



Approved by the Governing Board in September 2023

To be reviewed by the Governing Board if required by legislation/guidance

SEND Policy

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015) and has been written in line with the requirements of:

- Children and Families Act 2014
- Early Years: Guide to the 0 to 25 SEND Code of Practice (September 2014)
- Equality Act 2010
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The Statutory Framework for the EYFS

The policy was created by the SENCO with input from the SEN Governor, staff and parents/carers and the Headteacher.

Name and Contact Details of the SEN Co-ordinator

[Sophie Boreham](#) - our Nursery Deputy Manager and SENCO co-ordinates the support and interventions in our nursery school, she provides regular contact to ensure parents are kept up to date during the SEN review process, and will liaise with other agencies involved with your child.

[Kinga Madarászová](#) - our Class Teacher responsible for planning the curriculum and differentiation and assessing your child's progress.

[Gemma Williams](#) - our named governor for SEN is who can be contacted through the school.

Hillview Nursery School believes that all children are entitled to have their individual needs appropriately supported in order to participate fully in nursery. We are committed to providing inclusive nursery education. We value diversity and seek to support each child, their family and carers in order for them to reach their full potential. Every teacher is a teacher of every child including those with SEND.

Aims

At Hillview Nursery School we wish to raise the aspirations of and expectations for all children with SEND providing a focus on outcomes for children, not just hours of provision/support.

Objectives:

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice
- To provide a SEN Co-ordinator who will work with the SEN/Inclusion Policy
- To provide support and advice for all staff working with children with special educational needs

Identifying Special Educational Needs

Definition of SEND

SEND stands for Special Educational Needs and Disability. Children have a special need if they have a learning difficulty or disability which calls for different or additional provision to be made. This will be if the child has:

- A significantly greater difficulty in learning than the majority of others, or
- A disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age within the Local Authority

The area of Special Educational Need will be identified as communication and interaction, cognition and learning, social, mental and emotional health, sensory and/or physical needs. Behaviour issues do not necessarily mean a child has SEN and does not automatically lead to a child being registered as having SEN.

The following are not considered to be SEN but they may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of serviceman/woman

When concerns are raised by parents/carers, staff, through meetings, observation or assessment we use a graduated approach to action and intervention.

A Graduated Approach to SEN Support

All children are treated as individuals. The teacher and staff plan an appropriate differentiated curriculum to ensure high quality teaching and learning with effective support and resources. Children are assessed using entry assessments, observations, well-being and involvement levels and EYFS profiles. Where a child appears not to be making progress either generally or in a specific aspect of learning, the teacher will take steps to provide different opportunities or alternative approaches to be used, such as:

- Small groups
- Individual 1-1 support
- Differentiated teaching methods
- Breaking down skills into smaller, attainable steps

The key persons are responsible and accountable for the progress and development of all children at the school. High quality teaching is the first step in responding to children who have or may have SEN. Staff will consult the SENCO as needed for support and advice. Parents/carers are kept informed of every stage of their child's development and are encouraged to share information with nursery. If a child is being monitored it does not mean

they are automatically on the nursery's SEN register. Parent consultations are used to monitor and assess progress made by all children.

SEN Support

Where it is determined that a child does have SEN, it will be discussed with parents/carers and the child will be added to the SEN register. This ensures that effective provision is put in place and barriers to learning are identified. The support provided consists of a four-part process, ASSESS-PLAN-DO-REVIEW.

Assess

Analyse children's needs using observation, assessment and parents/carers' views, details of progress and attainment, input from outside agencies (following agreement from parents/carers). Regular reviews take place to ensure support and interventions match the need and are being used appropriately, and that barriers to learning are being clearly identified and overcome.

Plan

This involves consultation between the Headteacher and SENCO and is shared with parents/carers to agree intervention and support needed, the impact on progress, development and behaviour that is expected and a date for review is set. All staff are informed of strategies and interventions to be used. An Individual Education Plan (IEP) will highlight this.

Do

The staff are responsible for working with the child. The teacher and Headteacher have responsibility for planning, monitoring interventions and liaising with all staff. Additional support will be provided by the SENCO, who will seek advice from external agencies if appropriate.

Review

A child's progress will be regularly reviewed and the impact of support monitored. The quality of support will also be monitored. The parents/carers' views are taken into account. The SENCO will revise the support and outcomes based on the child's progress and development and make any necessary amendments in consultation with parents/carers. A review meeting will take place every term.

Education, Health and Care Plan (including referral information)

The application for an Education, Health and Care Plan will combine information from a variety of sources including the Headteacher, SENCO, parents/carers, Educational Psychologist, social care and health professionals.

