Rowley View Nursery School
SEND Policy
2023 /2024

Supporting Special Educational Needs and Disabilities at Rowley View Nursery School

As part of the Children and Families Act 2014 (updated 2020) the SEND Code of Practice aims to: -

- Improve outcomes for all vulnerable children and young people and their families
- Develop joint multi-agency responsibility and working
- Give parents/ carers more choice and control
- Ensure a flexible local approach to identifying and meeting needs

Each Governing Body is required by law to publish information about how the school makes provision to meet any special educational needs and disability (SEND) of its children. The information is available free of charge to parents of existing or future children of the school, the Local Authority, Health Services and any other interested parties who may request a copy, either by calling into the school or by post.

Introduction

This policy complies with the statutory requirement laid out in the SEND code of practice 0-25 (September 2014, updated 2020) 3.65 and has been written with reference to: -

- The Equality Act
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils at School with Medical conditions
- EYFS 2017 Statutory Guidance
- Safeguarding Policy
- School's Accessibility Plan
- Teacher's Standards 2012
- Behaviour Policy
- Early Years National Funding Formula

This policy was created in line with the Code of Practice 2014 and should be read in conjunction with the school's SEND Information Report which is available on the school's website.

Rowley View Nursery School SENDCO	Ian Morris
National SENCO Award	Working towards award
Members of the Senior Leadership Team	Yes
Inclusion Leader	Marie Wilkes
Members of the Senior Leadership Team	Yes
Contact Details	Postbox@rowley-view.walsall.sch.uk

Vision

With the support from parents/ carers and school staff, every child will feel safe, valued and able to make a positive contribution as a member of the school community, benefitting fully from the learning opportunities and social experiences available.

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Rationale

Children are all individual and progress at different paces. We recognise that a proportion of the children in each family group may have special educational needs. It is our duty to identify the nature and manifestations of need in order to develop bespoke plans to assist and enhance development. At the same time, we aim to enhance children's self-image and encourage a sense of achievement and self-fulfillment while developing a considerate, respectful attitude on the part of others.

Aims

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

- Provide access to a curriculum which allows for the individual development needs of each child, removing barriers to learning and meeting their diverse needs
- Seek the views of the child, taking them into account wherever possible
- Involve parents/ carers in all decisions relating to their child and recognise the vital role they play in supporting their child's learning
- Liaise with and draw upon the expertise of other professional agencies
- Empower each child to develop according to their needs, regardless of ability, race, gender, religion or sexual orientation
- Provide a safe environment where children want to attend school and enjoy the opportunities provided

Objectives

It is the responsibility of all practitioners working with children to take responsibility for the early identification of any aspect of SEND in order to meet the individual needs of all children. We will achieve this by: -

- Setting clear learning objectives
- Providing differentiation to support learning in accordance with the 'Graduated Approach'
- Enabling the child to access a broad, balanced and relevant curriculum which provides opportunity for enjoyment within a whole school approach to managing and meeting individual needs
- Accessing specialist services or provision in school for individual children
- Providing support and advice for all staff working with pupils with Special Educational Needs and / or Disabilities

Identifying Special Educational Needs

School Staff use assessment tools to track every child's progress against expected developmental milestones. If a child is not making expected progress or meeting developmental milestones then staff will discuss their observations with parents / carers. Staff observe children regularly in all contexts and then share this information with the SENDCO to discuss any concerns they may have. We also work with other agencies, including 'Health' which may help to identify a special need or disability. Initial concerns and findings are shared with parents / carers by arranging a meeting. Signed permission is required from the parent / carer before a child's name is added to the 'Special Needs Register'. Staff adhere to the Special Needs Code of Practice, 2014' to ensure the 'Graduated Approach' is followed. Once a concern has been

raised and discussed, steps will be taken to support a child's progress. The family group leader will meet the child's needs through differentiated work and individual programs.

