BACUP NURSERY SCHOOL

Policy for meeting Special Educational Needs

Head Teacher Mrs Andrea Cooper
Name of SENCO (Special Educational Needs Co-ordinator): Miss Becky Proctor

SEN Governor: Mrs S Coupe

Introduction

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (DfE 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE, 2014)
- SEND Code of Practice 0 – 25 (DfE, 2015)
- Schools SEN information Report Regulations (DfE, 2014) Special Educational Needs and Disability Regulations 2014
  Special Educational Needs and Disability (Amendment) Regulations 2015
- Early Years Guide to the 0-25 SEND Code of Practice (DfE, 2014)
- Statutory Framework for the EYFS (DfE, 2021)
- Teachers' Standards (DfE, 2011) Introduction update June 2013, latest terminology update December 2021)
- Statutory Guidance on supporting children at school with medical conditions (DFE, 2015)
- Keeping Children Safe in Education
- Working Together to Safeguard Children 2026
- School Admin of Medication policy
- School Child Protection & Safeguarding Policy
- School Access Plan
- School Local Offer
- School SEND Annual Information Report
- Schools Admission policy

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

- A child and young person has SEN if they have learning difficulty or disability which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Local Offer

The school's Local Offer is available on the school website www.bacup.lancs.sch.uk and Local Authority offer.https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/ This informs parents and carers how the school identifies and meets the needs of all children. The school's provision map is available on request, is on display in school and is on the school's website.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEN policy details how Bacup Nursery School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

This SEN policy was created by the school's SENCo, with the SEN Governor in liaison with the Head Teacher. It reflects the SEND Code of Practice, 0-25 guidance. This policy is on display in school, is available on the school's website and is also discussed at Governor's meetings. The inclusion and special educational needs provision map is given to all parents on induction to the school.

Bacup Nursery School will use its best endeavours to ensure that all staff in the school can identify and provide for those pupils who have special educational needs. Our aim is to allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child's needs.

This Policy focuses on the learning and progress of those children who have needs considered as falling under the four broad categories, which are described in the SEND Code of Practice (DFE, 2015).

These four areas are:
*Communication and Interaction
*Cognition and Learning
*Social, mental and emotional health difficulties (that may affect behaviour)
*Sensory and/or Physical (including Vision & Hearing)

The purpose of identification is to work out what action we need to take, not to fit a child into a category. However, there are other factors which are considered NOT SEN, but still may impact on progress and attainment. These are:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Being a Traveller

When a child is identified as needing intervention that is additional to or different form that which is available within wave 1 provision (High Quality First Teaching), this will be recorded using an SEN support plan. This includes links to a TLP and a wave 2-3 provision document.

Bacup Nursery School will have regard to the 0-25 SPECIAL EDUCATIONAL NEEDS DISABILITY CODE OF PRACTICE, (2015) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of the decision by the school that SEN provision is being made for their child.

Bacup Nursery School aims to provide a broad and balanced curriculum for all its pupils, including those with Special Educational needs.
We are committed to the inclusion of children with SEN, believing that they have a right of access to a curriculum appropriate to their needs. As a setting we aim to raise aspirations of and expectations for all children with SEN.

OBJECTIVES

- To identify and provide for children who have special educational and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To ensure provision mapping to support children and practice at Bacup Nursery School.
- To provide support and advice for all staff working with children with special educational and additional needs.
- To observe, monitor assess and record children's progress, to enable the early identification of any difficulties a child may have.
- To ensure there is a qualified teacher designated as SENCO, who must ensure all practitioners in the setting understand their responsibilities to children with SEN, make sure parents are closely involved within the graduated approach and that their insights inform action taken by the setting.
- To liaise with other agencies and professionals beyond the setting.
- To inform parents when special educational provision is being made for a child.
- Prepare a report on:
    - The implementation of their SEN policy
    - Their arrangements for the admission of disabled children
    - The steps being taken to prevent disabled children being treated less favourably than others;
    - The facilities provided to enable access to the school for disabled children and
    - Their accessibility plan showing how they plan to improve access over time.

THE SENCO

The SEN Co-ordinator will be responsible for the co-ordination of all matters relating to Special Educational Needs and will be the person who liaises with parents, outside agencies as well as overseeing provision within the Nursery.

All staff has a key role in monitoring children's progress, including the identification of children's individual needs and the implementation of differentiated activities as appropriate.

