

Context This SEND and Inclusion Policy applies to all sections of the nursery, clubs & any after nursery care provision. This policy has been developed with the staff.

Legal Framework This SEND and Inclusion Policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D).

These include:

1. SEND Code of Practice: 0-25 years (January 2015)
2. The Special Educational Needs and Disability Regulations 2014
3. The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
4. The Children Act 1989
5. The Equality Act 2010
6. The Special Needs and Disability Act 2001
7. The Education Act 1996
8. Nursery policies, including the Child Protection Safeguarding Policy
9. Link to guidance on 'Changes to the law on education, health and care needs assessment and plans due to coronavirus'. 30 April 2020

Definition of SEND

The nursery considers a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they have:

- *Significantly greater difficulty in learning than the majority of children of the same age*
- *Have a disability, which prevents or hinders them from making use of facilities provided for their peer group in mainstream nurseries.*

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:

1. Communication and Interaction, autistic spectrum and language disorders
2. Cognition and Learning dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay
3. Social, Emotional and Mental Health Difficulties, ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties
4. Sensory and/or Physical Needs, hearing or vision impaired

Some children may have difficulties in more than one of these four categories. The nursery aims to:

- *Work closely with parents and children to take into account their views and aspirations and the families' experience of, and hopes for their child.*
- *Invite families to be involved at every stage of planning and reviewing of the SEND provision for their child.*
- *Ensure that children benefit from 'Quality First Teaching': teachers assess, plan and teach all children to allow them to progress their learning. The nursery implements focused interventions to target particular skills.*
- *Have high expectations for all children.*

A child doesn't have SEND because they are taught in a language different to the one used at home. The nursery may recommend that child's whose first language is not English, receive support in English as an Additional Language (refer to the EAL policy).

Objectives These objectives are in conjunction with the aims and objectives of the nursery:

- Help every child realise their potential and optimise self-esteem by providing access to a broad, inclusive and relevant curriculum, which is differentiated to meet individual needs.
- Early identification, assessment and provision for any child who may have SEND
- Maintain child records detailing individual needs, interventions and progress
- All staff involved in identifying SEND children and to take responsibility for recognising and addressing their individual needs
- Make information available to staff for their planning regarding children' SEND
- Regular INSET for staff in specific aspects of meeting the needs of children with SEND
- The whole nursery community to demonstrate a positive attitude towards SEND
- An effective parent partnership with a joint learning approach at home and at nursery
- Links with relevant nurseries, organisations and outside agencies
- Links with the nurseries' governing body, in the development and monitoring of SEND

Roles and Responsibilities

The Manager has responsibility for:

- Day-to-day management of all aspects of the nursery's work, including provision for children with SEND
- Informing the Governing body of SEND issues

The Head teacher will work closely with the SEND Team and the Governor with responsibility for SEND.

The SENDCO has responsibility for:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for SEND children and reporting on progress
- Advising on the graduated approach to providing SEND support – **Assess, Plan, Do, Review**
- Monitoring relevant SEND continuous professional development for staff
- Managing the SEND team
- Overseeing and updating the records of children with SEND
- Liaising with parents/carers of children with SEND
- Contributing to INSET
- A point of contact for external agencies
- Liaising with other nurseries, educational psychologists, health and social care professionals
- Liaising with next providers of education, inform children and their parents/carers about options and plan for a smooth transition
- Monitoring the impact of interventions provided for children with SEND
 - Lead on the development of quality SEND provision as part of the nursery improvement plan
 - Monitor and arrange Access Arrangements for children
 - Working with the Head teacher and nursery governors to ensure that the nursery meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and Access arrangements

The Teaching and Non-Teaching Staff have responsibility for:

- Reading the nursery's SEND and Inclusion Policy and understanding the procedures for identifying, assessing and provision for children with SEND
- Provide quality teaching, differentiated for individual children. This includes reviewing and developing, understanding of strategies to identify and support SEND children and their knowledge of the most common SEND needs
- Responsible for setting learning challenges and facilitating SEND provision in response to children' diverse needs to remove potential barriers to learning. This includes working with the SEND team to analyse children' needs using teacher assessment and experience of the child as well as previous progress and attainment

Nursery Admissions The nursery is committed to inclusivity, irrespective of SEND. However, children should have the ability and aptitude to access an academic curriculum. Children with SEND may be accepted provided that the appropriate resources and facilities are available. As part of the admissions process:

- Parents must disclose any known or suspected circumstances relating to their child's health, development, allergies, disabilities, and learning difficulties. The nursery reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances
- Admission is based on the taster days, screening of academic potential and paperwork that outline the child's academic and social needs. SEND children will be offered reasonable adjustments according to the regulations set out by the Joint Council for Qualifications (JCQ)

Identification

The SENDCO, or delegated member of staff will liaise with a child's previous nursery, where possible, where children have been identified as having SEND. During their first term at the nursery, children with or without SEND are monitored by teaching staff and the SEND Team to identify need and any provision. Early identification of a child's SEND is essential if progress is to be maintained or enhanced. Parents should inform staff to any concerns as children may mask difficulties.

The nursery will continue to monitor child progress in order to identify any future SEND needs.

Staff report any concerns regarding child's ability to learn to the child's Teacher and the SENDCO. The SENDCO may assess a child to help identification. Results will be shared with parents and a plan for support discussed.

Concerns expressed by parents will be acknowledged by the Teacher, Head or SENDCO. The SENDCO will decide whether an assessment is required. Results from any assessment will be shared with parents and Teachers.

Parents should always liaise with the nursery prior to having an external assessment completed; not doing so could invalidate the assessment. External assessments are taken as advisory and will be used to inform the nursery's knowledge of a child.

Children identified as SEND will be added to the Nursery's SEND Register. The SEND Register will be shared with all staff (teaching and non-teaching) so that the child's need is recognised and addressed. The SEND Register will include the following information:

Name, stage on the SEND Code of Practice (Sept 2014), need type, description and any provision.

Level 1: MONITORING/CONCERN – class teacher raises concerns by completing a record of concern. Children tracked using the nursery's assessment tracking system. Children are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised test. The child is not recorded on the SEND Register.

Level 2: IN NURSERY SUPPORT - children have an identified need, which may have been diagnosed by a specialist. Children are supported in class by their class/subject teacher through differentiation. Staff may ask for additional advice from the Learning Support Department. The Child will be recorded on the nursery SEND Register as a record of concern.

Level 3: SEND INTERVENTION - children have an identified need, which may have been diagnosed by a specialist that requires different or additional provision to that available to their peer group. They are supported by their key person as well the SENDCo They will be on the nursery SEND Register and will have a child profile document.

Level 4: Education, Health and Care Plan (EHCP) – the child has an EHCP and will be included on the SEND Register.

It is our aim that relevant SEND data is stored using Blossom in the nursery.

Support for children with an EHCP

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan. An EHC assessment would be carried out in

conjunction with the Local Authority where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met. If the nursery has a registered child with an EHCP, it will in work accordance with the targets and strategies in the plan, will convene an annual review of the plan with the parents and a LA representative, and will submit an annual account to the LA to show how any LA funding has been allocated.

Current additional EHCP support includes specialist speech, language and communication support, additional support for children with physical difficulties to access the full curriculum, emotional and social support for children where this is impacting on their learning and additional support with cognition and learning to ensure that the pace and level of learning meets the needs of the child.

Provision

All staff are teachers of SEND children and plan the curriculum to meet the learning needs of all children with quality first teaching. Teachers and support staff follow procedures for identification and assessment of SEND, following a graduated response as outlined in the Code of Practice with the four part cycle of Assess, Plan, Do, Review.

If a child continues to make less than expected progress the SENDCO may re/assess the child. The assessment results will indicate further support, which may include:

- Further differentiation in the classroom
- Access to specific resources
- Pastoral support
- Additional specialist teaching
- Referral to external specialists where appropriate

The nursery can identify SEND, provide learning support but does not diagnose unless appropriate specialists are employed by the nursery. Parents are advised to contact their GP if they think their child may have an underlying medical condition or SEND. They may also contact external agencies for an assessment with support from the nursery.