If the child does not make the expected progress, staff and parents will work together to devise a 'Support Plan'. This will include specific targets using agreed strategies and will recommend the child working within a smaller group for some of their time in school. The plan is reviewed each half term and if the targets are not met, staff may request outside help and consider an 'Enhanced Support Plan'. This may include 1:1 support time with an adult in school. If parents and professionals feel the child needs additional support for the foreseeable future, then a Statutory Assessment will be requested which may lead to an Education, Health and Care Plan' being issued. Whatever stage the child is at within the 'Graduated Approach' progress will be tracked and reviewed each half term in a meeting led by the SENDCO with parents and other professionals.

School staff, working on a daily basis with the child will plan to meet their individual needs.

Other factors that are not SEN but may impact on progress and attainment are: -

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Early Years Pupil Premium Fund
- Being a 'Looked After Child'
- Being a child of a service man or woman

Our guiding principle is one of Inclusion and to implement this principle, consideration must be given to the following factors: -

- Teaching should take place in school alongside their peers, wherever possible
- Provision should be made for the withdrawal of identified children for specific activities, where appropriate
- A secure, stimulating environment should be provided
- All children are entitled to a broad, balanced curriculum which is differentiated according to need
- Suitable equipment and materials should be provided wherever possible
- Teaching assistants should be deployed to withdraw individuals and small groups
- Keyworkers, Teaching Assistants and SENDCOs should all work closely and cooperatively
- The views and co-operation of parents / carers should be respected

Definition of 'Special Educational Needs and Disability'

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

A child or young person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his /her ability to carry out normal day-to-day activities (Disability Discrimination Act 2010). It should be noted that a child may fall within one or more of these definitions. Children with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

There are four broad areas of SEND where children may have extra needs in one or more areas: -

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and / or physical needs

The Local Authority publishes indicators for identifying needs in the four above areas which are available on request.

Graduated Approach

Assess, Plan, Do, Review

The school will undertake two cycles of Assess, Plan, Do and Review before a child is identified as having an SEND need.

For those children, previously identified as having Special education needs and / or disability prior to starting school, appropriate provision will be provided at SEND Support Level.

Assess

Methods used to help identify a special educational need include: -

- Information from parents / carers
- Information from previous settings
- Information from and discussions with staff
- Observations of the child
- Early Years Tool Kit
- SEND support plans - assess, plan, do, review (APDR)
- Interventions
- Language screening tool
- Data analysis
- Progress meetings
- Referrals from outside agencies
- Recommendations from Safeguarding and/or PEP meetings

Plan

If the review of the action taken indicates that additional or revised support will be required, then the views of all involved including parents / carers and the child will be obtained (6.14 of Code). Then appropriate evidence based interventions will be identified which will be recorded on a support plan and implemented by the group leader in conjunction with the SENDCO.

Do

SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant developmental targets that take into account parents' aspirations for their children. Parents will be consulted on the action they can take to support attainment of the desired outcomes. Within the school, SEND support may include a high level of support, and / or working with small groups of children on particular skills. This intervention will be recorded and included in the review meeting and led by a teaching assistant under the guidance of the SENDCO.

Review

Progress towards the outcomes will be tracked and reviewed half termly with the parents/carers and child; new targets will be set at the meeting, where appropriate. If a child is not making an expected rate of progress then outside advice may be sought. The school will always obtain the permission of the parents / carers to discuss his / her child with other professionals and will inform them of the outcomes of such discussions and involvement. Once outside agencies are involved the SEND support plan becomes enhanced. In order for a child to exit the SEND register, he/she will no longer have provision that is additional to or different from their peers. Any child who is removed from the SEND register is monitored by the SENDCO for a term. Children with SEND are recorded on the school database' Sims' software and updated regularly. Where appropriate children will be aware of their learning targets and encouraged to share their views about school, in order to maximize their learning opportunities.

Some children with identified Special Educational Needs may require additional support where we will apply for extra funding to meet their needs.