If a pupil's needs become "additional to" or "different from" the differentiated learning opportunities provided, then staff will consult with the SENCO.

The SENCO is responsible for

- Keeping a register of pupils with SEN and updating it, ensuring that relevant information and appropriate records are kept including a record of children with SEN support.
- Advising and supporting staff within the Nursery including Teaching Assistants.
- Ensuring that appropriate Targeted Learning Plans are in place.
- Liaising with external agencies.
- Liaising with parents and keeping them informed.
- Liaising with the SEN Governor and preparing appropriate reports to the Governing Body.
- Supporting the transition of pupils with SEN into the Nursery and into Primary School.
- Purchasing and organising resources for SEN.

The teacher usually responsible for the child will remain responsible for working with the child on a daily basis and for delivering any individualised programme.

ADMISSION TO BACUP NURSERY SCHOOL

Admission arrangements for the Nursery are described in the LCC Admissions Policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of most pupils will be met within existing school provision.
Pupils with an Education, Health and Care Plan will not be discriminated against and children will be treated no less favourably than applications from other children which is in line with the Equality Act 2010. Parents are invited to initially visit the school with the children to have a look round, the parents are invited to an induction evening and then the children are invited to come into Nursery for a play session in the classrooms.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Bacup Nursery School we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years children, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many children, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. It is important that any difficulties are identified early and support is given in the best way possible.

IDENTIFICATION, ASSESSMENT AND PROVISION

Bacup Nursery School follows the Early Years Foundation Stage curriculum which covers the seven areas of learning and development.

1. Personal, Social and Emotional Development.

2. Communication and Language.
3. Physical Development.
4. Mathematics.
5. Understanding the World.
6. Literacy.
7. Expressive Arts and Design.

Children will progress at different rates during the EYFS and therefore monitoring of individual children's progress is essential.
Bacup Nursery School completes On Entry information and undertakes regular observations and assessments to inform us of children's progress and identify pupils who may require early intervention strategies.

GRADUATED RESPONSE
Where a child appears not to be making progress then it may be appropriate to use alternative approaches to learning. Ongoing difficulties may indicate the need for help above that which is normally available for children at Bacup Nursery School.
Provision is considered in three waves:

Wave 1 – **High Quality First Teaching** – what is provided to all children and differentiated ordinarily.
Wave 2 - **Catch up/Intervention** - What is provided for children for children who need a little extra support (probably short term and probably not an SEN issue).
Wave 3 - **SEN Support** – What is provided for children with SEN
(See appendix 1)

Having identified that a child has special educational needs, Bacup Nursery School will intervene through SEN support, a graduated approach to supporting children with Special Educational Needs.
The graduated approach with four stages of action. **Assess, Plan, Do and Review.**

Assess
Makes little, or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
Continues working at levels significantly below those expected for children of a similar age.
Presents persistent emotional and or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
Has sensory and or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
Has communication and or interaction difficulties and requires specific individual interventions in order to access learning.

Plan
Consultation with parents, SENCO and colleagues within the school and outside professionals, if appropriate.
Differentiate learning activities to enable full access to the curriculum and environment.

Do
Make provision of different learning materials or specialist equipment.
Identify staff development and training.
Devise special programmes of work.

Review
Review progress made with parents, SENCO, staff and other professionals to evaluate and identify actions for future.

TARGETED LEARNING PLANS

Strategies employed to enable the child to progress will be recorded within a Targeted Learning Plan (TLP). This should include information about

- The long term targets set for the child
- The short term targets set for the child.
- The teaching strategies.
- The provision to be put in place.
- When the plan is to be reviewed.
- The outcome of the action taken.

The TLP will record only that which is additional to or different from the differentiated curriculum in place as part of normal provision.
The TLP will focus on three or four key targets and will be discussed with parents.
The TLP will be kept under review but are formally reviewed three times a year.
Parents will be fully consulted as part of the review process.

The Nursery does become involved with external agencies, with the aim of providing a comprehensive network of support for all pupils. All external staff are made to feel part of our school community and work closely with pupils, staff and parents. These external specialists may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly.

Outside agencies may include

- Educational psychologist.
- Speech and Language Therapist.
- Occupational Therapist.
- Physiotherapist.
- Doctors.
- Health visitors.
- Paediatricians.
- Outreach teachers.

A list of all people who are currently involved in our school is attached at the end of the policy, with contact telephone numbers where possible.

