



Sandbank Nursery School & Playcare Project Special Educational Needs Policy

Background of the School

Sandbank Nursery School is situated in the centre of Bloxwich. The children come from very diverse backgrounds. However, the majority of the children attending live in the wards of Bloxwich East and Bloxwich West where unemployment is above average for Walsall as a whole. The majority of children are white and have UK origin. The school has very good relationships with parents and carers, who are welcomed into the school and encouraged to be involved with its work.

The school has 65 full time equivalent places, this means 65 children attend the morning session and 65 children attend the afternoon session. We are an inclusive nursery school and welcome children with additional needs.

The nursery school also operates a 32 place day care project known as "Sandbank Playcare." This project is registered by Ofsted Early Years and meets the welfare requirements of the Early Years Foundation Stage. Playcare is a non-profit making project run by Sandbank Nursery School. The project runs morning and afternoon Playcare sessions and a lunchtime sandwich club.

All children have needs which are special to them. A caring environment is necessary to encourage children to develop and progress. Children learn at different rates and developmental maturity will be taken into consideration when assessing children's abilities and needs. We seek to know each child as an individual person and to create a trusting relationship in which learning can take place.

Children may experience problems in gaining full access to the curriculum, resources and facilities of the school in one or a combination of the following:- physical problems, visual impairment, hearing impairment, motor problems, medical conditions, speech/language difficulties, learning difficulties, behavioural/emotional problems. These difficulties may be long or short term.

Sandbank seeks to meet the challenge of educational entitlement for all children to a broad, balanced curriculum which is relevant to their needs and interests. We hope to achieve this by identifying and supporting children with special needs within the frameworks of; Walsall S.E.N. Code of Practice, Early Years Foundation Stage Statutory Guidance, current legislation and available resources e.g. Interaction Screen and Wellbeing Scree and Wellcomm Screening.

Definition of Special Educational Needs

(Special Educational Needs and Disability Code of Practice: 0 to 25 years - January 2015)

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them
- Children must not be regarded as having a learning difficulty solely because the language in which they will be taught, Sector 312 Education Act 1996.

Aims

Children may have special educational needs either throughout or at some time during their school career. We aim to:-

- Enable each child to develop according to their own needs regardless of ability, race, gender or religion.
- Provide a curriculum which allows for the individual development of each child, breaking the learning process into small steps when necessary.
- Involve parents in all decisions relating to their child and recognise the vital role they play in supporting their child's learning.
- Seek the views of the child and take them into account when possible.
- Liaise with and draw upon the expertise of other professional agencies.

Objectives

These aims will be achieved by:-

- Ensuring that the learning environment, experiences and resources deployed in the setting are designed to meet the needs of all children.
- Early identification of a child's special educational needs by collaboration with parents/carers, other settings, nursery staff and professional agencies.
- Ensuring that all children experience a learning environment that is sensitive to their needs, allowing them to learn at their own rate with progression along a continuum setting clear and achievable targets where appropriate.
- Employing a whole school approach to the identification, assessment and provision for

children with special educational needs and implementing a Graduated Response (Code of Practice) where appropriate.

- Listening to the wishes of the child concerned in light of their age and understanding.
- Ensuring that opportunities are provided for discussion with parents/carers to discuss their child's progress, share information and decide future action.
- Plan, evaluate and implement 'Plan, Do and Review' Target sheets (based on the Code of Practice) with regular reviews within prescribed time limits to assess their effectiveness and listen to the views of all involved.
- Deploy Learning Support Assistants when appropriate to meet the needs of individual children.
- The Headteacher will keep the Governing Board informed of the needs and requirements of children with special educational needs within the setting.

[Educational Inclusion and Access to the Curriculum \(Enabling all pupils to engage in the activities of the school\).](#)

This setting regards all children as individuals that should be offered excellence and choice whatever their ability or needs. Expectations of all children should be high and can be achieved through the removal of barriers to learning and participation. Children with significant Special Educational needs will be integrated into mainstream provision providing that they will benefit from it and that it meets their individual needs. Appropriate curricular provision and adequate supporting strategies will ensure they become a valued member of the setting and enhance the education of all the children.

[Improving Emotional and Social Development](#)

All children are screened after their first 6 weeks in nursery; this is done using {POMS} Well-being and Interaction Screen. The SENCO and family group leaders carry out the well-being screen together. This judgement is reviewed each term.

This screening process enables the early identification of individual needs and monitors children's well-being and involvement in activities. Where needed additional strategies can be put in place to support children's development.

[Adapting the Learning Environment](#)

An accessibility plan is in place at Sandbank Nursery School and Playcare. There is ramp access into the building and the outside classroom, a disabled toilet, blinds are fitted on some windows where the sun's glare would inhibit vision, the walls etc., are painted matt white for easier identification by children with a visual impairment and elevated areas have yellow edging, as well as a wide range of equipment to support children with varying needs e.g. a large rollerball on a computer mouse, bikes that can be used co-operatively.