Early Years National Funding Formula

DAF (Disability Access Fund)

3 and 4 year olds are now eligible for DAF (Disability Access Fund) if they meet the following criteria: -

- The child is in receipt of 'Disability Living Allowance' (DLA)
- The child receives the universal 15 hours entitlement

If a child meets the above criteria, a one off payment of £615 per year can be applied for to purchase resources or equipment to make reasonable adjustments to the setting and / or to help with building capacity, be that for the child in question or for the benefit of children as a whole attending the setting.

SEND Inclusion Fund

All Local Authorities are required to establish an inclusion fund in their local funding systems for 3 and 4 year olds. Walsall Local Authority has decided to include 2 year olds within this funding. The purpose of the funding is to provide support to address the needs of individual children with SEND. The SEND inclusion fund is for 2, 3 and 4 year olds who are accessing the early year's funding. The inclusion fund is for children with lower level or emerging SEND. Children with more complex needs and those in receipt of an 'Education, Health and Care Plan' (EHCP) continue to receive funding via the high needs block funding. The SENDCO, Inclusion Leader and key worker will be responsible for making decisions regarding applications for this funding.

Roles and Responsibilities/ Co-ordination of Provision

Provision for children with SEND is a whole school matter and is a part of the continuous cycle of assessment and review.

Governing Body

The School Governors have specific responsibility to: -

- Ensure that the necessary provision is made for any child who has special educational needs
- Ensure that all staff are aware of a child's SEND
- Ensure that all staff are aware of the importance of identifying and providing for those children who have special educational needs
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interest of coordinated special educational provision in the area as a whole
- Ensure that a child with special educational needs is able to join in the activities of the school together with those children who do not have special educational needs. This needs to be practical and compatible with the child's special educational provision and allow for the efficient education of the children with whom they are educated
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child

In doing so, the governors will have regard to the 'Special Educational Needs Code of Practice' and the 'Disability Rights Code of Practice for Schools'. The Governors will report to parents annually on the implementation of the SEND policy. To demonstrate the effective implementation and success of the policy the report may include: -

- How the resources have been used
- Progress which has been made in relation to provision and assessment
- Monitoring and record keeping
- The use of outside support services and agencies
- The number of pupils identified at each stage

The Head Teacher

The Head Teacher has the day- to-day management responsibility for all aspects of school work, including the provision for those children with SEND. The Head Teacher keeps the governing body fully informed and works closely with the school's SENDCO Team.

The SENDCO and Inclusion Leader

The SENDCO and Inclusion Leader are responsible for the day-to-day operation of the SEND Policy and to: -

- Give guidance and assistance in identifying, assessing and monitoring children with SEND
- Keep a record of those children who have SEND
- Support and advise colleagues and governors
- Liaise with parents, other schools and support agencies
- Take an appropriate part in staff development
- Ensure that personal professional development keeps abreast of developments and initiatives

- Implement, review and update the school's policy
- Monitor, update and oversee records
- Update, manage and review provision maps and support plans
- Collect and analyse data
- Use data analysis to inform school development and to report to Governors

The School Staff

All staff are 'Teachers of children with SEND' (6.36 of code) and differentiate the curriculum to meet the needs of all children (6.37). They are involved in implementing the SEND policy and are aware of the procedures for identifying, assessing and making provision for those children with SEND.

Supporting Pupils and Families

The Local Authority by law publishes the services and provision available to children of SEND - this is called the 'Local Offer' and is available on the school website. Parents can also access impartial advice from 'Parent Partnership', details of which is also available on the school website. Contact numbers are available from the school SENDCO.

As a school, we also publish information regarding how we meet the needs of SEND children - this information is on the school website as the school's local offer and SEND report. This document gives information on current services and provision available to SEND pupils.

Admission Arrangements

Admission arrangements are consistent for all children and are administered in accordance with the guidance set out in the 'Admission Arrangements' published by the Local Authority. A copy of the Admission Arrangements is available from Children's Services at Walsall Local Authority and the link is provided on the school website. This booklet also sets out arrangements that apply for admission of children and young people with statements of SEND.

Children and young people with SEND may have a range of different needs but all children are welcome to apply for a place at our school, in line with the school's 'Admissions Policy'. If a place is available, the school will work in partnership with parents, to ensure the provision provided meets the needs of the pupils with SEND at this school.

For children with an EHCP, parents have the right to request a particular school; the local authority must comply with that preference and name the school or college in the EHCP plan unless: -

- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person
- The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that his / her child's needs can be better met in specialist provision.

Transition

Transition plans are drawn up during the last review meeting for children moving into primary school. All outside agencies involved with the child are invited along to this meeting including staff from their chosen school. Children visit their new schools before moving, both with and without their parents. Those children with specific needs have additional visits to ease transition. Strategies are planned to prepare the individual child depending on their need i.e. photo books, visual timelines, maps of the school, access routes. Children with EHCPs are supported by the same staff within the Local Authority SEND team and an Annual Review and Transition Plan will take place before the child moves to the next stage of their education. Transitional Top-up Funding can be applied for to support a child when their EHC application is in process, to ensure continuation of support within their new setting.

Provision – Access to the Curriculum

We recognise that children have different degrees of difficulty so the additional support received will depend upon how great their difficulty is; children with greater need will receive more support. We call this our continuum of need and match it to a continuum of support. All staff will be made aware of the resources that have been purchased and where they are kept. All teachers are teachers of every child and must therefore ensure that any reasonable adjustments to a child's needs, that are in addition to, and different from, the majority of other children, will be catered for in conjunction with advice from the SENDCO and external agencies.

School Visits

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. The school recognises that children at school with medical condition should be properly supported so that they have full access to education, including school visits and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the 'Equality Act 2010' - updated May 2014 and 'The Special Educational Needs and Disability Regulations 2014'. For a very small percentage of pupils, whose needs are significant and complex and where the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an EHCP being provided which brings together health and social care needs. Please see Walsall Local Offer information https://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0

Provision – Access to the Environment

The school has a 'Disability and Accessibility Policy' which is available on the school website and paper copies are also available from the office. Adjustments to the building have been made in light of disability access requirements and include: -

- A disabled toilet
- Low level sink and work surface

- Medical facilities available in a private space
- Wide door way accessibility

General well –being of children

Parent and Child Voice

Parents are invited each term to join us in school for family sessions. Parents are given the opportunity to participate in family learning with their child. They are asked to evaluate and comment on the school's performance through an informal chat. Questionnaires are also sent out twice a year to gather and collate parental feedback. The opinions parents share with us are regarded with importance and considered carefully. Children are invited to comment on their nursery school life and learning which is also recorded. Our Behaviour Policy is embedded and revisited annually to ensure a consistent approach and shared understanding. Children are taught to respect and value each other. Small group interventions take place for those children who need support with their personal and social skills.

Arrangement for partnership with parents/ carers

We work in close partnership with families; all information is shared and decisions taken jointly. All concerns are shared with parents / carers; discussions are also held to ascertain a child's understanding and behaviours at home. This is then taken into account and we work together to decide what support is needed to begin to make good progress. Where appropriate, we will write an individual support plan; this sets simple targets and outlines how your child will be supported. Parents / carers will always be provided with a copy to support a child's learning at home. Sometimes, parents / carers may be asked to give permission for other professionals to become involved for example, making a referral to other agencies such as 'Speech and Language Therapy Team', 'Health Visitor' or 'Children's Development Centre'. A review meeting is held each half term, where parents / carers will be involved in reviewing a child's progress and celebrating their achievements alongside school staff and any other professionals involved. We also hold parent consultation meetings once a term, where parents / carers can discuss a child's development and interests with their Family Group Leader.

When possible Parent Workshops will be held throughout the year and provide an insight into the child's day at school with information and support on a number of important subjects, for example, Communication and Language, Maths and growing and planting. During our family sessions, we ask parents / carers to complete a 'Parent View Form' to share their experiences regarding their time spent in school with their child.