In consultation with the relevant outside personnel, a new TLP will be produced to support the child's progress.

One Page Profile
This will be completed before a request for EHC Needs assessment.
The One Page Profile will be used to inform the co-ordinated assessment to transfer statements of SEN to an EHC Plan. For those who do not progress to an EHC Plan, the One Page Profile will be used to agree the SEN Support plan. The One Page Profile must be completed in partnership with the child and parents/carers.

REQUEST ING EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT
Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting will consider requesting an Education, Health and Care (EHCP) Needs Assessment and Plans.
When requesting an EHC Needs Assessment from the LEA, Bacup Nursery School will provide the evidence collected throughout the process – copies of TLPs, records and evidence of progress, copies of advice from Health/Children' s Social Care Services, outside professionals.
The LEA is then responsible for determining whether a EHC assessment will take place.
If the LEA decides to undertake a EHC assessment, Bacup Nursery School, parents and outside agencies already involved, will be asked for advice.
The LEA may decide that in order to meet the child's needs an **EHC Plan** will be issued.

ANNUAL REVIEW
EHC Plan will be reviewed and amended in sufficient time prior to a child moving between key stages of education. The review will focus on what the child has achieved as well as on difficulties which need to be resolved.
At the child's final review at Bacup Nursery School, the SENCO and or class teacher of the receiving Primary school will be invited to attend.

WHEN A CHILD NO LONGER NEEDS TO BE ON THE CODE OF PRACTICE RECORD
If, after an agreed period of time, the child begins to respond to support put in place and makes appropriate progress, which will be evidenced on their EYFS tracking and also on review of Targeted Learning Plans, it may no longer feel necessary to continue to plan in smaller steps. (This means that the child no longer requires provision that is additional to or different form wave 1 provision). This may become apparent when planning next targets and these targets actually are similar to those expected of children their own age. At this point, with agreement from all involved, including parents, the child may exit the Code of Practise record and continue to follow the schools tracking and assessment records for all the over children.

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS
Please see the schools policy for supporting children with medical conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education. If disabled, the school will comply with its duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care (EHC) Plan (a Statement of SEN) or have a Medical Care Plan in place. Health Visitors work with staff at Bacup Nursery School to provide training where is it needed. Health Visitors also produce the Medical Care Plans if they are needed, before the child starts Nursery. We ask parents to keep us informed of any changes that occur, to enable staff to keep the Care Plans up to date.

MONITORING AND EVALUATION OF SEN

To ensure the quality of our SEND provision, the school will conduct SEN audits involving the SENCo, the SEN governor, and head teacher, this will involve;-

- child observations
- data analysis of intervention programmes and progress made
- pupil progress meetings between members of staff
- seeking of parental views
- monitoring staff CPD

The SEN policy is reviewed annually by the SENCo.

PARTNERSHIP WITH PARENTS

Bacup Nursery School believes that parental involvement in their child's education is of great benefit and we, therefore, feel it is important to consult with parents and keep them informed of their child's progress. Parents are always welcome to discuss any matter relating to their child and this is especially true in relation to a child with Special Educational Needs.

Parents' contribution in terms of identification and support for children with SEN is fully recognised.

Parents will be kept fully informed where their child has special educational needs and will be involved in setting and reviewing TLPs as well as in providing help at home wherever possible.

TRANSITION

As children start coming to Bacup Nursery School we ask parents to fill in 'All about me' forms, which inform the teachers and staff of important and useful information about their children. We also receive transition documents from child minders, informing us about the children's progress and the levels that have been achieved on the EYFS while working with them in their home environment.

If a child were to move to another pre-school setting, then the teachers would pass on all relevant information and records about the child's progress while at Bacup Nursery School.

When the children move onto School, the teachers pass on all relevant information and records concerning progress and achievement. When a child with SEN leaves for another school then transition meetings take place between the teachers at Bacup Nursery School, the children's parents and the teachers from the new school.

Teachers from the new setting often visit the child in Nursery and observe the child playing in a familiar environment. All records and reports are passed on.

EVALUATION OF THE SUCCESS OF THE POLICY

The current SEN policy will be fully reviewed annually.
In determining future progress and provision, all staff will be involved in discussion, the progress of pupils with SEN will be reviewed and parents invited to comment.
The school SENCO will produce an annual report to Governors on the implementation and review of SEN provision. The annual Governors Report to Parents will include information on SEN provision.

