Millfields Nursery School and Community Services
SEN Policy

This policy has been amended in light of Children's and Families Bill and the New Special Educational Needs and Disabilities Code of Practice (2015).
It complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- The Equality Act 2010; Update June 2015
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice 0-25 (Update April 2015)
- Children and Families Act 2014
- Statutory guidance on Supporting Pupils at School with Medical conditions- December 2015
- EYFS 2014 statutory Guidance
- Millfields Safeguarding Policy
- Millfields Accessibility Plan
- Teachers' Standards 2012
- Behaviour and Anti bullying policy
- Safeguarding policy

This policy was created by the school SENCo, in liaison with the Senior Leadership team, the SEN Governor, all staff and parents of pupils with SEND. This policy was created in line with the new code of Practice (update 2015). It should be read in conjunction with the school's SEN Information Report which is available on our school website.

School SENCo – Lynne Emery Head teacher

lemery@millfields-n.walsall.sch.uk

At Millfields Nursery School We offer 48 full time equivalent places to children who are 3 and 4 i.e. 48 children attend the morning session and 48 children attend the afternoon session. The children receive 15 hours of nursery education a week. We also offer the 30 hour provision for families that are entitled to it.

We have up to four family groups of children, each led by a qualified member of staff i.e. Level 3 qualification or above.

Day care

We offer day care for working parents for children aged two to three years. It is open from 8a.m. to 5p.m. We also offer holiday Play schemes for children up to six years of age.

The Head teacher is the head of the whole establishment. We also have a day care manager.

Aims and Objectives

Definition of Special Educational Needs

(Code of Practice 2014)
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.

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 and achieve 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.
- Working with outside agencies, Special Education professionals and parents in partnership to ensure that a child's needs are met appropriately.
- Plan, evaluate and implement individual education plans with clear learning objectives (based on the Code of Practice three stage model) with regular reviews within prescribed time limits to assess their effectiveness and listen to the views of all involved.
- Deploy individual support when appropriate to meet the needs of individual children.
- The SENCo will keep the governing body informed of the needs and requirements of children with special educational needs within the setting.
- Provide support and advice for all staff working with pupils with Special Educational Needs or Disabilities.

Identifying Special Needs

Assessment of all children is a continuous process of observation and record keeping. Practitioners at Millfields monitor a child's development in line with other children in the setting and employ a whole school approach. The assessments are made through observing your child in a variety of ways not only by the child's key worker but other staff members too. We observe how children interact with the environment, other children, and other adults, how they cope with different times of the day, targeted work through small group time, their understanding of language and how they use language.

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 make adequate progress despite receiving quality teaching, differentiated learning opportunities and resources through normal provision a special educational need is identified and a Graduated Response is triggered.

There are four broad areas of SEN where children may have extra needs. This may be in one or more areas as set out by the code of practice (2014)

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

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

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium grant
- Being a looked After Child
- Being a child of a service man or woman

A graduated approach to SEN support

Graduated Approach

If we feel that a child is not making the adequate progress we would like to or we are concerned about their safety within the nursery, we will arrange a meeting with the child's parents/carers to discuss any of the concerns we may have. This open two way meeting is to discuss the needs of the child, from both the parent and nursery point of view.

This meeting will have the child's key worker and the Nursery SENCo . The parents/carers are welcome to bring along someone for support.

Assess, Plan Do, Review

The school will undertake a cycle of Assess, plan, do and review before a pupil is identified as having an SEN need. This is done after quality personalised teaching targeting an area of weakness from the child's key worker and support staff, intervention and adjustments have been made, discussions with the SENCo with regard to children's assessment and development have been had.

Assess

Assessment methods we use at Millfields to help identify special educational needs include:

- The Early Years Foundation Stage (EYFS) outcomes as guidance (1.3)
- Information collated from home visits in discussion with parents
- Information from other settings
- Discussions with parents on a daily basis
- Information from previous setting/childminder
- Initial concerns, discussions with staff, observations of pupils
- Holistic observations of the child.
- Pupil passport
- SEN support plan reviews
- Intervention groups and 1:1 support
- ECAT Communication screen
- Data analysis

- Parent consultations
- Key worker meetings
- Referrals from outside agencies
- Recommendations from Safeguarding meetings, PEP meetings

The assessment is reviewed regularly, ensuring that support and intervention is matched to need.

If children join Millfields Nursery already identified as having a Special Educational Need we work closely with the people already identified as having worked with the child. We use that information to jointly set targets and identify possible support strategies. We also work together to formulate a transition plan ready for when the child starts Millfields.

Plan

Where it is decided that a child requires SEN support parents are notified and are involved in the agreement of intervention and support requirements which have been selected to meet the outcomes of the child. Discussion regarding impact on progress and development will also take place along with setting a date for the review. This will be recorded on Millfields documentation (SEND Support Plan).