When appropriate, children are provided with Home / School communication books which provide school with daily information from home, such as sleep/eating patterns, interests, behaviour and mood. They also provide parents with daily information regarding their child's activities and achievements in school.

Arrangements for Complaints

Here at Rowley View Nursery School, we are open and receptive to receiving compliments and / or complaints from parents of children with SEND. The school's compliments / complaints procedures are set out in the school handbook and are as follows: -

- **Telephone discussion**

Complaints are usually dealt with easily and quickly by telephone conversation; all staff are involved with teaching and supporting children during the school day, but will return your call as soon as practicably possible and at least by the end of the school day

- **Meeting with the school SENDCO and Inclusion Leader**
  In the unlikely event that the telephone conversation does not allay your concerns, then the next stage would be to organize a meeting with the SENDCO and/or Inclusion Leader to discuss the matter further
- **Meeting with the Head teacher**
  If you are still not satisfied that your concerns have been resolved then you should either phone the Head Teacher for a conversation or appointment, or put your concerns in writing

Teaching Assistants

Designated teaching assistants will work with individuals or groups of children engaged in activities planned by the nursery school teacher or the SENDCO. Some Teaching assistants may also be assigned to individual children who receive Higher Level Needs funding or have an EHCP.

In – Service Training

Staff regularly undertake training and development regarding SEND. All CPD and training needs are outlined in the School Development Plan with all staff accessing SEND training and development where and when appropriate and may include: -

- Whole school training
- Group training
- Attendance at external networking
- Attendance at training events
- In-house training
- On-line training

The SENDCO will keep abreast of any new developments as part of continual professional development and ensure that staff are kept up-to-date and briefed as appropriate. Advice may be sought from a range of organisations; for example: -

- Rushall Inclusion and Advisory Team
  http://www.rushall.walsall.sch.uk/inclusion-team
- Walsall Local Authority Advisory Support Team
  https://www.wcld.co.uk/kb5/walsall/asch/service.page?id=zqfovaetrkU
- Education Psychology Service
  https://www.walsallhealthcare.nhs.uk/clinical-pyschology.aspx
- Information, Advice and Support Service (SEND) or IASS(SEND)
  http://www.walsallparentpartnership.org.uk/
- Autism West Midlands
  https://www.autismwestmidlands.org.uk/
- Positively Special
  http://www.mywalsall.org/positive/blog/109-positively-special-/
- Speech and Language Therapy

https://www.walsallhealthcare.nhs.uk/speech-and-language-therapy.aspx

- Specialists in other schools e.g. teaching schools, special schools
- Children's Services
  http://childrens-services.webwalsall.com/
- Child and Adolescent Mental Health Service
  http://www.dwmh.nhs.uk/child-adolescent-mental-health-services-camhs/
- School Nurses
  https://www.walsallhealthcare.nhs.uk/schoolnursing/about-us-.aspx

Sharing Experiences and Good Practice

As a school we constantly endeavor to: -

- Work closely with neighbouring schools
- Share good practice
- Evaluate SEND provision in the area
- Organise and participate in meetings between the SENDCOs in the Darlaston Cluster to:-
  1. Provide opportunities to discuss the transitions of those children with special educational needs
  2. Network key developments and initiatives

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Further Information

The Walsall Local Offer
https://go.walsall.gov.uk/education/special_educational_needs_and_disability_local_offer
http://www.mywalsall.org/fis/walsall-send-local-offer/

References

The **SEND Code of Practice,** July 2014 provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Supporting Pupils at School with Medical Conditions, September 2014
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

A Glossary of SEND terms is included in the SEND Code of Practice (page 278 onwards)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This policy will be reviewed annually by the governors and any person wishing to comment on the policy is warmly invited to do so.
Policy reviewed by Marie Wilkes

Signed by Julie Jasper
Chair of Governors

Signed

Rowley View Nursery School
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2023 /2024

Reviewed by Armela Patel Signed
Interim Head Teacher

Reviewed by Ian Morris Signed
SENDCO

Reviewed December 2023
Review date October 2024