



Dorking Nursery School and Children's Centre

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

(Please note a key to all abbreviations is given at the end of the document)

INTRODUCTION

How this policy was put together

This policy was created in partnership with the Special Educational Needs Coordinator (SENCo), the Headteacher and the Special Educational Needs (SEN) governor. It includes input from staff and from parents.

Access to the Policy

This policy can be accessed in a number of ways:

- On our website www.dorkingnurserychildrenscentre.org.uk
- In the form of a hard copy which is available in a policy folder in the library

Please let us know if you need it made available in a different format e.g. another language, large font etc.

Context

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (April 2015) 3.65 and has been written with reference to the following related guidance and documents:

Government -

- Equality Act 2010: advice for schools DfE Feb (2013)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (August 2017)
- The Early Years Foundation Stage Framework (2017)
- Teachers standards 2012

DNSSCC -

- Accessibility Plan
- Admissions Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- SEN Admissions Policy
- Teaching and Learning Policy
- Forest school/ woodland Policy

- Behaviour Policy
- Appraisal Policy
- Medical Needs Policy

VISION AND ETHOS

Dorking Nursery School and Children's Centre (DNSCC) respects the unique needs and development of every child and seeks to ensure that whilst their learning aspirations are supported to the highest level, their individual differences are not only recognised but celebrated and used as the basis for their continuing development. At DNSCC every practitioner is a practitioner of children with SEND.

DEFINITION OF SEND

At DNSCC we use the definition for SEN and disability from the SEND Code of Practice (2015). This states:

SEN - A child or person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability - Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'.

AIMS AND OBJECTIVES

Aims:

At DNSCC all children, regardless of their particular needs, are provided with an inclusive education so as to enable them to make the best possible progress.

We aim:

- To ensure we are identifying and meeting the needs of all children with SEND at DNSCC through the provision of a broad, balanced and relevant curriculum, following the statutory revised Early Years Foundation Stage (EYFS)
- To foster mutual empathy and understanding between children with SEND and their peers
- For all children to meet or exceed the high expectations we set for them based on their age and starting point
- To ensure the safeguarding of all our children is of the highest priority
- To promote inclusion and equality of opportunity throughout DNSCC

- To work in partnership with parents in order to best meet the needs of their child and where possible, depending on capability and maturity, to seek and take into account the views of the child
- To ensure all staff have opportunities to develop and extend their understanding and skills in working with children with SEND

KEY ROLES AND RESPONSIBILITIES:

SENCo - El Davis (2.5 days per week)

Contact: senco@dorking.surrey.sch.uk or 01306 882397

- The SENCo is a member of Senior Leadership Team, responsible for the implementation of this policy and the named member of staff to lead on Behavioural Issues and Medical Needs. The SENCo is the Line Manager for the Special Needs Support Centre (SNSC) Leader, the Pre-school Speech Language and Communication Needs (PSLCN) Nursery Nurse and the SNSC Learning Support Assistants. The SENCo has the National SENCo Award.

SEND Governor

The named SEND Governor is Clover Maguire, she is responsible for the specific oversight of the SEND arrangements at DNSCC.

Specialist Centre staff:

SNSC Leader - Pam Lawrence (Full time)

- Pam is responsible for the SNSC children and coordinates the SNSC team of Special Needs Assistants on a day to day basis

PSLCN Nursery Nurse - Anne Ferrett (Full time)

- Anne is responsible for the PSLCN children and for supporting those children in the mainstream 3-5s mainstream classroom that need speech and language intervention.

Speech and Language Therapist (SaLT) - A qualified Therapist employed by Children and Family Health Surrey is allocated to DNSCC each week totalling 1.5 days.

Learning Support Assistants (LSA):

There is a team of Learning Support Assistants under the direction of the SNSC Leader who work with all the children in the SNSC.

There are also LSA's who work with the SEN children in the mainstream nurseries.

SENCO responsibilities:

The SENCo is responsible for:

- the quality of SEN provision across DNSCC
- monitoring teaching and learning including SEN interventions across DNSCC
- the line management of the SNSC Leader, PSLCN Nursery Nurse and SNSC LSA's
- leading SEN team meetings
- reporting on special needs and inclusion to the Governing Body

- chairing formal reviews and ensuring all necessary paperwork is in place
- the day to day operation of this SEND policy
- advising staff on meeting a range of needs
- maintaining effective record keeping
- ensuring the full involvement of parents in decision making about children with SEND.
- Liaising with external agencies including the Educational Psychology Service (EPS), health services, social care, Surrey County Council's special needs administration and where appropriate, the named representatives of voluntary organisations.

IDENTIFICATION OF NEEDS

All staff work with our children with SEND as all children are included in our Centre. All staff are trained to assess the needs of the whole child which leads to the setting of educational arrangements. Any SEND arrangements are made under the following 4 categories although it must be noted that the categories are not exclusive as some children's needs may fall into more than 1 category:

1. **Communication and Interaction** - Children with Speech, Language and Communication Needs (SLCN) have difficulty communicating with others either having problems with their understanding, their ability to express themselves or a difficulty with the social rules involved in communication. This group can include children with Autism Spectrum Disorder (ASD)
2. **Cognition and Learning** - Children with learning difficulties often learn at a slower pace than their peers despite appropriate differentiation. The level of need can range from moderate (MLD) to severe (SLD) to profound and multiple (PMLD). Children can also have specific learning difficulties (SpLD) such as dyslexia, dyspraxia or dyscalculia.
3. **Social, Emotional and Mental Health** - These difficulties can manifest themselves in many ways. Children may become withdrawn or display challenging and disruptive behaviours. There may be underlying mental health issues or disorders such as attention deficit hyperactivity disorder (ADHD) or attachment disorder.
4. **Sensory and/or physical** - Children with a sensory impairment could have a visual impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) which requires them to have specialist support and/or equipment. Some children may have a physical disability (PD) which also requires them to have additional support or specialist equipment. Some children can have sensory processing difficulties which can include children with ASD.

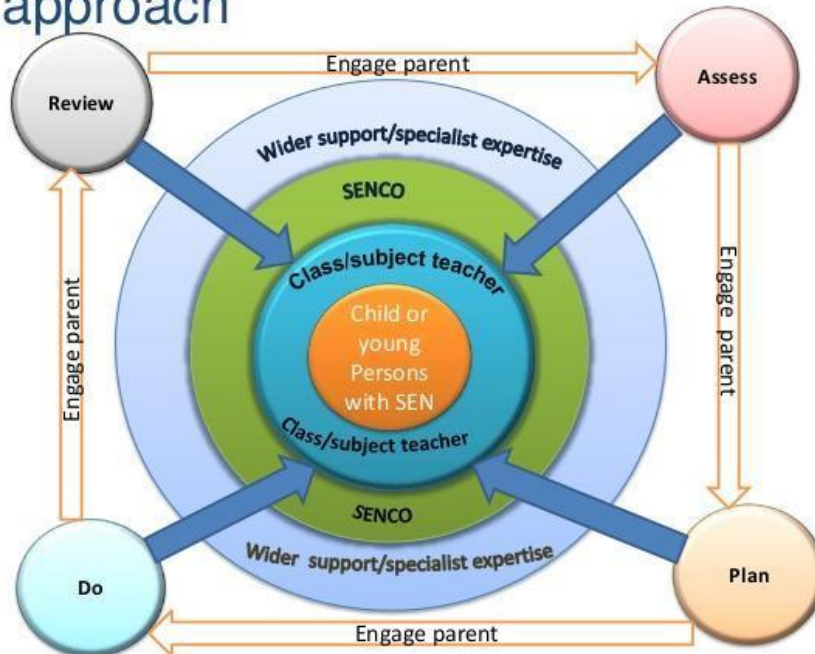
At DNSCC we use a range of strategies to identify children with special educational needs. These are as follows;

- Liaison with health visitors, learning support services, speech and language therapy service, community paediatric team, Educational Psychologists (EPs), Portage and SEN administration
- Liaison and information exchange with previous pre-schools and nurseries attended by the child (nursery staff will visit the pre-school group wherever possible)
- Expressions of concern e.g. from parents, health authority etc.

- Observations by members of the nursery team and through individual child assessment
- Surrey's Speech and Communication Profile
- Early Help Assessment (EHA)
- EYFS progress tracker.

A GRADUATED APPROACH TO SEN SUPPORT

3. The reform vision: A whole school approach



At DNSCC we believe in quality first teaching and all our practitioners endeavour to provide this. All our key workers use a holistic and differentiated approach to working with each child. They let the children lead their own learning and go with the pace of each child as an individual. All our key workers are responsible for monitoring the progress of their key children and are accountable for their development including those who may need access to specialist staff or support assistants.

All children we have regular contact with i.e. home visiting, 2-3s nursery and 3-5s nursery have their development tracked using our Pupil Progress Tracker (PPT). This is monitored by the Head Teacher. Within the 2 nurseries there are opportunities for 1:1 and small group time should staff feel that children need some extra input. Staff undertake regular training to develop their own professional skills and understanding ensuring they have strategies they can use and apply to children who may be vulnerable or have any additional needs

How do you decide whether to make special education provision?

Using the PPT's and regular staff meetings/parent meetings, staff are able to decide when a child needs further provision. If there are any concerns raised the following actions take place:

The child's key person will:

- discuss with the child's parents, and ask them about any concerns

- observe the child's behaviour and performance and record as much of these as possible
- liaise with the parents and where possible, the child, to lead the planning and implementation of the Individual Support Plan (ISP)
- make sure the ISP focuses on long term outcomes for the children and records only strategies that are additional to, or different from the normal differentiated curriculum
- organise the implementation of the ISP in the classroom and monitor the child's progress through observation.

If a child is not making sufficient progress then staff will involve the SENCo. The SENCo will:

- ensure all known information about the child is collected by the key person, including any new, relevant information from parents
- observe the child and informally meet with the parents where necessary
- liaise with outside agencies, such as health or social services, that may already be involved with the child, and collect any relevant information from them
- liaise with the EP, where appropriate, and enable them to give advice and support to parents and colleagues
- begin to document the child's needs using a document called Surrey SEND Support Arrangements (SSA), in collaboration with the key person and parents
- monitor the SSA and the child's progress towards their outcomes
- make sure parents are aware of the Local Authority's (LA's) parent service SENDIASS (The Special Educational Needs and Disability Information Advice and Support service)
- ensure a review meeting is arranged at least once a term which involves the parents and those who have been working with the child

HOW IS A DECISION MADE TO PUT PUPILS ON THE REGISTER?

At DNSCC for children who require SEN support we follow the 'Assess Plan Do Review' model.



Assess - We regularly assess the child's needs by drawing on information from key workers, parents and any specialist professionals who may be involved with the child.

Plan - When we decide to put any SEN support in place we ensure parents are notified. The key worker, SENCo and parents decide together what adjustments or interventions need to be put in place.

Do - the key worker is responsible for working with the child on a day to day basis and puts into place any agreed actions/interventions whilst liaising with any staff who may also be working with the child/providing the child with extra support.

Review - Each term the child's progress including the effectiveness of any interventions is reviewed at a meeting between the key worker, SENCo and parents. Where possible this will involve any outside professionals working with the child and/or an update report from their perspective. This review meeting will then inform future planning.

Children requiring a high level of provision may have an Educational, Health and Care Plan (EHCP) in place. This is a legal document and the LA is responsible for this. They involve the following review process as written in the SEND code of practice:

- **Annual Reviews:** EHCP's are reviewed every three to six months (for children under 5), or earlier if deemed necessary by any involved parties, including the parents. The SENCo will inform all concerned and request current reports and/or attendance at the review meeting, and will ensure these reports are circulated before the meeting. She will ensure that all participants, and in particular the parents, are given the opportunity to express their opinions at the review and to participate in the recommendations made. She will send a summary of the review to all relevant bodies and the LA.

Children who have an ISP or SSA in place are put on the SEND register. The SEN register is kept and monitored electronically by the SENCo.

HOW ARE PARENTS, FAMILIES AND CHILDREN IN OUR 2 NURSERIES INVOLVED IN THE SEND PROCESS?

It is essential that parents are fully involved in all aspects of their child's time at DNSCC. We aim to create a welcoming atmosphere and if parents have a particular concern they are encouraged to informally discuss this with the key person or any other member of the staff team. We also hold regular parent/ key person meetings in which we discuss the child's development and share information.

We begin liaising with parents before the child starts at nursery (where possible when a child starts at a 'stay and play group' or through outreach and/or home visiting), throughout their time at nursery and hope to maintain links once the child has left. All the children in the nurseries are visited at home by their key person and usually one other member of staff prior to admission.

We feel it is vital to involve parents of all children who are on the SEND register and to maintain an on-going dialogue of our aims and strategies. It is hoped that, where appropriate, these strategies are reinforced at home. Parents are invited to attend regular termly reviews and are given copies of all documentation for formal reviews. They have full access to all documentation and may have photocopies if they wish.

SEN PROVISION

What does Additional Support mean?

SEN support can come in many forms. Some of the ways we support children at DNSCC are as follows:

- Supporting the children with their development of self-help skills e.g. toileting, dressing
- Making changes to the materials/equipment a child is using
- Observing the child and keeping records
- Working with the child in a small group
- Providing specialist tools and equipment
- Using a range of different questioning techniques to ensure a child has understood
- Use or increased use of particular facilities e.g. soft play
- Providing 1:1 support from an additional adult

At DNSCC children within the mainstream nursery who have been identified with specific needs will be targeted for additional intervention to address these needs.

SPECIALIST PROVISION

DNSCC has developed particular expertise in working with children with speech, language and communication needs and with other identified conditions, including autism and global development delay. The 3-5s nursery has a PSLCN unit for four children, full time, with severe speech, language and communication difficulties. This is staffed by a full-time

nursery nurse and a part time Speech and Language Therapist. The PSLCN nursery nurse also supports other children with speech, language and communication difficulties in the mainstream 3-5s nursery through intervention. The 3-5s nursery also has an SNSC for 7 children, full time, with moderate to severe special educational needs which may include: autism, developmental delay, cerebral palsy etc. The SNSC team consists of a full time SNSC Leader, Learning Support Assistants and a part time Speech and Language Therapist.

The teams work very closely and flexibly together so that they can best meet the needs of individual children. They use the same methods and paperwork for recording information on the development of the children. The SENCo has overall responsibility for both provisions and meets with the PSLCN nursery nurse and SNSC lead regularly. The PSLCN nursery nurse and SNSC lead meet with the Speech and Language Therapist when possible to monitor, evaluate and plan as well as attending weekly staff meetings for the whole 3-5s nursery team. There is a speech and language therapy programme for all the children, and the Speech and Language Therapist works on an individual or group basis according to the children's needs. The children have full access to the mainstream curriculum and are included into the life of the school, whenever possible and when appropriate to their needs.

If it is agreed by parents, the EP, Headteacher, Surrey SEN team and staff that the child's needs would be better met in the alternative group in the school (i.e. the PSLCN or SNSC) and a place is available then we will transfer the child.

A place may be terminated in the PSLCN or SNSC group, either because a child has made such good progress that he/she no longer requires the place or if the placement is considered unsuitable for the child after a period of assessment. This is a joint decision made by the LA, PSLCN or SNSC staff, Senior Leadership Team (SLT), Headteacher, SENCo and any other appropriate professionals in conjunction with the parents.

All our PSLCN and SNSC children are admitted to the Nursery after the LA has deemed their needs to be complex. Some of these children will have already undergone statutory assessment or will be put forward for statutory assessment by the Nursery as soon as is appropriate. During their time in the unit decisions about future schooling will be made by parents with support from the Nursery, the LA and any other relevant professionals e.g. EPs. The nursery will supply the LA with all relevant records and information and advice from appropriate agencies.

Children who are escorted to DNSCC by taxi have regular contact with the SNSC Leader and PSLCN nursery nurse via email. The PSLCN children also have home/school link books, which are completed every day. Close telephone contact is encouraged and maintained with these parents. We also hold coffee mornings for parents of children with SEND in which staff and parents have the opportunity to get to know one another and discuss common concerns in a relaxed atmosphere. In September we hold a welcome evening for parents with children in our specialist provision.

Managing the needs of pupils on the SEN register

At DNSCC we see every child as an individual and we tailor our approach to accommodate each individual. If we feel a child needs support that is additional to and different from what we offer every child then we will put them onto the SEN register.

The key person will:

- discuss the situation with the child's parents and then where necessary involve the SENCo who will arrange and chair a review meeting
- collect any relevant information such as classroom observations
- plan an ISP or SSA document with the SENCo, the parents, possibly external specialists and where possible the child
- agree appropriate outcomes for the child and the teaching strategies/resources needed to progress towards these outcomes.

The SENCo will:

- make sure the parents are fully involved and informed about the child's ISP or SSA form
- make sure that all relevant records/information are up to date and available for the external specialists to use
- review and update the SEN register once a term including removing children from it should they achieve their outcomes and/or meet Age Related Expectations
- liaise with the external specialists (including the EPs) and make sure their advice and support are made available to the keyworker and the child's parents
- work with the specialist agencies, the key person and the child's parents to decide on a new ISP or SSA document: the outcomes, targets and the teaching strategies
- monitor the continuous updates and additions to the ISP or SSA document ensuring parents are kept fully informed
- ensure that all the SEND stages are followed according to this policy and that parents are involved at all stages
- monitor actions and progress
- arrange meetings with parents as requested
- chair formal reviews of children in the SEN unit and others as needed.

In the specialist provision -

The SNSC Leader will:

- work with the SNSC children on a day to day basis
- complete all planning, monitoring and record keeping for the SNSC children
- direct the SNSC LSA's on a daily basis
- liaise with SNSC parents on a daily basis by email or by telephone
- liaise with the SENCo whenever necessary
- liaise with SaLT whenever necessary
- attend reviews for all SNSC children
- complete ISP or SSA document's for each child and update them termly

- regularly review and update the child's steps towards their outcomes in their ISP or SSA document
- complete and update termly PPT's for all their key children

The PSLCN Nursery Nurse will:

- work with the PSLCN children on a day to day basis
- complete all planning, monitoring and record keeping for the PSLCN children
- liaise with PSLCN parents on a daily basis face to face, by home-school link book, by email or by telephone
- liaise with the SENCo whenever necessary
- liaise with SaLT whenever necessary
- attend reviews for all PSLCN children
- complete ISP or SSA documents for each child and update termly
- regularly review and update the child's steps towards their outcomes in their ISP or SSA documents
- complete and update termly PPT's for all their key children.

The SNSC LSA's will:

- support all SNSC children in the SNSC room and in the main classroom as directed by the SNSC Leader
- support the SNSC children with activities and self-help skills as directed by the SNSC Leader

Resources

The SNSC Leader and PSLCN Nursery Nurse will inform the SENCo of any resources needed and this will be discussed in line with the DNSCC centre priorities and allocated funding accordingly.

Support services

DNSCC works with the following support services, as necessary:

Educational Psychology Service (EPS), hearing impaired service, English as a Second Language (ESL), speech and language therapy, physiotherapy, occupational therapy, portage, health service, social services, autism outreach, disability and learning support, REMA (Race, Equality and Minority Achievement), Early Support.

We have access to the EP service for all statutory and business critical needs. As part of this we are allocated a link EP.

The LA provides funding for support staff for the children with SEN and for the speech and language staff. Children in our mainstream nurseries can access discretionary funding and/or an inclusion grant provided by the LA.

Supporting parents/carers

- Our DNSCC SEN Information Report can be accessed on our website and by request from reception or by contacting our SENCo

- Parents/carers can also access wider information about the support services in Surrey via the local offer website: www.surreylocaloffer.org.uk
- Our admissions policies for both our mainstream nurseries and for our specialist units can be accessed on our website or requested from the office
- Information about specialist organisations and agencies, including the SEND Information and Advice Support Service (SENDIASS), can be obtained from the SENCo
- DNSCC staff work very closely with every family to ensure smooth transitions into the nursery and out of the nursery going on to primary school

Supporting pupils with medical conditions

DNSCC recognises that children with medical conditions might need support so that they can participate fully in their education, including nursery outings, outside play, cooking etc.

- If a child has a medical condition, an individual healthcare plan will be written and agreed with the parents
- Training is given to staff when necessary e.g. anaphylaxis awareness and EpiPen training
- Access to any spaces including changing and toilet facilities is ensured

Please refer to Medical Needs policy

Monitoring and evaluation of SEN

The SEND provision at DNSCC is monitored regularly by the SENCo, the Headteacher, the SLT and the SEND Governor. This then informs future developments and improvements.

The SEND provision is also monitored by:-

- Monitoring & review of SEN funding
- Regular review by the Headteacher and the Governing Body
- Centre Development Plan priorities
- Questionnaires and surveys of parents/carers
- External audits by Surrey e.g. SEN Monitoring visits by Surrey School & Centre Improvement personnel, OFSTED inspections
- Developing best practice e.g. moderation of child progress through SENCo networks and local partnerships

TRAINING AND DEVELOPMENT

Staff development

The professional development of all staff is a high priority at DNSCC. The team is committed to take part in further training to extend their knowledge and understanding of special educational needs, and endeavour to do this within a limited budget. All learning support staff are actively encouraged to participate in any relevant staff training. Staff training priorities are identified through a comprehensive professional development programme and linked to centre development plan priorities.

The SENCo, in consultation with the DNSCC team, will endeavour to ensure that relevant in-service training is provided for all staff including leading induction on SEND policy and practice for new staff. Where necessary members of the learning support service and EPS are invited to provide in-service support to staff.

The Headteacher and SENCo ensure that the SENCo's professional development is kept up to date by attending network meetings, relevant courses/conferences. The SENCo is also a member of a range of professional bodies including the NAS, The SI network, The Communication Trust etc. The SENCo holds the National SENCo Award.

STORING AND MANAGING INFORMATION

Information will be securely managed within the school's own data management system and confidentiality policy:

- Documents are stored securely in locked cabinets
- Documents are stored until they need to be transferred onto a future setting/school. Any documents not needed are shredded in line with the retention policy for Surrey schools.

REVIEWING THE SEN POLICY

This policy will be reviewed on an annual basis and will be formally reviewed in September 2019.

Approved by the Governing Body: September 2018

Review by: September 2019

COMPLAINTS PROCEDURE

We follow Surrey County Council's and Ofsted's policy for parental complaints - see Complaints Policy. Advice can also be obtained from the SEND Information and Advice Support Service on 01737 737300 or spp@surreycc.gov.uk
Please refer to our complaints policy.

Relevant for:-

Children's Centre: Yes	Nursery: Yes	Parents: Yes
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Key:

AFASIC Association for all Speech Impaired Children

DNSCC Dorking Nursery School and Children's Centre

EP Educational Psychologist

EPS Educational Psychology Service

EYFS Early Years Foundation Stage

I CAN A communication charity supporting children with speech, language and communication difficulties

ISP Individual Support Plan

LA Local Authority
LSA Learning Support Assistant
NAS National Autistic Society
NHS National Health Service
PECS Picture Exchange Communication System - used with children on the autistic continuum
PODD Pragmatic Organisation Dynamic Display
PPT Pupil Progress Tracker
PSLCN Pre-School Speech, Language and Communication Needs
SaLT Speech and Language Therapist
SEN Special Educational Needs
SENCo Special Educational Needs Co-ordinator
SEND Special educational Needs and Disability
SENDIASS Special Educational Needs and Disability Information Advice and Support Service
SI Sensory Integration
SLT Senior Leadership Team
SNSC Special Needs Support Centre
SPP Surrey Pathway Plan
SSA Surrey SEND Support Arrangements
TEACCH Treatment and education of autistic and related communications in handicapped children and adults