SEND policy and information report

Tachbrook Nursery School

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Tachbrook Nursery School we believe that all children must have a broad and balanced curriculum which meets their needs, including any Special Educational Needs or disability. We believe that parents and carers play a vital role in making this happen and we value their views as well as those of the child.

We believe that identifying and supporting children with SEND is not about labelling children, it is about giving some extra time to observe, discuss and support the children who need it. First and foremost, the child is an individual with special interests, skills and talents.

- All children's needs will be met, inclusive of any special educational needs or disability (SEND)
- We will identify special educational needs as early as we can to ensure the most effective support to the child.
- Children will be identified as having special educational needs if they require provision that is different to and /or additional to the main provision within the setting, either because: they have significantly greater difficulty in learning than children of the same age, they have emotional and behavioural difficulties, they have a disability or they have medical needs that mean they require extra support to function and make progress within the nursery environment.
- Children's views and feelings about their needs and learning will be sought where possible, and taken into account.
- Parents' and carers' knowledge and views of their children's needs and learning will be sought, valued and used to plan for children with SEND.
- We will work in partnership with parents, empowering them to know their child's entitlements, make decisions about their child's provision and get information, advice and support.
- Where children need support from other professionals, from health and social care, we will work within a multi-disciplinary approach and share information about children with those professionals.
- Children's needs and extra provision will be reviewed regularly: at least termly, but sometimes half-termly, if we need to.
- Children with SEND will feel included within the nursery setting.

- All staff within the nursery will be aware of and responsible for making provision for children with special educational needs.
- High quality teaching that is personalised to the needs, skills and interests of the individual child is at the heart of provision for all of our children, including those with SEND.
- We will have high expectations for all children, including those with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, the SEN coordinator (SENCO) and the SEN information report

3. Definitions

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have attention deficit hyperactivity disorder (ADHD)
- physical ability

If you think your child may have special educational needs, contact the SEND co-ordinator, or **'SENDCo'** in your child's nursery.

Your child may be eligible for:

- **SEN support** - support given in school, like speech therapy
- **reasonable adjustments** for disabled children, like providing aids like tactile signs
- an **education, health and care (EHC) plan** - a plan of care for children and young people aged up to 25 who have more complex needs

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Teresa Maskell senco@tachbrooknursery.co.uk 020 7186 0081.

She will:

- Work with the head of school and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Executive Leaders, Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the nursery.

4.3 Key Person

Each Key Person is responsible for:

- the progress and development of every child in their group
- formally notifying parents of any SEN support to be provided and providing clear information about the impact of the support provided.
- working with the setting SENDCo and the child's parents to carry out an analysis of the child's needs and agreeing on outcomes they are seeking for the child and the interventions and support to be put in place
- regularly reviewing the initial assessment and impact of support and interventions to ensure that support is matched to need.
- involving parents in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.
- working with the child on a daily basis and overseeing the implementation of the interventions or programmes agreed as part of SEN support with support from the SENDCo.
- ensuring they follow the setting's initial concerns process, graduated approach and this SEND policy

4.4 Class teacher

The class teacher is responsible for:

- set high expectations for all children
- ensure that all pupils have access to a broad and balanced curriculum
- work with the setting SENDCo to ensure that potential areas of difficulty are identified and addressed at the outset and that learning opportunities are planned to address potential areas of difficulty and to remove barriers to pupil engagement and development.
- ensure that the first approach is high quality teaching that is inclusive and targeted to overcome identified barriers. Provide modelling and guidance to the staff team to ensure an inclusive approach is universal and consistently implemented.
- ensure paperwork and record-keeping for SEND is kept up to date
- ensure they follow the setting's initial concerns process, graduated approach and this SEND policy

4.5 The Head of School

The Head of School will:

- Work with the SENDCo, lead teacher and SEND Governor to ensure that the overall strategic development of SEND policy and provision is in place across the Federation.
- Liaise with the SENDCo and have oversight of the impact of policy and provision for all SEND pupils across the Federation.
- Promote the SEND approach of the nursery within the Local Authority and other relevant forums and identify opportunities for outreach and supportive work across settings in the local authority/ bi-borough