The success of the policy will be measured against the objectives set out at the beginning of the policy and use will be made of the following indicators:

- Pupils with SEN identified as early as possible.
- Pupils individual needs are catered for as appropriate through differentiation, SEN Support or through a EHC Plan.
- Pupils make good progress against the specific targets set for them in TLP.
- Parental involvement at every stage and a feeling of satisfaction at SEN provision for their child.
- Close liaison with outside agencies to develop good working relationships and ensure SEN provision appropriate for each child's individual needs.

TRAINING AND RESOURCES

The SENCo provides in-house training as and when new training needs arise.
Additional outside agencies are bought in to enhance training as and when needed.
Additional equipment that is required to meet a range of individual needs is purchased and we talk with parents and other professionals about any need for additional specific pieces of equipment. See Local Offer.
Staff members are deployed within the Nursery setting to ensure children with SEN can access the environment and all learning opportunities.

ROLES AND RESPONSIBILITIES

GOVERNORS

The governing body
• fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs.
• ensure that all teachers are aware of the importance of providing for these children.
• are involved in developing and monitoring the School's SEN policy
• have a named Governor for Special Educational Needs; this is Mrs S Coupe.

HEADTEACHER

• The Head teacher will keep the governing body fully informed in all aspects of the School's work, including provision for children with SEN.
• The Head teacher will work closely with the School's SEN Co-ordinator.

SPECIAL NEEDS CO-ORDINATOR

The SENCo is Miss Becky Proctor

The SENCo, working closely with the Head teacher, SEN Governor and other teacher will:

• Ensure all practitioners in the school understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN.

• Be closely involved in the strategic development of the SEN Policy and provision to raise the achievement of pupils with SEN.

• Have responsibility for the day-to-day operation of the School's SEN Policy, and for co-ordinating provision for Pupils with SEN, particularly with children on the school's SEN register.

• Work closely with parents/carers ensuring they are involved throughout and that their insights inform action taken by the school.

• Seek to develop effective ways of overcoming barriers to learning.

• Be involved with monitoring the standards of pupil's achievements and in setting targets for pupil improvement.

• Oversee the records on all pupils with SEN.

• Liaise with, advise and support staff.

• Contribute to the in-service training of staff.

• Liaise with external agencies including the LA Support Services; Educational Psychology Services; Health and Social Care and voluntary bodies.

• Assist with and monitor interventions and map progress.

• Monitor, evaluate and report regularly to Head.

- Andrea Cooper, Head teacher, is responsible for medical needs of pupils.
- Andrea Cooper, Head teacher, is responsible for coordinating equality (ENCo).
- Andrea Cooper, Head teacher, and Donna Pollitt, teacher, are the designated members of staff with specific Safeguarding responsibility.
- Donna Pollitt, Assistant Headteacher and Becky Proctor, SENCo are responsible for managing Children who are Looked After.
- Becky Proctor, SENCo, is responsible for coordinating behaviour.
- Becky Proctor, SENCo, is responsible for managing SEN (Additional Educational Needs funding / Additional Inclusion Support Funding).

TEACHERS

• All teachers are teachers of all children

• The provision of High Quality First Teaching is the cornerstone to effective SEN progress

• The teacher must fully involve the parents at all stages of the above process. Parents need to be aware that their child has difficulties at the earliest opportunity. No action should be taken without informed parental consent.

• The teacher has the responsibility for the provision of work, activities and assessment related to the targets on the TLP and also keeping any 1 –1 teaching assistants fully informed about the needs and progress of the pupil.

• The teacher has a responsibility to involve the pupil and encourage as much participation as possible in his/her reviews and development targets

SUPPORT STAFF

• All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND.
• Training to meet the needs of support staff is arranged according to whole school and individual pupil needs.
• Support staff are encouraged to discuss issues relating to SEN with the SENCo. Where individual and group training needs are identified of support staff the SENCo or Head teacher will facilitate training. Support staff are included in whole school training sessions.
• The contribution by support staff in the day-to-day implementation of the SEN Policy is highly valued and forms a crucial part of the success of the Policy.
• In line with the SEN Code of Practice, the class teacher is the first port of call for the teaching assistant to discuss issues relating to pupils with SEN.
• The SENCo may be involved where further advice or discussion is needed.
• Monitoring suggests that where strong liaison between class teacher, teaching assistant and the SENCo exists, the needs of the pupil are met more effectively.

