



SEN Policy

Introduction

Greenhall Nursery provides early intervention for children with special educational needs (SEN) aged 2-5 years. We specialise in supporting children with difficulties in the prime areas of learning – Physical Development, Communication and Language and / or Personal, Social and Emotional Development.

We are committed to the inclusion of all children regardless of their SEN. We believe that all children should be equally valued and we strive to develop an environment where all children can flourish and feel safe. We will respond to children in ways which take account of their varied life experiences and needs. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We believe that all children are special and that meeting a child's needs is a shared responsibility. We value the role of parents/carers as partners in ensuring their children fulfill their potential.

Children follow one of 3 pathways, dependent on their needs and the teaching approaches are tailored to meet the needs of learners within each pathway. The curriculum is highly individualized to support each child's learning and development.

With our children with physical needs, we use Conductive Education as a teaching approach. This is a holistic teaching method that considers the whole child, encouraging them to be as active and independent as possible. At the heart is the belief that all children can learn and that by intervening early, we are optimizing the brain's plasticity and looking to create new pathways.

With **our children whose needs are more in the areas of communication and language, sensory, personal social and emotional development and / or cognition and learning. This includes children with Autistic Spectrum Condition.** High expectations, clear boundaries and a structured daily routine are key features of our curriculum as these provide our children with a sense of security and thus supports their development. Children's sensory needs are identified with the support of an OT and programmes put in place to address these needs. Sensory exploration is a key focus of this group.

Pathway 3: for our children whose needs are more in the areas of communication and language, sensory, personal social and emotional development and / or cognition and learning. This includes children with Autistic Spectrum Condition. This group have developed some early play and learning skills.



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This policy reflects the SEND Code of Practice, 0-25 guidance (2014).

AIMS

- To enable children to be actively engaged in their learning and to be as independent as possible
- To provide educational provision that is child-needs-led and meets the needs of each child
- To develop understanding and acceptance of disability, difficulties and SEN
- To raise aspirations of and expectations for all our children

OBJECTIVES:

- To identify a child's needs and how these may affect their education through the early intervention placement process, which some of our cohort start with us
- To create an environment that meets the needs of each child
- To work within the guidance provided in the SEND Code of Practice, 2014
- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow
- To provide a highly differentiated curriculum that is appropriate to the needs of the individuals within our setting
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems (using IBP's where appropriate)
- To inform parents of the needs and progress of their child and work in partnership with them
- To take into account the wishes of the child relevant to their age and comprehension and to ensure they have a voice in the process
- To operate a "whole pupil, whole school" approach to the management and provision of support
- To provide support and advice for all staff working with special educational needs pupils (both within school and the local community)

Identification, Assessment and Provision



All children entering Greenhall have an EHC plan or have been allocated an early intervention place pending the possible completion of an EHC plan. Therefore, it has already been identified that the children have additional needs but the extent and details of these need further assessment.

The **SEN Code of Practice 2014** gives the following definitions of SEN:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition (see above) when they reach compulsory school age or would do so if special educational provision was not made for them.

SEN will fall into four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

At Greenhall, we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into their next phase of education

We do not focus on just one aspect of the child's needs but rather consider the 'whole child', recognising that development in one area of learning can affect another area. For example, a child with a physical disability that affects their fine



motor skills is likely to struggle with making marks and writing. Their physical difficulty may have meant that they are reliant on adult support in order to explore the world around them and may not have been able to physically handle and explore objects. A young child who does not have any spoken language may struggle to demonstrate their curriculum knowledge – there may be a gap between what they understand and what they can communicate.

We also recognise that there are other areas that are not classed as SEN but may impact on progress and attainment. These include

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour of children

On entry into school a basic assessment of each child is made using our initial entry booklet and information from parents. Following initial observations and assessment by staff and therapists, Personalised Learning Plans are in place within six weeks of entering school. PLPs are reviewed every 6 months or more frequently if appropriate. These are discussed with parents each term and at an EHCP Review. When available, information from EHC Plans is also utilised at entry.

We set achievable targets for the child, in order that they are able to make small steps of progress. The targets are recorded on a Personalised Learning Plan (PLP) which is shared with the child, parents and all relevant staff. Progress will be monitored and recorded. The targets will be reviewed min. every 6 months.