4.6 Parents and Carers
Parents and Carers will work in partnership with school staff and external agencies to:

- share information with a child's Key Person, including reports and advice from external agencies, concerns and insights about their child's development
- attend meetings and appointments
- attend and share thoughts and ask questions during an Initial Concerns meeting
- contribute to SEN support plans termly and target review meetings
- collaborate with SENDCo and Key Person in completion of a request for an Education, Health and Care Needs Assessment (EHCNA) if required
- attend and participate in Education, Health and Care Plan (EHCP) Annual Reviews
- seek help and advice when needed from staff members, the school website, external agencies, such as medical professionals and therapists, and support services, such as the Westminster Local Offer, 'Make It Happen' Westminster Parent Participation Group, the Westminster Information Advice Support Service (IASS) and the Queens Park Children's Centre/Family Hub.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, Autism and speech and language delay.

Cognition and learning, for example, auditory processing difficulties and developmental delay.

Social, emotional and mental health difficulties, for example, difficulties in managing emotions- resulting in frequent dysregulation.

Sensory and/or physical needs, for example, gross motor delay and sensory processing difficulties.

Some or all of our current staff team have experience of providing support to children with:

- Down's Syndrome, Global Developmental Delay, Cystic Fibrosis, Cerebral palsy, Visual Impairment, Cancer, Sensory Processing Disorder, Oppositional Demand Avoidance, Hirschsprung's disease, Motoric Language impairment, Speech and Language Delay and/or Disorder, Arthritis, Hypermobility of the Joints, Respiratory and/or dietary allergies, mobility difficulties, severe eczema, toilet training difficulties, eating difficulties (including Avoidant, Restrictive Food Intake Disorder) , selective talking, tics and emotional and behavioural difficulties. We also have experience of supporting children of parents with serious illness and where there has been family bereavement.

5.2 Identifying pupils with SEN and assessing their needs

Many children start with us with their disability and resulting needs already identified, and may perhaps already have a diagnosis and some external support. Other children's SEN will only just be starting to become apparent. We will assess each pupil's current skills and levels of attainment on entry, by carrying out a baseline assessment by the end of their first half term. We will also incorporate information from previous settings, where appropriate, and from parents and carers. Class teachers will make regular assessments every following term of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will measure children's expected progress and attainment against the expectations for their age as set out in the EYFS and Development Matters and take into account the views and the wishes of the pupil and their parents. We will determine what support is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We understand that for many parents of children with SEND, this can be an extremely stressful time, and that they may be navigating lots of appointments, assessments, and practical considerations such as making adaptations to home and family life. They may also be coming to terms with changes in their expectations for their child, and their parenting journey. We see it as part of our job to support those parents and carers at this time, and to empower them for their journey once they leave us by knowing the rights and entitlements of their child and how to access support.

We will have an early discussion with the pupil's parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We understand and take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and communicated to their parents.

We will talk to parents and seek their agreement when we think that a pupil needs SEN support.

The SENDCO will meet termly with parents and can be emailed or called at any other time if parents have questions or concerns.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

Previous settings' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views, if possible

Advice from external support services, if relevant

All children with SEND will initially be assessed every half term. They will receive a personalized learning plan every term, known as an SEN Support Plan. Some children with complex needs may need their SEN Support Plan to be reviewed more frequently than termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the primary school, resource base or special school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will prepare the child for the transition to primary school by taking them on serial visits to their new school during their last half term at nursery. We will spend time talking (and playing) about the transition and making books with the child to support the process. We will also ensure that all relevant information is passed onto the new school by arranging a handover meeting between the SENDco and the SENDco of the new school. Where a child has an EHCP, we will invite the SENDco from the new school to attend the meeting, as part of our handover.

5.6 Our approach to teaching pupils with SEN

We take a child-centred and holistic approach to SEND provision. This means that much of our SEND provision is interwoven into the everyday provision, rather than solely running as separate intervention programs.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Pupils will have learning aims set, planned for and carried out to meet their additional needs. For some children this will be enough, others may require additional interventions, carried out in small groups. Some children with complex needs may require 1:1 support from a Learning Support Assistant for some or all of their time at nursery, but they will remain fully included within the nursery, with our goal being for them to take part in group activities with other children as much as they can. Sometimes this will be a gradual process, e.g. some children begin by having their end of session story just with their LSA, then with 1 other child, then 2 or 3 other, before eventually joining one of the main story groups.

