



CNS CROSSSENS NURSERY SCHOOL Special Educational Needs and Disability Policy

1. Aims

At Crosssens Nursery School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. Our aim is to ensure that children access appropriately differentiated support in order to support optimum progress. Our policy and practice reflects the principles within the SEND Code of Practice (2014).

To achieve our aims we will:

1. Identify need as early as possible and provide timely effective support in order to ensure children's access to a broad and balanced curriculum
2. Adopt a whole school approach to the identification, assessment and provision for children with additional needs
3. Regularly review the effectiveness of our provision in order to ensure children's needs are appropriately met
4. Develop strong partnerships between school, parents and outside agencies
5. Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement
6. Track and monitor provision and procedures which have been put into place to ensure that children with SEND make significant progress as they move through the school.

2. Definition of Special Educational Needs

The law states that a child has special educational needs if he or she has:

A learning difficulty that is seen as a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally.

3. Responsibility for coordination of SEND provision

1. Special Educational Needs and Disability Co-ordinator – Beth Brice
2. Vulnerable Children and SEND Governor – Kim Ardron

4. Roles and Responsibilities

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

In regard to the Code of Practice, the Governing Body will:

1. Ensure appropriate provision is made for any child with SEND
2. Report annually to parents on the school's policy for children with SEND
3. Appoints a representative of the Governing Body to oversee SEND provision
4. Ensure that they are involved in developing and reviewing the SEND Policy

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments in regard to SEND.

The Special Educational Needs and Disability Co-ordinator (SENDCO)

The SENDCO's responsibilities include:

1. Overseeing the day-to-day operation of the school's SEND Policy

2. Ensuring the School Offer on the school website is up-to-date by reviewing regularly
3. Maintains the SEND register and reviews the school Provision Map termly
4. Co-ordinates the provision for and manages the responses to pupil's special needs
5. Supports and advises colleagues
6. Liaising, monitors and co-ordinates the completion and the implementation of Individual Educational Plans, Provision Plans and EHC plans
7. Liaising with parents as appropriate
8. Liaising with external agencies and other support agencies
9. Monitors and evaluates the special educational provision and reports to the Governing Body
10. Managing a range of resources, human and material, to enable appropriate provision for pupils with special educational needs
11. Contributing to the continuing professional development of all staff
12. Managing the reviews of all pupils on the SEND Code of Practice (supported by the headteacher or other staff as appropriate)
13. Managing the records of all pupils on the Code of Practice

Teachers

Along with the expectations of all teachers laid out in our Teaching and Learning Policy and within the Teaching Standards, in regard to SEND we also expect teachers to:

1. Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
2. Work with the SENDCO to decide the action required to assist the pupils to make progress
3. To liaise with relevant staff to review and write IEP targets
4. Develop effective relationships with parents
5. Where relevant encourage and support pupils to participate in decision making
6. Continuously assess pupil progress and identify the next steps in learning
7. Keep parents informed about pupil progress
8. Work with the SENDCO to identify their own training needs around SEND
9. Differentiate their curriculum to meet the needs of all pupils

Early Years Educators and Support Assistants

1. Provide relevant support to identified pupils under the guidance of SENDCO / Class Teacher
2. Develop positive working relationships with parents and professionals
3. Complete the recording, monitoring and evaluation of progress for pupils in their Key Group
4. Assist with the identification and effective provision of appropriate resources
5. Attend meetings with SENDCO, outside agencies and parents when appropriate
6. Work with the SENDCO to identify their own training needs around SEN

Parent/Carer Participation

At Crossens Nursery School we actively encourage and recognise the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We:

1. Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
2. Invite the parent/carers to all review meetings
3. Discuss the purpose of the assessment and implication of the IEP or Provision Plan and provide them with copies
4. Encourage and support the parent/carers to be actively involved in working with their child to achieve the targets set in their IEP or Provision Plan.
5. Encourage the parent/carers to comment in writing or verbally on the SEND provision provided for their child
6. Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

5. External Provision

We work in close partnership with many external agencies who play an important part in helping us to assess, support and to write education plans for our children. We work closely with LA SEND Service, Children's Therapy Services, Educational Psychology Service and other agencies who provide family support or direct support for children's learning and development.

6. Identification and Assessment

At Crossens Nursery School we have a number of ways of identifying children who may have difficulties in accessing the curriculum. The school gathers information from parents as part of induction procedures and carries our baselines assessment of children's attainment in each of the seven areas of learning within two weeks of the child starting at Crossens Nursery. Analysis of this data will indicate a child's particular area of need. The school also has access to referral routes for a number of agencies; LA SEND Teams (including Educational Psychology and Sensory Support) and Speech and Language Therapy Services. Use of these external referral pathways can be triggered by a number of concerns, these can include;

- Parental/carers concerns
- If the child is making little or no progress despite differentiated class teaching approaches that have given targeted support
- If the child continues to work at levels below those of other children of a similar age
- If a child presents emotional/behavioural/communication concerns or has physical/sensory needs.

The SENDCO works closely with all staff to identify any child or groups of children who are not making the expected levels of progress and to identify the type of support that may be needed.

7. Provision

Once a child has been identified as having additional needs, the expectation from the SEND Code of Practice is that the class teacher will provide a curriculum that is personalised or differentiated to others in class and that should support the child and if necessary the child would be included in specialist interventions to support them in their particular area of need.

Once a child has been identified as having additional needs, the SEND Code of Practice supports a graduated approach to support the child. Targets are identified and written onto an Individual Support Plan.

A Support Plan is written by the SENDCO in close liaison with the class teacher and Key Workers as appropriate, each plan will generally have 3 targets that are achievable for the child. At Crossens Nursery School we ensure that the targets set for the child are SMART;

Specific	Measurable	Achievable	Relevant	Time monitored
----------	------------	------------	----------	----------------

Once a Support Plan has been written, the class teacher and SENDCO are then responsible for providing the support needed to help the child succeed.

The class teacher is expected to monitor and often plan the support offered to the child; this should include the child's response during 1:1 work, work in interventions and any differentiated curriculum work. Detailed notes should identify where the child is succeeding and where extra support may also be needed.

The SENDCO's role is to support the teachers and Early Years Educators in matching resources or interventions to the child's needs. The SENDCO will also liaise with the class teacher to monitor progress and attainment as evidence in the Learning Journals and Tracking Files providing feedback to the Head Teacher on request. The support offered in interventions will also be monitored by the SENDCO at least termly to ensure support is delivered

8. Review

The Support Plan completed for each child will be reviewed in the child's second term at Nursery. Parents will be involved in the review process. The Key Worker will be asked to make a contribution to reviewing the success of the previous plan and setting targets for the new plan. During the review meeting a number of different factors will be considered this should include:

1. The child's current levels of attainment
2. Progress the child has made towards their targets
3. The parents/carers views of their child
4. The child's view of their progress
5. The current provision for the child and if it matches need
6. How has the child's progress been assessed

If a child on a Support Plan is not making the expected progress towards their targets the child would access a period of more intensive support to improve progress. If it is felt that a child needs an EHC plan the SENDCO would work even closer with parents, class teacher and outside agencies to complete the required paperwork. The Local Authority determines if a pupil has significant difficulties that would be supported best with an EHC plan.

9. Education, Health and Care Plan.

An EHC Plan is a legal documents used to support children who may have a range of needs from all areas of the Code of Practice. The SENDCO working closely with the class teacher will identify targets from the EHC plan that will be written onto a Support Plan and reviewed regularly. The EHC plan is reviewed yearly in a meeting attended by; parent/carer, class teacher, SENDCO and any external agencies that support the child.

10. Admissions

Our Admissions Policy is in line with guidance from the Local Authority. In regard to allocating places the guidelines state that: 'overall priority is given to children with an EHC plan that names that school in their plan'

11. Allocation of Resources

In cases where high needs funding for individual children is received from the LA this will be used to purchase additional resources (staffing or equipment) to support the identified child to make progress against the targets set on their IEP.

12. In-service Training

At Crossens Nursery School we identify training needs for teachers and Early Years Educators or Support Assistants. Where possible training will be provided in house, if specialist training is needed, we will use our network of external agencies to support this.

13. Complaints Procedure

If a parent feels that the school has not met their child's educational needs, they should:

- Discuss their concerns with the class teacher
- Consult with the SENDCO if their concerns continue
- Consult with the Headteacher/SEN governor
- Follow the school Complaints Procedure

14. Monitoring, Evaluation and Review of SEN Policy

The SENDCO monitors pupils on the Code of Practice within school using the school's Provision Map (details of children identified with SEND and provision allocated to address their learning need and secure optimum progress), assessment data and observations of children. This information is provided to the Headteacher on a regular basis. The Headteacher reports to the Governing Body regarding pupils with SEND on a termly basis. The Governing Body monitors the buildings and their facilities to ensure they can support any child with additional needs both educational and physically.

Any action needed will be put into our School's Accessibility Plan.

15. Policy Review

This policy is checked annually.

Review Date: October 2025