Storing and Managing Information – confidentiality
All confidential information is kept in the office, where secure, lockable cupboards are used.
Information collected about a pupil's SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Head teacher or the SENCo, unless the school has Safeguarding concerns.
Confidential information regarding a pupil's SEN is kept in a SEND file. This may include reports from other professionals, TLP's, letters about meetings, TAF meeting minutes, Assessment information, Medical Care Plans, CAF's and All about Me's. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly. The file is kept in a lockable cupboard in the main office.
The class teacher's SEN File will contain copies of the original documents; TLP's; Education and Health Care Plans; Medical Care Plans.
The SENCo keeps a file with copies of TLP's and relevant assessment data.
E-mails are sent to other professional using secure e-mails and all SEND information is only stored on a secure, encrypted pen device.
Documents and information relating to previous years children are kept in the office, in secure, lockable cupboards.

ACCESSIBILITY
Statutory Responsibilities
The Equality Act 2010 placed a duty on all schools and LA's to plan to increase over time the accessibility of schools and schools for disabled pupils and to implement their plans.
Bacup Nursery School has got an Accessibility policy, which is available in school.
Bacup Nursery School is inclusive and all children have access to the EYFS curriculum. Medical Care plans and Targeted Learning Plans are produced for children with SEN and help to remove any specific barriers to learning children may have.
All children have access to the physical environment, which has ramps in place for disabled children.

Parents can contact key workers and teachers through an open door policy where they are welcome at any time. Parents can come into Nursery to talk to staff informally, make more formal meetings with staff and other professionals or they can ring the Nursery and talk to members of staff on the phone if necessary.

COMPLAINTS PROCEDURE

If any parent has any concerns regarding the education of their child with special educational needs, they should contact the school immediately and speak to the teacher or Head teacher. All concerns will be dealt with sensitively, with the child's interest and needs being of paramount importance. Any complaints in writing, the Nursery School must respond within 28 days.

LIST OF PERSONNEL
INVOLVED IN SEN ISSUES AT
BACUP NURSERY SCHOOL

NAME	POSITION	PHONE NUMBERS
Mrs Andrea Cooper	Head Teacher	01706 873856
Miss Becky Proctor	SENCO (Responsibility for SEN)	01706 873856
Mrs S Coupe	SEN Governor	01706 873856
Bethany Pearson	Early Years SEN Inclusion Teacher	
Nicola Fielding	Area SENDO	01254 220860

BACUP NURSERY SCHOOL
Inclusion and Special Educational Needs Provision Map

Bacup Nursery School makes effective provision for children with special educational needs using the following:

Wave One: 
(Whole school intervention – inclusive quality-first teaching for all)

- Initial parents' meetings and open day before children start in September.
- Close home/school liaison.
- Regular observations.
- On Entry assessments/ongoing/summative.
- Differentiated resources/continuous provision.
- Practitioners support play and social development.
- Differentiated focused learning plans.
- Eye-level communication from adult to child.
- School behaviour expectations.
- Reward systems promoting positive behaviour.
- Clear policies in place.
- Teacher/SENCO to support group work.

Wave Two: 
(Additional interventions to enable children to work at Typical Level of Development or above)

- Daily support based around regular nursery activities.
- (1-1, small group, whole class TA/Teacher).
- Withdrawing groups to raise attainment (e.g. social skills, speech & language).
- Following Speech and Language Therapy (SALT) programmes (TA/Teacher).
- Individual behaviour reward charts (School/home).
- Monitoring by HT/SENCO.

Wave Three 

(Additional highly personalised interventions)

- Individual TLP (Teacher/SENCO).
- Withdrawal for group/individual work (TA/Teacher).
- In class support/TLP delivery (All staff).
- Additional teacher support.
- Following programmes by OT/Physiotherapist etc.
- Individual arrangements for transition (SENCO/Head).

The impact of provision mapping can be measured by the successful pupil outcomes:
Pupil Outcomes:

- Whole school and consistent approach-All teachers/TAs take responsibility for SEN.
- Multi-agency approach where appropriate, to seek the correct expertise to ensure pupils' needs are fully met.
- Planned programmes to develop children's individual and identified needs.
- Pupil progress is monitored and reviewed via TLPs and class planning/assessment.
- Enables children to be fully supported in their learning.
- Pupils show "value added" in their progress from their starting point.
- All pupils fully accessing the curriculum.
- Develops pupil confidence and self-esteem.