



Bognor Regis
Nursery School



Chichester
Nursery School



Boundstone
Nursery School



Special Needs and Disability Policy

Introduction

The purpose of this policy is to ensure a consistent approach to supporting children with Special Educational Needs across the Nursery Schools through the journey from early identification of need, to assessment and provision. This policy has been reviewed to ensure that it complies with the Equalities Act 2010.

All children at Bognor Regis, Boundstone and Chichester Nursery Schools are encouraged and challenged to be successful learners through the provision of a stimulating and environment suitably adapted to meet the needs of each child and with the support of experienced, caring and professional staff. We aim to work co-productively with parents in supporting their child with SEND. Each child follows a broad, balanced curriculum suitably adapted to meet his/her individual needs. Some children have needs additional to the general provision and we are committed to providing added support to ensure these needs are met.

We believe that:

- Children of all abilities have the right to be educated in their local community setting, if the appropriate provision can be made to meet their individual needs
- All children, including those with additional needs, are entitled to a broad and balanced curriculum; children are encouraged and supported to participate as fully as possible in all areas of the curriculum, making adaptations for each child to ensure it is inclusive to all children;
- Staff are committed to removing any barriers to learning, such as making changes to the environment;
- Children are encouraged to build on their previous experiences and knowledge by capitalising on their own interests;
- The early years is a crucial stage of a child's development: in order to promote inclusion in to the setting and maximise progress during this stage, early identification and support for children with additional needs is vital;
- Children are encouraged to develop an empathy towards each others' needs, be independent learners, take risks and make mistakes, which will build their self-confidence and self-esteem;
- Strong teamwork and communication between all staff supports the special needs work in the school, sharing professional judgements and information to ensure our understanding of each individual;
- Parents know their children and understand them in the family context; practitioners respect their deep knowledge of the 'whole child' and work in partnership with them to meet their child's additional needs

(Throughout the rest of this document, 'parents' should be taken to include all those with parental responsibility.)

Definition of Special Educational Needs and Disability (SEND)

“A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”

Children have a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) has a disability which hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions” (*Special Needs and Disability Code of Practice, 2015 p. 15-16, xiii, xiv*)

A disabled person is someone who has a physical or mental disability which has an effect on his or her ability to carry out normal day-to-day activities. That affect must be:

- substantial
- adverse
- long term

Children’s Special Educational Needs are generally thought of in the following four broad areas of need and support:

- Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and/or Physical Needs
- (*Special Needs and Disability Code of Practice 2015 p.85*)

Though it should be remembered that, “individual children often have needs that cut across all these areas and their needs may change over time”. The “provision made for a child should always be based on the understanding of their particular strengths and needs and should seek to address them all....This will help to overcome barriers to learning.” (*Special Needs and Disability Code of Practice, page 85*)

It should be noted that children with English as an Additional Language (EAL) are not regarded as having special needs.

The Needs of Children

Children need to feel secure, valued and important in the eyes of caring and supportive adults, in this way their self-belief will flourish and they will remain curious and inquisitive learners. A positive atmosphere is fostered where all children, abilities and achievements are valued and respected. To achieve this we must be sensitive to the different needs of each child and know them as individuals, then we are able to build on their strengths and celebrate their success. Praise and recognition are given for effort and behaviour. We adopt a variety of strategies to support an atmosphere of self-worth such as:

- Children are encouraged to take on small responsibilities;
- Children are only asked to perform tasks in front of others if they are confident in their abilities;
- Professional discussions about children’s SEND are conducted away from children wherever possible;
- The language used to communicate with children with SEND is adapted to match individual children’s comprehension;
- Children are supported to take risks according to their own abilities and praised for

their achievements, recognising that what might be easy for one child could be much more difficult for another;

- Children are taught to accommodate and respect difference and disabilities are explained as the need to inform arises;
- Opportunities are provided for all children's work to be displayed and this is brought to their notice
- Resources are provided that include representations of people of all abilities, including those with Special Needs; these might include jigsaws, photographs, small world figures and books

Admissions

The Admissions Policy for each school has been drawn up by the School Governing Body. Parents whose preference for a place for a child with special educational needs or a disability is Bognor Regis Nursery School, Boundstone Nursery School or Chichester Nursery School have their preference considered in accordance with the SEND Code of Practice 2015.