Social, Emotional & Mental Health Needs

Emotional literacy is part of child development and wellbeing. Poor behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class/form teacher will assess the child's needs, taking into account family circumstances and the child's history. If the child's behaviour is in response to trauma or to home-based experiences e.g. bereavement, parental separation the nursery may refer to outside agencies to support the family and child. If parents and nursery are concerned that the child may have mental health needs, parents should ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the nursery may make a referral through an Educational Psychologist.

In exceptional circumstances extra time of up to 25% may be awarded to a child where the assessment confirms that the child has at least two low average standardised scores (85-89) relating to speed of processing.

Any application for Access Arrangements will require supporting evidence/information. A learning difficulty in itself does not justify an Access Arrangement, and evidence has to be submitted to prove that the difficulty would unfairly impair the child's performance while being assessed.

Access to Extra Curricular Activities

The nursery ensures that every child can access all activities and trips. The nursery will make reasonable adaptations. The main concern is for the safety and wellbeing of all children. If it is considered unsafe for a child to take part in a specific activity this will be discussed with the child's parents. Children are not excluded from a trip because of SEND or medical needs.

Transition Arrangements

During the summer term teachers arrange a comprehensive transition programme, which includes visits for the children at different times of the nursery day.

Children entering the nursery from other nurseries during the year are given a tour of the nursery, experience a taster day meeting key staff, and a parents guide to the nursery is provided. Children are assigned a 'buddy' who will familiarise the prospective child with routines and the nursery site.

Where appropriate, on transition to Senior Nursery, curriculum activities are planned to prepare children for the impact of change. Children with SEND or attachment needs may require additional transition visits in small groups or individually or additional resources to support the transition e.g. photographs of key staff and places, letters from the teacher, transition items e.g. a soft toy. Additional transition arrangements may be made e.g. extra visits, travel training etc.

Partnership with Parents

The knowledge and first-hand experience parents have regarding their children contribute to their child's education. Parents are partners in the educational process. The SENDCO, other pastoral staff and class teachers are available to discuss parental concerns. Specialist assessments should be shared with the SEND team.

Initial enquiries about a child's progress should be addressed to the class/form teacher. Other enquiries can be addressed to:

Abigail Hartnett – SENDCO

Mr Nick Rees – Director of Enhanced Learning, SEND Governor of Chatsworth Schools

Professional Development

The SENDCO promotes the sharing of knowledge, expertise and good practice. The department keeps up to date through continuous professional development with recent educational developments. Staff are provided opportunities to develop their knowledge of SEND.

Complaints

The nursery provides quality first teaching and pastoral care to all children. Complaints should be directed to the Class/Form Teacher or SENDCO who will treat the complaint in accordance with the nursery's Complaints Procedure, available on the nursery's website.

Evaluation of SEND and Inclusion Policy

The SENDCO reviews information on the implementation of this policy, and any updates. The nursery identified the following success criteria to evaluate the effectiveness of the policy:

- The SENDCO has termly meetings with senior management and other staff, sharing child tracking data, SEND attainment and progress, and the SEND Action Plan
- The SEND Register and any associated documentation are updated termly
- Concerns are followed up
- Parents are informed about concerns
- Children have their progress reviewed regularly & progress is evidence over time
- Children are aware of their targets and what helps them to learn
- Staff are aware of the child's strengths and areas of difficulty
- Staff are aware of procedures
- Resources are used effectively
- SEND issues are included in staff development planning
- Staff are aware of their responsibilities

Review This policy will be reviewed annually and updated where necessary. The review will consider the effectiveness of identification and the efficiency of record keeping, resources and provision for children with SEND.

Interpretation

In this policy, the term "senior manager" means the Nursery Head and their designated deputies.

This policy applies to all employees in all Nursery's (save for Nursery's with their own procedure which shall prevail) and other work environments within Chatsworth Schools.

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Information at the above address.

This policy does not form part of any employee's contract of employment and may be amended at any time.