The school uses the EYFS B Squared and the EYFS as a way of plotting each child’s progress and planning future PLP targets. The information is recorded electronically and updated twice during an academic year. Hard copies of revised PLP’s are shared with parents. Baseline scores are determined during the first term with reassessment every January and June. The B Squared scheme utilises a very small steps approach to target setting ensuring that children can show progress at whatever level they are working. Rate of progress is recorded in end of year reports to parents.

In addition to B squared data, staff also observe children using ‘The Engagement Profile’ and use this information to inform the planning, teaching and learning process.



Staff observe children playing, staff discussions are held, photographs are taken and examples of children's work retained where appropriate. This information is used to create a 'Learning Journey' for each child and is shared with parents using 'Learning Book', an online system. This information is taken into account when new programmes are drawn up. The new programme includes a record of progress made since the last programme was initiated, some targets not yet achieved and new targets.

These programmes with their dated reference to progress are used to inform EHCP reviews. Children with an EHC Plan have their EHCP reviewed annually when they are 5 years of age or every 6 months when they are under 5. The review process ensures that the stated outcomes and provision are effective and relevant to the child.

Provision

The Headteacher – Mrs Joanne di Castiglione – is responsible for SEN at Greenhall Nursery.

As a result of the fact that all children have already been identified as having needs, every aspect of the curriculum offered is concerned with meeting the special educational needs of all of the children attending the school and also takes account of the school's stated aims which are as follows:-

- to develop children's skills towards maximum self-knowledge and achievement
- to help children gain enjoyment through experience and learning
- to teach the children to value themselves and others
- to provide a broad and balanced curriculum that takes account of the seven areas of learning that constitute the Early Years Foundation Stage and dovetails into the later stages of the National Curriculum
- to promote social and educational inclusion
- to maximize parents as partners in children's development
- to establish and utilise community links wherever possible
- to be an attachment informed and trauma aware setting

The school has developed wide ranging expertise in supporting children's development and ensuring curriculum access for all of the children. Factors which play a significant part in this are:-

- the provision of a Total Communication Approach
- the development of understanding via the development of sensory skills, utilising a sensory room and specialised techniques and equipment
- Supporting sensory processing



- close liaison with Staffordshire County Council
- close cooperation with parents
- close cooperation with other professionals (physiotherapists, speech therapists, occupational therapists, hearing / visual / multi-sensory impairment advisory teachers, OT)
- in- service training
- the provision of Personalised Learning Plans
- a lively, enthusiastic, secure environment
- The utilisation of Conductive Education and corresponding equipment with our children with physical difficulties

As all of the children have very individual needs every child follows a series of individual programmes in all areas of the curriculum. Their needs are met in a variety of ways, in individual, in small group and in whole group teaching sessions. Other professionals work alongside teachers and school staff, their recommendations are built into individual programmes and are acted on by all staff throughout the day.

Differentiated learning resources are provided as necessary. Classrooms are organised to ensure access to resources is appropriate to all the children's needs. Enhanced staff:pupil ratios are provided to support children, and individual teachers undertake to deploy any such assistance in the most beneficial way.

MANAGING PUPILS NEEDS

Greenhall works very closely with a range of other professionals to ensure that children's needs are effectively identified and met.

On entry, children receive a matrix score (Staffordshire level of need) based on information reports provided to the school from the SEND team. This matrix level dictates the level of funding that the setting will receive in respect of the child.

The overall budget allocation for the school is used to resource the provision of an appropriate curriculum for every child in conjunction with the school development plan. In addition school fund and voluntary contributions are used to finance specialised equipment and educational visits.

SUPPORTING PUPILS AND FAMILIES

Staffordshire's Local Offer details a directory of support / provision available across education, health and social care for children and young people who have SEN or are disabled. This can be found at <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>



Children in Staffordshire with SEN or a disability who require support will undergo an Education, Health and Care Needs Assessment in order to determine the child's needs and what support is necessary to meet these needs.

We work closely with colleagues, parents and other professionals to ensure that any transitions are smooth and that the child's needs continue to be met.

We recognise the importance of effective dialogue between teachers and parents/carers. Parents/carers are consulted and kept informed of their child's progress at every stage. The school actively seeks to work with parents/carers and values the contribution that they make. All parents/carers are treated as partners. We recognise that parents/carers have an insight into their child and vital knowledge which contributes to the collective view of the child's needs and the best way of supporting them.