Some of the interventions we are currently providing are:

Speech and language difficulties	Autism spectrum disorder	Sensory/ physical needs
Makaton, Sparkle Time, Adult-child interaction strategies, targeted language groups, routine books, vocabulary banks & photo books, story bags, photo key rings and boards for choosing, objects of reference, Talking Tables, zigzag talking, speech sound activities, oral-motor activities.	All of our provision for children with Autism operates within the SCERTS framework. PECs, TEACCH style visual task schedules, Intensive interaction, visual schedules, social stories, now/next boards, turn taking boards, bucket time (attention autism).	Sensory programs, physiotherapy programs, deep tissue pressure, weighted lap pads, chewy tubes, chewellery, fiddle toys, wedge cushions to support proprioception, Swiss balls, adapted cutlery for easier gripping and manipulating, toilets/sinks, clothes and nappy changing facilities for changing children who are not yet toilet trained, sensory play such as shaving foam, corn flour, dry lentils, step-stools for very small children to be able to reach the sand/water/sinks

In the past we have provided interventions such as:

- Wilbarger brushing protocol for children with sensory processing disorder
- We have also had experience of supporting children with complex medical needs, such as cancer, cystic fibrosis, children with Type 1 diabetes and with children with complex developmental needs such as Down's syndrome and Global Developmental Delay. We would carry out refresher training for staff to meet the needs of any new children who would require these sorts of interventions.

5.7 Adaptations to the curriculum and learning environment

Our approach to making adaptations to the learning environment and curriculum is to ask ourselves what barriers there may be in both to a child's learning. Therefore is something isn't working well for a child, we will ask ourselves "What are we not getting right?"

Our learning environment is carefully planned to be independently accessible to most if not all children, and we take care not to overload children's senses with too much colour and pattern- therefore making the environment supportive to children on the Autism Spectrum. Sometimes we will need to make adaptions to the environment, such as:

- Sunglasses, highlight tape to mark steps, tactile books, areas of low arousal
- Adapted chairs, toilet equipment, splints, gaiters for children with cerebral palsy

Similarly: our curriculum is child-centred and takes account of individual needs for all children. We will:

- Differentiate our curriculum to ensure all pupils are able to access it, for example, small groups, 1:1 work, adapted teaching style and /or content of the lesson, etc.
- Adapt our resources and staffing
- Differentiate our teaching, for example, giving longer processing times, photo books of key vocabulary, use supportive communication alongside speech such as Makaton signing etc.

5.8 Additional support for learning

We know that we will always have a significant number of children with SEND in each intake, so we are prepared for this by employing 2 Learning Support Assistants (LSAs) permanently. This enables us to give support to children as soon as they start with us, and be proactive, not reactive. They work in conjunction with the class teachers, keyworkers and SENDCO to deliver small group interventions and 1:1 support.

In addition to that, we work with the following agencies to provide support for pupils with SEN:

- Educational psychology
- Speech and language therapy
- Physiotherapy
- Occupational therapy
- Music therapy
- Child psychology
- Autism outreach
- GPs and Health Visitors
- Early Help
- Social Care

- Short Breaks
- CAMHs
- Family Therapy

5.9 Expertise and training of staff

Our SENDCo has the national SENDCo qualification. They have many years of teaching and specialist experience. They regularly attend training, including the local authority SENDCo Forums and have provided support to other settings within the local authority.

Our SENDCo provides staff training, monitors attainment and progress in the school.

We have a high level and broad range of expertise at the school and regularly share best practice through peer support and coaching opportunities. The training staff have received includes: Attention Autism, PECS, SCERTS, First Aid, Safeguarding, Speech & Language, Makaton and Mental Health First Aid. Staff receive regular CPD input, including from external professionals, such as our Educational Psychologist and the Westminster Early Years Inclusion Advisor.

All staff have access to the Bi-borough Services to Schools training opportunities and these are discussed as part of the Federation Performance Management Cycle.

We have a team of 2 learning support assistants, who are trained to deliver SEN provision. One of our LSAs has been trained in delivering small group language interventions by our local speech and language therapy service.

Since this policy was last reviewed, staff have been trained in:

- SCERTS
- SCERTS assessment
- Echolalia and Gestalt language learning
- Working with children with Developmental Language Disorder
- Social stories to support children's understanding

5.10 Securing equipment and facilities

We have a good bank of resources and adapted equipment we can use to support children with a range of needs. If we need to purchase something new for a child, we can do this from our own budget or through the Local authority SEND or social care budget as appropriate to the situation.

5.11 Evaluating the effectiveness of SEN provision

We understand that children with SEND may make progress in ways that is different to other children and that progress may be harder to see at first. However, we observe children carefully and record even the smallest steps of progress so that we can accurately evaluate the effectiveness of our provision.

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after 6 weeks, and evaluating strategies each week as we go along.

Monitoring by the SENCO

Using provision maps to measure progress

Holding biannual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our core activities, celebrations and school trips are available to all our pupils.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We will differentiate where and as necessary in order to remove any barriers to children with SEND taking part.

When children with disabilities are admitted to the school we work with their families and external professionals in advance of their start date to ensure that we have everything in place for their arrival.

We will provide whatever facilities are needed in order to enable them to access the school.

Our school accessibility plan is on our website.

5.13 Support for improving emotional and social development

We value our children with SEND and work to ensure that they are included in the life of the school: everyday play, friendships, trips, celebrations. They are represented in school displays and books, and we make sure that the other children understand why their play and behaviour might be different to theirs. We answer questions in a straightforward and respectful manner and celebrate all of our children.

- we have a multi-agency approach to working with families, for example we may have a meeting with a family supported by our Educational Psychologist
- parents and carers are supported to access parenting courses and other well-being services through Bessborough Family Hub
- we run coffee mornings for parents e.g. meet the SENDco, ASD and other issues with external agencies.
- we have a zero tolerance approach to bullying (see our Behaviour Policy for more information)
- our Key Worker system prioritizes the importance of building a nurturing relationship with a key adult who develops a deep knowledge and understanding of the child to support their social and emotional needs
- we have calm, consistent and nurturing routines including weekly welcoming circle times in which we learn about feelings, celebrate each child and help them to feel part of a group
- staff model a calm and respectful manner of speaking with the children and to each other – we have a no shouting approach
- children are supported to learn how to manage interactions with their peers and to communicate their feelings and needs to others

5.14 Working with other agencies

We greatly value working with our partner services in health and social care (see above). We know that sharing information and strategies enables us to support children with SEND more effectively. We ask parents' permission before information sharing.

5.15 Complaints about SEN provision

We always do our very best to get things just right for our children with SEND, but we know that sometimes we will get it wrong. We value parents' feedback and encourage them to always speak to us regarding questions, worries or complaints.

Complaints about SEN provision in our school should be made to the class teacher/SENCO/head of school in the first instance. They will then be referred to the school's complaints policy if necessary, which can be found on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

If any child needs to be referred to an external professional the SENDCO will do this in consultation with their parents. At this point she will pass on contact details for those services to parents. It may be useful to look at the websites for our partner services:

https://www.chelwest.nhs.uk/services/childrens-services/community-services/cheyne-child-development-service

https://clch.nhs.uk/services/speech-and-language-therapy-children

Parents may wish to browse the websites for what support is available locally via the local offer and the local Early Help family hub:

https://fisd.westminster.gov.uk/kb5/westminster/fis/home.page

https://www.westminster.gov.uk/children-and-families/family-hubs/bessborough-family-hub

Websites relating to different types of SEND may be useful, these are just a few that we use frequently. We can provide others on request:

https://www.autism.org.uk/

https://radld.org/

https://eczema.org/

https://www.downs-syndrome.org.uk/

Parents may wish to join a parents' support group: *https://www.wppg.org.uk/*

Or, seek independent advice if they feel their child's needs are not being met:

https://www.westminsteriass.co.uk/pages/about-us/our-services

5.17 Contact details for raising concerns

If you have a concerns about your child's development and think they may have SEN, speak to your child's keyworker or class teacher, or contact the SENDCO directly, either in person, or by phone or email.

5.18 The local authority local offer

Our contribution to the local offer is set out in this document and also on our school website:

https://www.tachbrooknurseryschool.co.uk/

Our local authority's local offer is published here:

https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

Mental health and emotional wellbeing

Personal, social and emotional development

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions