment. Assessments are then added to the electronic tracker, which happens three times a year, giving an overall picture of progress..

Our nursery school SEND team hold half-termly meetings to discuss children's progress, as well as plan and further develop our offer for children with SEND.

## Safeguarding

All adults who work with children and young people with SEND in our nursery school are aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

Some children may be vulnerable because they:

- have additional communication needs;
- they do not understand that what is happening to them is abuse;
- need intimate care or are isolated from others;
- are dependent on adults for care.

Disabled children at greatest risk of abuse are those with behaviour or conduct disorders. Other high-risk groups include:

- children with learning difficulties/disabilities;
- children with speech and language difficulties;
- children with health-related conditions;
- Children who are deaf or hearing impaired.

Staff receive annual safeguarding training as well as regular briefing updates. Verony Elmer is the SENDCo and the Deputy Designated Safeguarding Lead across school. Alison Ward, headteacher, is the Designated Safeguarding Lead.

## **The Governing Body**

The Governing Body for our school will be fully informed about provision we offer and policy updates through full governors' meetings.

Our governor with responsibility for SEND is: **Sue Cooper**

## **Complaints**

If parents/carers have any concerns about how their child's needs are met by the school they can speak to the SENDCo or SEND Leads in the first instance. If matters are not resolved, a meeting with the Headteacher can be arranged. If matters are still unresolved they have the right to make a formal complaint and follow the Nursery Schools Complaints Procedure which can be found on our website.

**This Policy is written in conjunction with the requirements of law and good practice, including:**

- The Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disabilities Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 - 25 years 2015
- Keeping Children Safe In Education 2024

## Appendix i

### Sycamore Room

- **Places in Sycamore Room are allocated by the Local Authority IEYS team (Integrated Early Years Service).** The space must be applied for and will be taken to a panel to decide which children are most in need of this type of Early Years Intervention. Netherton Park Nursery school does **NOT** allocate these places, however by accepting a place you become part of the school.
- There is a higher adult: child ratio in Sycamore Room due to the complex needs of the children with 4 members of staff to 10 children.
- Sessions are run Monday to Friday (term time only) 8.40am-11.40am
- Children in Sycamore Room are supported to be integrated into Oak Room as and when deemed suitable. For some children this may be a daily integration, for others it may be less frequent or not at all if this is not appropriate.
- Staff will support the request for statutory assessment leading to an Education and Health Care Plan (EHCP) where this is necessary. Parents/carers will need to work closely with the staff with this as there are parental sections that will need completing. Jackie Armstrong the school's Safeguarding and Pastoral Lead can help support parents with this.