Where children enter Nursery with more complex needs, we work alongside agencies and professionals to identify possible changes to the environment or resources.

Support staff will work closely with practitioners using the strategies and targets outlined in 'Plan, Do and Review' sheets. Plans are broken down into small steps based on existing achievements so that a child can experience success. Children are supported in a manner that

acknowledges their entitlement to share in the same learning experiences enjoyed by their peers. They may sometimes be withdrawn for a short time for specific 1:1 activities, or if needs can be met alongside their peers, we will allocate staff to support this.

Roles and responsibilities

(Special Educational Needs and Disability Code of Practice: 0 to 25 years - January 2015)

It is the role of the SENCO to:-

- Ensure liaison with parents and other professionals in respect of children with special educational needs
- Advise and support other practitioners within the setting.
- Ensure that appropriate Targets and Plans are in place
- Ensure that relevant background information about individual children with special educational needs is collected, recorded and updated.

The Headteacher is responsible for the day-to-day management of all aspects of the setting's work, including provision for children with SEN. This includes keeping the Governing Board closely informed and working closely with the SENCO.

Practitioners will be involved in the development and implementation of the SEN policy and be fully aware of procedures for identifying, assessing and making provision for children with special educational needs. The governing board will work with practitioners to determine the setting's general policy and approach to children with SEN. (Standards and Framework Act 1998). The Governing Board has a named SEN Governor. The Governing Board must, on at least an annual basis, consider and report on, the effectiveness of the school's work on behalf of children with special educational needs. As part of their Annual Report to Parents governors include information on the implementation of the governing board's policy on pupils with special educational needs and any changes to the policy during the last year.

Staffing

At Sandbank Nursery School and Playcare the child's primary support will be from Keyworkers who will liaise with other staff including SENCO and Learning Support Assistants (LSA's) where allocated. Provision for children with special educational needs is a matter for everyone in the setting. All staff need to be sensitive, have knowledge and awareness of the individual needs of children to give consistency and continuity of care.

SEND is a specific agenda item for the weekly staff meetings; this ensures that information about the specific needs of children can be shared appropriately with staff.

Training

Staff require knowledge to include children successfully. We have an on-going programme of Local Authority training for issues relating to SEN. Where appropriate, we access training provided outside of the local authority - this ensures a broader knowledge of the National perspective on issues relating to SEN.

Each year's training will be targeted towards meeting the needs of that particular year's intake of children and the adults who are working with them.

Outside agencies come into Nursery to support specific training requirements where needed. Knowledge is also updated by collecting articles and leaflets etc, stored in the office and accessible to all staff, parents and students.

Admission Arrangements

As a setting which is seeking to be truly inclusive and non discriminatory, children with additional needs will be welcomed and admitted according to the same policy as all other children. The Disability Rights Commission Code of Practice 2002 states that it is unlawful to treat a child less favourably for a reason related to their disability. Therefore, a child will not be refused a place on the grounds of special educational needs.

Identification, Assessment, and Review Procedures

Early identification of children's special educational needs is vital. The earlier action is taken the more responsive the child is likely to be. Home visits before a child is admitted to nursery will afford opportunities for parents to raise any concerns that they have. Liaison with outside agencies involved with a child, pre-nursery, will further identify needs and professionals may visit to assess the suitability of the setting and necessary support required in consultation with the SENCO and the head teacher. Consultation with Sandbank Play Care will also identify prospective children with special educational needs.

Assessment of all children is a continuous process of observation and record keeping. Practitioners monitor a child's development in line with other children in the setting and employ a whole school approach. Assessment of children reflects as far as possible their participation in all curriculum areas of the Early Years Foundation Stage. Although a child may be at an earlier stage of development than peers of a similar age they may still be seen to be making progress. Taking this into account if a child fails to progress despite receiving differentiated learning opportunities and resources through normal provision a special educational need is identified and a Graduated Response is triggered.

The Graduated Response

The SENCO monitors the progress of children within the SEND system at Sandbank and supports colleagues in delivering Support Plan targets and strategies.

(Special Educational Needs and Disability Code of Practice: 0 to 25 years - January 2015)

Walsall's agreed Special Educational Needs forms will be used as appropriate.

Children's targets will be recorded on an SEND Support Plan; initially the plan will record targets at Early Response Stage, if more support is needed after (two cycles) reviewing Early Response targets, then the Support Plan will move onto SEND Support.

Early Response Stage (Identification of Learning Needs/Special Educational Needs)

When a concern is raised by staff or parents or when a child fails to make progress generally or in a specific aspect of learning, the nature of the concern will be discussed with the SENCO and staff as a whole.

Parents will always be consulted to share their views and knowledge of their child.

The form "Early Response Stage" will be completed, setting relevant targets and strategies and recording progress within an agreed time frame. If the child then fails to make progress in line with these targets a decision to move to an "SEND Support Plan" will be made after consultation with staff, parents and child where possible.

SEND Support Plan

As part of SEND Support Stage the SENCO and practitioners will gather all known information about the child and seek additional new information from parents/carers. External professionals, who may already be involved with the child, may be consulted with parental permission.