All staff who work with the child are made aware of the child's needs, along with a copy of the targets and support documents they will require to record evidence.

Do

The child's key worker is responsible for working with the child on a daily basis. Where intervention and 1:1 support takes place outside of the group, the key worker still remains responsible. Key workers work closely with support staff in delivering targeted support. The SENCo will support all staff in the implementation of targets and documentation.

Review

The review of the support, intervention and targets set and their impact on the child will be reviewed in line with the agreed date. The impact will be evaluated alongside the parents views. Children's views will be recorded based on observations during the nursery session. This will in turn inform the next step of intervention and support. Parents are involved in this meeting and in the target setting and intervention process. Parents will have clear information about the evaluation and next steps.

If a child is not making expected rate of progress, regardless of the intervention strategies provided by nursery, then outside advice will be sought. The nursery always obtains parents' permission to discuss their child with other professionals and informs parents of the outcomes of such discussions and involvement. Once outside agencies are involved the SEN Support plan becomes enhanced.

For a very small percentage of pupils, whose needs are significant and complex and the SEN 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 Education, Health and Care (EHCP) plan being provided which brings together health and social care needs. Please see Walsall Local Offer information

http://www.mywalsall.org/fis/walsall-send-local-offer/

Managing pupils needs on the SEN register

At Millfields nursery school we use Walsall Local Authority templates for our intervention support and implementation of the assess, plan, do and review cycle, these are completed by the SENCo. In between review meetings staff, both key workers and support staff, use documentation to record evidence towards targets and intervention.

If it decided that a child is not making adequate progress, in discussion with the parents, additional consultation from external sources will be sought. The SENCo will make contact with the relevant services. If needed the SENCo will complete the relevant referral paperwork.

The SENCo maintains a central record with children identified as requiring SEN support.

Criteria for exiting the SEN register/record

If it is felt that a child no longer requires additional support then the child can be removed from the SEN register. This decision is made through discussion with parents, staff and the SENCo. There must be significant evidence to warrant this decision. Any pupil who is removed from the SEN register is monitored by the SENCO for a term.

Supporting pupils and families

All local authorities must publish a Local Offer, setting out in one place information about what is available for children and families. It makes clear what they can expect from a range of local agencies including their statutory entitlements and what is available in early years settings.

Walsall's Local Offer can be found at:

http://www.mywalsall.org/fis/walsall-send-local-offer/

links to other agencies that support children and families in Walsall can be found at:

https://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0

When a family make the important decision to send their child to Millfields Nursery School, further information regarding our admission arrangements can be found here:
millfields-n.myeduwebsite.com/en/left/admissions/

Before a child starts Nursery we conduct a home visit. This is a fantastic opportunity for families to talk to the child's key worker about concerns or to raise any questions they may have. It also creates the opportunity for the child to meet their key worker in the comfort of their home.

When a child starts at Millfields they have sessions where they are accompanied with a parent for an hour, then unaccompanied for another hour. These days are generally in succession of each other. The child will then start as per their times. However, if a child has found this amount of time difficult, discussions with parents and key workers will be had as to best gradually build this time up for the child.

When children leave Millfields to start life in a new school, we arrange transition visits for all of the children's new teachers, where they can observe the children in the setting. They are also welcomed to a transition evening where staff can look through learning journeys and discuss children with key workers. Where possible we take the children to visit their new school also. Each child has a transition book to look at and share with their families before they start the new school. We also visit the children again later the following term, to see how they have settled and if the new teaching staff have any questions or suggestions for future transitions.

Additional to this, we invite teachers or SENCo's from the receiving school to attend the final review meeting. Here the transition paperwork is completed in discussion with parents, key worker, SENCo, LA SEN team and the new teachers/SENCo. Here further dates for additional visits will be made. With parental consent, all paperwork will be handed over to the new setting at this meeting, or if not appropriate at this time, it will be hand delivered to the school where a slip will be signed to say that it has been received.

Supporting pupils at school with medical conditions

Millfields recognise that children at school with medical conditions should be properly supported so 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 Millfields will comply with its duties under the Equality Act 2010

Some may also have Special Educational Needs (SEN) and may have a Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice is followed (2014)

Monitoring and evaluation of SEND

At Millfields we follow a rigorous cycle of monitoring and evaluating the quality of our provision such as teaching, environment and learning journeys.

This is collated by parent views, observations of teaching and learning, learning walks, ECERS auditing tool, monitoring of learning journeys, link governor visits. The SENCo regularly meets with other SENCo's of other nurseries to discuss best practice and updates in local and national SEND.

This cycle of monitoring promote an active process of continual review and improvement of provision of all pupils.

Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development.

Staff training needs are met through discussion with the SENCo, this may be identified training by the SENCo or training that the practitioner has identified for themselves. The SENCo arranges for the appropriate training, this may be individual or whole school. A child may arrive at Millfields already having a diagnosed need. This training is then arranged through the agency that is already working with that child.

At Millfields Inclusion Partnership Meeting (IPM), staff training needs are discussed. This is with the Early Years Special Educational Needs Team and our Educational Psychologist. Our IPM meetings take place twice a year.

All new staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around Millfields SEN provision and practice and to discuss the needs of individual children.

Roles and responsibilities

Provision for children with special educational needs is a matter for everyone in the setting (Code of Practice 2014).

Role of SEN Governor and Governing body

The governing body will work with practitioners to determine the setting's general policy and approach to children with SEN. The Governing Body has a named SEN Governor. The governing body 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 body's policy on pupils with special educational needs and any changes to the policy during the last year.

Role of Head Teacher:

The head teacher is responsible for the day-to-day management of all aspects of the setting's work, including provision for children with SEN.

Role of the SENCo:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the Millfields approach to identifying and meeting SEN
- Advise and support other practitioners within the setting.
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Ensure liaison with professionals or agencies beyond the setting in respect of children with SEN
- Ensure that appropriate SEND Support Plans are in place
- To keep the governing body closely informed.
- Monitors the progress of children on the SEN register at Millfields
- Regularly liaise with the head teacher to review the work of the setting in this area

Role of the School Staff

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

Storing and managing information

Millfields nursery school follows the local authority guidelines on retention and managing records in line with GDPR guidelines (2018).

Accessibility

At Millfields we recognise that some children have various degrees of difficulty, so the additional support that they receive will depend upon their difficulty; children with greater need receive more support.

All staff are made aware of the resources that have been purchased and where they are kept. All staff are responsible for all children at Millfields and they are to ensure that any reasonable adjustments that are made will be implemented, with advice from the SENCo and the EY SEN Team

We have a disability and access policy which is available on the school website and paper copies are available on our policy stand in nursery.

- Access to the building

At Millfields there are disabled parking bays outside of nursery. We have double open doors that are wide enough for wheel chair access. On the ground floor we have a disabled toilet. There is also access to a private room on the ground floor if needed for parents. For children, the nursery environment is one level. We have wide opening doors that lead to the garden. In the garden there are pieces of equipment that can physically challenge children but do not hinder their enjoyment of the outdoors. We also have a sensory/quiet room that is available for 1:1 or small group work.

- Off Site Visits

Risk assessments are carried out and procedures and measures are put into place to enable all children and parents to participate in all school activities. No child with SEND are excluded from any school provided activities.

Nursery news information is given in written and mobile phone text format. If parents need clarification or support with the accessibility of the information, staff are available to support with this through verbal communication.

Parents have contact with their child's key worker on a daily basis where they are able to discuss their child's day through a hand over. We also provide a parents consultation session once a term where parents have chance to discuss their child's development and look through their child's learning journey. At any time parents can speak to a member of the SLT or make an appointment at a more convenient time to discuss any concerns they may have.

Dealing with complaints

At Millfields we welcome any comments parents would like to make, and are welcomed to give that feedback to the staff.

However if parents have a concern, or are worried regarding their child's education or care we also encourage them to comment.

In the first instance this matter can be raised with the child's key worker. If parents are still unhappy this matter can be discussed with the SENCo, through face to face meeting, telephone or in writing.

In the unlikely event that this matter is not resolved then an arranged meeting will take place with the SENCo and Head Teacher.

If the matter is still not resolved then the next steps would be to contact the SEN link governor (Eleanor Boycott) through writing. At this stage letters can be addressed to:

SEN Link Governor
c/o Millfields Nursery School,
Lichfield Road,
Bloxwich
Walsall
WS3 3LU

The link governor will investigate the complaint. This may be then referred to the full governing body for discussion.

The school's complaint procedures are set out in the school prospectus.

Bullying

Children at Millfields are encouraged to be caring citizens. This is done through circle time, praising positive behaviour, celebrating achievements in our weekly Gold Book awards and by adults acting as positive role models.

Our behaviour and anti bullying policy can be found on our website and on our policy stand in nursery.

Further Information

The Walsall Local Offer can be found here:

http://www.mywalsall.org/fis/walsall-send-local-offer/

References

The SEND Code of Practice (2014, updated 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

www.gov.uk/government/uploads/system/uploads/attachment_data/file/399523/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

Supporting pupils at school with medical conditions Sept 2014.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

A glossary of SEND terms is included in the appendices of the SEND Code of Practice (Page 267)

www.gov.uk/government/uploads/system/uploads/attachment_data/file/399523/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

This policy will be reviewed annually and is available to parents on our website and on the policy stand in nursery.

Signed.....
Date.....

September 2019