Information will be gathered relating to current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health, and social care about whether the child is eligible for an EHC plan. Parents/carers have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

An EHC plan will be provided if it is decided that a child's need cannot be met by the support that is ordinarily available. School, parents/carers and other professionals will be involved in developing and producing the plan.

Once the EHC plan has been completed and agreed, it will be kept as part of the child's record and reviewed by staff and parents/carers. The plan will 'move' with the child. The annual review enables provision for the child to be evaluated and changes to be put in place if needed.

The Local Offer

The SEND local offer is a resource designed to support children and young people with SEN and/or disabilities and their families. It describes services available, including information about public services across education, health and social care as well as those provided by the private, voluntary and community sectors. At Hillview Nursery School we have contributed to the LA Local Offer.

More information can be found on [Harrow Council Local Offer \(harrowlocaloffer.co.uk\)](http://harrowlocaloffer.co.uk)

Inclusion of all Children with SEN

The SENCO and Headteacher oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively. The school curriculum is reviewed to ensure that it promotes the inclusion of all children - inside and outside the classroom. The school will seek advice about individual children with external agencies when appropriate.

Our admissions arrangements are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN.

Links with Support Services

Hillview Nursery School has links with external support services in order to fully support children with SEN and aid school inclusion. These services include:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Visual impaired services
- Hearing impaired services
- Physically impaired services
- Physiotherapists, Occupational therapists
- Social Care services
- Multi agency teams

Working in Partnership with Parents and Carers

We acknowledge the importance of the role of parents/carers and the contribution they make as the child's first educators. All staff are committed to working in close partnership with parents/carers. Successful partnership will be promoted by keeping parents/carers actively informed, involved, supported and empowered. Parents can access information from the Local Offer and the nursery's Information Report. All children with SEND will be closely

monitored in line with our anti-bullying policy. There is an admissions policy and a policy for managing medical conditions, along with all other policies available to view on the school's website.

The arrangements for consulting children and involving them in their education

Due to the age of children within the school, the first insight into a child before they start comes from their parents/carers.

If a child is identified as having an additional need, the school SENCO will talk with parents/carers in more depth, gaining a deeper understanding of their child in all areas.

This information, paired with school's observations and assessments (including well-being and involvement levels), will give a more detailed picture of the child. Alongside this, staff would consult with the child to gain their opinion on any aspects of the educational provision and any areas or aspects of the nursery that they like/dislike. This information can be gathered in many forms to ensure it is accessible to all children (for example: done visually/with pictures, done as a walk around the setting to prompt discussion).

All this information can then contribute to any additional educational provision that is put in place.

Supporting Children in School with Medical Conditions

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips. Some children with medical conditions may have a disability, where this is the case the school will comply with the Equality Act 2010.

Some children may also have SEN and may have an EHC plan, in this case the SEND Code of Practice 2014 will be followed.

Arrangements are put in place to support individual children with their specific medical needs/conditions. Meetings are held between parents/carers and the relevant medical professionals and where appropriate Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DfE in 2014.

Training and Resources

The nursery keeps up to date with national updates in SEND and draws on professional development and resources made available via Nasen (www.nasen.org.uk), the SEND Gateway (<http://www.sendgateway.org.uk/>) and other relevant sources. The SENCO attends LA network meetings to ensure local updates are addressed. All staff regularly attend training as need is identified, wherever possible as a whole school training, and regular meetings are held to discuss any children with SEND.

Roles and Responsibilities

Provision for children with SEND is a matter for everyone at Hillview Nursery School. The Headteacher has the responsibility for the day to day management of provision for children with SEND and the SENCO coordinates the day to day operation and provision of education for children with SEND through SEN support.

The role of the SENCO involves: ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN; advising and supporting colleagues; ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting.

Reviewing the Policy

The Headteacher and SENCO, in partnership with the governing body will be responsible for leading an annual review of the document, keeping up to date with current legislation or guidance on managing any developments.

Accessibility

The layout of the school facilitates easy access for adults and children with disabilities to all areas. Doors are wide enough for wheelchair access and a ramp outside allows access into the building. There is a changing bed within the toilet in the classroom and a disabled toilet within the children's centre.

Complaints Procedures

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to see the Headteacher or the SENCO, who will be able to advise on formal procedures if required. A copy of the complaints procedure can be found on the school website www.hillviewnurseryschool.co.uk.

Primary Transfer

Hillview Nursery School has links with a wide range of Primary schools. Staff and the SENCO liaise with primary schools prior to child transfer. All consultations and record transfers are undertaken with parental consent. Parents/carers are offered advice and information about appropriate primary schools and school staff are invited to visit the child in nursery. A copy of all the paperwork regarding a child with SEN will be sent to their primary school.

Support Services for Parents/Carers

On the Hillview Nursery School website there are links to all the school's other policies, including accessibility, safeguarding, anti-bullying and behaviour which all link closely with this policy.