For information about the Admissions process for children referred for a place in one of the Nursery School's SSCs, see the each Nursery School's SSC Operational/Admissions Policy.

The Nursery Schools have devolved funding through the Early Years National Funding Formula which includes a stream to support children who have SEND.

Staff Roles and Responsibilities

The Executive Headteacher:

The Executive Headteacher, Ruth Campbell is responsible for the strategic leadership of Bognor Regis, Boundstone and Chichester Nursery Schools and will ensure that adequate provision is made for children with Special Educational Needs and Disabilities. She will keep the Governing Body informed about children with Special Educational Needs and Disabilities with a termly report. The Governing Body work in co-operation with the staff to ensure that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities.

SENCo/Inclusion Manager:

The following staff hold the role of Special Educational Needs Coordinator (SENCo) or Inclusion Manager (INCo) at each school, as follows:

Bognor Nursery School (SENcos)	Ruth Stack Hayley Conrad
Boundstone Nursery School (INCo)	Kate Wollaston
Chichester Nursery School (SENCo)	Jess Davies

The SENCo/INCo is responsible for coordinating the Special Educational Needs work with the Nursery team and for the promotion and day to day implementation of the Special Educational Needs Policy.

This policy is aimed at securing high quality teaching and the effective resources to bring about enhanced levels of achievement for all children. The SENCo/INCo maintains a register of children with additional needs, and ensures that appropriate records of the children are kept, including STAR Observation, Communication Monitoring Tools, One Page Profiles and

Individual Plans. The SENCo/INCo liaises with Nursery School staff and advises them of appropriate strategies to meet the needs of the child.

The SENCo/INCo's responsibilities include:

- Coordinating provision for children with SEND;
- Liaising with and advising fellow practitioners;
- Contributing to the in-service training for staff
- Managing and supporting SEN Nursery Assistants/Support Assistants;
- Overseeing the records for and maintaining up-to-date registers of all children with SEND;
- Liaising with and providing support and guidance to parents of children with Special Educational Needs;
- Applying for additional funding, where necessary, to provide the appropriate level of support for individual children with Special Educational Needs
- Liaising with external agencies including Educational Psychology services, Health professionals and voluntary services;
- Contributing to SEND Under 5s' and EHCNA processes

Teaching and Support Staff:

All staff at Bognor Regis, Boundstone and Chichester Nursery Schools believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. High quality teaching is the foundation for children's learning and development and is the starting point for any additional or different provision for children with SEND. High quality inclusive practice that is responsive to individual children across the Schools ensures that differentiated and personalised provision meets the needs of all children including disabled children and children with SEN.

When children start Nursery, whether in the Up to 3s'/Daycare/Orchard Room or Nursery School, they are placed in a group and allocated a Keyworker/Keycarer, Keyworker/Keycarers work in close partnership with parents, monitor children's progress and liaise with outside professionals, ensuring all children are provided with appropriate experiences targeted to meet their individual needs.

We consider teamwork and communication amongst staff as the most important resource available to support the Special Educational Needs work in the School. Our a whole school approach is vital to ensure support for individual children is planned to meet their specific needs. This includes using INSET days and weekly staff meetings to update and/or inform staff of initiatives and strategies to support children with SEND.

Identification, Assessment and Provision

During a child's first 6 weeks in Nursery, Keyworkers/ Keycarers will gather information in order to assess children's holistic development areas. As part of this initial assessment process, it may be identified that there are experiences or skills which children need to develop, or areas of concern. In order to gather information it may be necessary to undertake further assessments, with parents' prior permission.

It is vital for any additional needs to be identified as soon as possible to enable the right support and strategies to be put in place and to minimise any associated frustrations.

Information may be gathered from a number of different sources such as;

- Information from parents/carers about the child at home, including the voice of the child
- Formal checks such as the 2 Year Old Progress Check

- Any prior identification or specialist advice from professionals such as Health Visitors, Social Services, or Speech and Language Therapists;
- Observations made of the child in School by members of the Nursery team;
- More detailed assessment such as the Speech, Language and Communication Development Monitoring Tool or advice from the Speech & Language Therapy Team

Some children with known Special Educational Needs are admitted to the Nursery School or Orchard Room Daycare/Up to 3s'. They may have been referred by outside agencies (e.g. SALT, Portage, Health Visitor, Paediatrician or Social Worker) or have been identified from information given by parents on the application form.

Children with a range of medical needs may also count as disabled and providers will also be subject to the requirements of the Equality Act, see *Section 1: Statutory requirements*. Where a child is covered by the SEN and Disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review.

The Graduated Approach

This describes the continuing cycle of *Assess, Plan, Do, Review approach* as required by the SEND Code of Practice, January 2015 (Chapter 5, Section 5.39 – 5.46, page 87)

If a concern is raised about a child, staff, supported by the SENCo/INCo will ensure that observations and interventions are provided to monitor and support children's progress in these target areas. These children are not classified as having Special Educational Needs as we recognise that when children start Nursery they are at different stages of development and have received different experiences in their early years.

School Support

Through discussion between parents and Keyworker/Keycarer a decision will be made on what action is needed to help the child to progress in the light of earlier assessment. This action will comprise individualised arrangements for learning and teaching which may include:

- The provision of different learning materials or special equipment;
- Some individual or group support, or staff development and training to introduce alternative strategies;
- Access to LEA support services for one-off or occasional advice on strategies or equipment;
- Staff training to provide effective intervention;
- Advice from the Nursery Speech and Language Therapist

A child may make satisfactory progress and no longer require support. However if, despite receiving an individualised programme and/or concentrated support they are not making progress, they may benefit from the involvement of external support services. These can provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Should the decision be that a child has needs that are additional to the general Nursery differentiated provision, a One-Page Profile will be devised and an Individual Plan will be produced with parents and the Keyworker/Keycarer, supported by the SENCo/INCo, with advice from external professional agencies if appropriate. The plan will be regularly reviewed with parents and updated .

Support groups/targeted activities within the Nursery Schools take place in response to advice regarding children's individual needs.

When the Nursery Schools seek the help of external support services, we will share information with these partners, with parental permission, taking in to account which strategies have already been employed and which targets have been set and achieved.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly.

In coordinating and liaising with other professionals the SENCo/INCo will generally take the lead, though coordinating day to day provision will remain the responsibility of Keyworker/Keycarer.

Education, Health and Care Plans (EHCP)

For a very few children the help given by the early education setting through Early Years Support will not be sufficiently effective to enable the child to progress satisfactorily. At this point parents and Nursery will consult with any external agencies involved with the child in order to consider whether a multi-disciplinary assessment may be appropriate.

Parents or the School can make a request for an assessment to Local Authority (LA), the pupil will have demonstrated significant cause for concern and the setting will provide evidence to the LA.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an integrated Education, Health and Care Plan (EHCP). The time-scale from requesting assessment to the LA and the decision to proceed is six weeks. If the LA begins formal assessment, information is gathered from parents, the school, Educational Psychologists and other professionals. When considering whether to proceed the LA must have regard to The Code of Practice. If the LA does decide to write an EHCP. it will describe the child and the help he or she needs to meet those needs. This should take no more than 20 weeks.

For children under five EHCP's are reviewed every 6 months, where a meeting will be held to discuss the child's progress and outcomes for the next six months, until their annual review. The SENCo/INCo, child's parents, Speech and Language Therapist and the Special Needs Officer will be invited to the child's annual review. If the review is after a setting has been allocated for the child to transition to, then the class teacher of the receiving primary school will also be invited to attend the final review in the early years setting, to allow them to plan appropriately.

Effective Partnerships

Parents/Carers

All staff are committed to building strong, effective partnerships with parents, recognising that this gives the best outcome for their children. We recognise that for some parents this may be their first opportunity of seeing their child alongside other children of a similar age and for many parents the realisation that their child may have Special Educational Needs can be difficult and worrying. We offer an open-door policy where parents can discuss their worries with their child's Keyworker/Keycarer or arrange to speak to the SENCo/INCo.

Permission will always be sought from parents before any referrals to outside agencies are made, for example to the Speech and Language Therapist, Educational Psychologist or for referral to the SEND Under 5's panel meeting.

Other Professionals and Outside Agencies

The Nursery Schools have established close partnerships with a range of professionals and we value their expertise, which helps in developing strategies to use in the setting.

We liaise with the Child Development Centre, where children might attend for assessment and therapy, in addition to a range of other services and professionals, such as Paediatricians, Occupational Therapists, Physiotherapists, Health Visitors, Speech Therapists, the Sensory Support Team, Social Workers, The Ethnic Minority Achievement Teams, the Special Needs Officer, Portage and Occupational Therapists, Child and Family Support Services, Homestart and other schools and pre-school settings.

Each Nursery School has their own Speech and Language Therapist(s) who work with the children in the Nursery Schools' Special Support Centres. They conduct assessments and reviews, as well as advising on targets, programmes and strategies for individual children. They also support staff development and training.

We liaise with parents and professionals when we feel a child may need an EHCP to support them further. A referral is then made to SEND Under 5's, so that a child may receive an EHCNA (Education and Health Care Needs Assessment), the outcome can be that an Educational Psychologist is asked to visit the setting to compile a report in conjunction with parents and staff, in addition to offering advice and strategies.

Transition

The transition in to Nursery, between settings and within the Nursery are carefully planned and managed to minimise disruption and ensure children transfer successfully. This is also the case when children are ready to move on to School.

Good relationships with other schools have been developed, which helps to support the transition of children with SEND to their new school. This includes mainstream primary schools, schools with Special Support Centres and Special Schools. When a child with additional needs is transferring to school we invite the school concerned to meet with parents, Keyworker/Keycarer, SENCo/INCo and any other professional involved to create a smooth transition plan for the child. If it is judged that visits to the receiving school would be helpful we arrange this with Keyworker/Keycarers to support the child if parents feel it would be beneficial.

Receiving schools are sent information and copies of the child's Progress Reviews, any Special Needs reports and Individual Plans, with parents' permission, to help them understand the needs of the children and to make preparations as necessary. We encourage schools to visit the setting as we find this helps with a smooth transition. Where an EHCP is in place parents are supported to consider the different options available to them with regard to school preference, including Special schools, Special Support Centres or mainstream schools.

The Role of the Local Authority / The Local Offer

The SEND Code of Practice emphasises a continuing 'essential function' for Local Authorities in making effective arrangements for special educational needs. The Nursery School liaises regularly with the Authority on relevant issues.

The Local Authority is obliged to publish a Local Offer that sets out clear and comprehensive information about the provision they expect to be available across education, health and social care. Each school or setting must also publish their own Local Offer that makes clear

their provision for children with SEND and how to access it. The Local Offer can be accessed via the WSCC website and each Nursery School's own website.

Governors

The Governing Body endeavours to ensure that the necessary provision is made for any child who has Special Education Needs or a disability. It is committed to ensuring that all children are fully included in all aspects of school life. There is a nominated Governor with responsibility for monitoring the provision and support for SEND within the School.

Complaints

Should parents have concerns regarding the provision for children with Special Educational Needs or Disabilities their first point of contact should be the Keyworker/Keycarer. If concerns persist they are referred to the Head of School. Following this, if parents have a formal complaint to make they should make their written complaint to the Chair of the School's Governing Body, who will respond within 10 days.

After consulting the Governors, if parents are still not satisfied, a complaint can be made to the Local Authority. The Local Authority has arrangements in place to resolve disagreements between parents, the School or Local Authority. The Parent Partnership Officer will be involved in dealing with this procedure.

Dated: Spring 2023

To be reviewed: Spring 2026