The practitioner, SENCO and parent(s) will then decide on appropriate targets to help the child make progress. This is recorded on an "SEND Support Plan" in the form of short term targets or small steps towards progress. The plan details the steps towards achieving outcomes and what is needed in terms of intervention and resources. The child's views will be sought where possible.

The SEND Support Plan is available for parents, and for colleagues to refer to in the setting. The plan is reviewed and parent's views on their child's progress will be sought as part of the review process. If after a significant time scale a child continues to make little or no progress further involvement by external agencies may be necessary and it may be appropriate to apply for an Education, Health and Care Plan (EHCP).

Education, Health and Care Plan (EHCP)

The criteria used for deciding whether statutory assessment is necessary is outlined in the Special Educational Needs and Disability Code of Practice: 0 to 25 years - January 2015.

The SENCO will send the completed "Request for Education, Health and Care Plan" form together with the information requested from all relevant parties involved with the child and the child's parents.

When a child's educational needs are particularly severe or complex and require attention for much of the child's school life, or that specialist intervention cannot be provided in the current setting then the LEA is likely to conclude that an EHCP should be applied for.

Children with existing Education Health and Care Plans (EHCP)

Regulations require annual review of a child's statement of special educational needs but the LEA may consider six -monthly reviews that reflect significant changes that can take place in children under the age of five.

In addition the cycle of formulating and reviewing SEND Support Plans will continue as before.

Pupil Transfer

Records of a child's progress and relevant "SEND Support Plan" targets should be passed on to the appropriate setting when a child leaves Sandbank nursery or Playcare with the parents

consent. When possible there should be liaison with the child's new teacher prior to admission with an invitation to attend a Transition Review. When the Transition meeting is planned, all related professionals should be invited to share their knowledge of the child's needs with the appropriate professionals.

Some children under five may have been in receipt of a considerable amount of support within the nursery provision without the necessity of an EHCP. Their needs may be such that they require an Education, Health and Care Plan prior to entering primary school and careful attention should be given to starting this process and passing on records to the school where they start their Reception year.

Pupil Participation

Sandbank Nursery and Playcare encourage all children to develop independence, responsibility and to make decisions for themselves. Children will be involved at an appropriate level when possible in setting targets for their SEND Support Plans and their views on their progress will be consulted in review meetings. Success will be celebrated as in all other aspects of the setting.

Partnership with Parents

Sandbank recognises that parents are the important first educators of their children and seeks to work closely with them in supporting children with special educational needs. An active partnership through on-going dialogue is encouraged with regular meetings, at least termly, to share progress. A school/home diary will be used when parents are unable to attend the setting on a regular basis.

Parents will be informed at all stages of the special educational needs process and involved in all decision making and target setting. Their permission will always be sought before the involvement of any external agencies. They will be provided with clear information relating to their child.

Parents will be informed of the support offered by Information, Advice and Support Service (SEND) and how to access it. If parents/carers are concerned over the provision/assessment of their child concerns should be raised with the SENCO. Then if they are still unhappy, they may take their concern to the Headteacher or the Playcare Co-ordinator. If the matter is still unresolved the issue can be referred to the Chair of the Governing Board. Parents/Carers will also be reminded of the availability to disagreement resolution service at appropriate times.

Links with Support Services and other agencies (securing equipment and facilities)

Successful partnership with other agencies is in the best interest of the child. We are committed to working with others, sharing expertise, responsibility and information. Other professionals may include:

Educational Psychologist
Speech and Language Therapist
Child Development Centre

Practitioners from other schools
Early Intervention & Inclusion Support Services
Health Visitors
Audiology and Orthoptist
Occupational Therapy

Liason with professionals and other agencies ensure that the children at Sandbank, specifically those with Special Educational Needs, have equal access to equipment, facilities and support.

Complaints about SEN provision

The views of all parents and stakeholders are taken seriously. There is a formal complaints procedure; further details of this can be found in the Nursery's Compliments and Complaints Policy which is on the school website.

Monitoring and Evaluation of the Special Educational Need Policy

The Special Educational Needs/Inclusion Policies are imbedded in day to day practice in Sandbank Nursery School and Playcare and as such is a working policy and can change at any time through staff discussion.

The SENCO will regularly liaise with the Head Teacher to review the work of the setting in this area and provide information for senior managers when required. All staff will be involved in developing and reviewing the SEND policy.

Sandbank Nursery School also has an SEN Information report which can be found on the school website: <http://www.sandbank.walsall.sch.uk/ofsted/policy-documents>

Walsall Local Authority also has a local offer, which can be found at: <http://www.mywalsall.org/walsall-send-local-offer/>

Special Educational Needs Co-ordinator:

Reviewed: March 2021

Elizabeth Sledge

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This policy has regard to the legal requirements set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years - January 2015

N.B. This policy should be read alongside the Behaviour and Anti Bullying Policy, the Equal Opportunities Policy and the Accessibility Plan.