The views of parents/carers are sought at target setting and review meetings. Parents are also invited to complete a report for their child's annual review. Any issues or concerns that a parent/carer may have about their child can be discussed with their teacher at Parent's evenings or by contacting the school.

The LA provides a family partnership service (SEND IASS Staffordshire Family Partnership) in order that parents who have a child with SEN may be provided with advice, information and guidance so that they may be able to make appropriate, informed decisions.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Greenhall recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including educational 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. Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

At Greenhall, school staff work very closely with the school nurse to ensure that children's medical needs are met. Where appropriate, staff are trained in the administration of medications and other procedures that may be needed to support children with medical needs.

See Supporting pupils at school with medical conditions and SEN code of practice (2014).



TRAINING AND RESOURCES

We are committed to the continuing professional development of all staff at Greenhall. Staff training is focused to ensure that staff feel confident and competent regarding their knowledge and skills in all aspects of SEN and how to best support the children they are working with. Needs are identified during lesson observations, focused learning walks and through discussions with staff. Whole-school staff training is aimed at developing staff knowledge and skills in line with the school development plan.

All teachers and support staff undertake induction on taking up a post and this includes an explanation of the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The Headteacher regularly attends meetings in order to keep up to date with local and national updates in SEND.

MONITORING AND EVALUATION OF SEND (roles & responsibilities)

Staff

At Greenhall, teachers / teacher-conductors are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Leadership

The educational provision at Greenhall is closely monitored by the Headteacher, Governors, Local Authority and Ofsted. Practice within school is monitored through observations, focussed learning walks, scrutiny of planning, assessment and recording methods and data analysis.

The Governing Body evaluates the success of education provided at the school by classroom observations, discussion with staff and parents and involvement with the progress of the school development plan.

The named Governor for SEN is Mrs Allyson Sinclair

The Designated Safeguarding Lead is Mrs Joanne di Castiglione

The staff member responsible for managing PPG / LAC funding is Mrs Joanne di Castiglione.



The staff member responsible for managing the schools responsibility for meeting the medical needs of pupils is Mrs Joanne di Castiglione in conjunction with Jo Smith / Heather Rigby (school nurses).

Wider Community

The views of the whole school community are very important to us so we consult parents, staff and other professionals.

In the event of dissatisfaction with the education provided parents are able to discuss concerns with the teaching staff, headteacher, parent governors and Governing Body if they wish to do so. There is also opportunity to raise concerns at the time of the EHCP review, termly parent evening discussions and parent open days. Informal discussions can take place by telephone at any time in accordance with the school's Open Door Policy.

Children

Although the children at Greenhall are very young, we are actively seeking to develop 'pupil voice' within our setting in order to more effectively consider the views of the children. We provide opportunities for children to make choices and encourage participation in decision-making at different levels. This is delivered through a climate of valuing each child's individualism and nurturing their communication skills.

We take into consideration the questions that come from the 5 strands of the New Zealand 'Te Whariki' Curriculum;

- Do you know me?
- Do you hear me?
- Can I trust you?
- Is this place fair for me?
- Do you let me fly?

Evaluation and monitoring arrangements at Greenhall promotes an active process of continual review and improvement of provision for all our pupils.

STORING AND MANAGING INFORMATION

All documentation containing personal information relating to children is stored securely.



See also Data Protection policy, Information Security and confidentiality policy.

REVIEWING THE POLICY

Copies of the SEN Policy are available from the School Office and can be viewed on the school web page www.greenhall.staffs.sch.uk

The Governors and staff will discuss and review this policy annually.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

See Accessibility Plan

DEALING WITH COMPLAINTS

Should any parent/carer be dissatisfied with the school's efforts on behalf of their child, they will be referred to the Headteacher so that the situation can be investigated. Appointments to discuss issues with the Headteacher can be made at the office.

See also Complaints Policy & Procedures

BULLYING

We take bullying very seriously at Greenhall and have a zero-tolerance policy.

See anti-bullying Policy and Behaviour Policy.

Policy approved by governors: October 2014, 2/10/15, 11/10/16

Reviewed and approved: 9/11/17 and 7/11/18, 6/11/19, 14/12/2021

Review due: Autumn 2022

Signed:(Headteacher) Date:

GREENHALL NURSERY



Signed: (Chair)

Date: