



2024-25 Special Educational Needs and Disability Policy

DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery School	1	Nov 2009	New – Policy Up-dated Draft
Sandy Lane Nursery and Forest School	2	August 2012	Updated
Sandy Lane Nursery and Forest School	3	13.11.14	Approved by school's Curriculum Committee
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Legislation

- The Children and Families Act, section 69
- The Special Educational Needs and Disability Regulations 2014
- The 0-25 Special Educational Needs and Disability Code of Practice (June 2014)

This policy should be read with due regard to the UK Data Protection Act 2018 and the EU General Data Protection Regulation (GDPR) 2018

Review Frequency

Annually (or earlier if there are any changes during the year)

Approval

Full governing body

Amendments

v4

- Removed reference to Outreach Service (p3)
- Paragraph included about Early Years Sandy Lane Provision Panel (p3)
- Removed reference to the role of the Early Years SEND Outreach Teacher (p4)
- Included reference to Assistant SENDCo
- Removed reference to CDC referral

v5

- Assistant SENDCo no longer works under the direction of the SENDCo to co-ordinate daily management (*Learning*, p4)
- Now use Birth to Five Matters instead of BSquared as a tool (*Assessment*, p5)
- Updated website address (*The School's Offer*, p6)

Policy for Pupils with Special Educational Needs

Aims

Sandy Lane Nursery and Forest School firmly believes that all children should have their individual needs recognised and met and staff endeavour to enable each child to progress and realise their individual potential.

The school ensures that all children, regardless of ability, are given access to a broad and balanced Early Years Foundation Stage Curriculum and are immersed in an early years' environment which is stimulating, supportive and purposeful. The use of creative, sensory and exploratory play and learning experiences are very much valued and such approaches are utilised to a great extent with all children.

Within the school, staff members use resources and expertise to provide children with experiences suited to their own specific physical and learning needs and provide encouragement and praise. Staff aim for children to take pleasure from being immersed in the learning environment and to experience a sense of achievement.

Parents, carers and external agencies are involved and consulted to ensure that the individual needs which children have are fully appreciated and made aware of the most appropriate ways in which these can be met.

Provision

Sandy Lane Nursery and Forest School is an inclusive mainstream nursery school with alternative provision (supported places) for children with complex needs between the ages of two and four years.

For those children with the most complex needs, the school offers a high ratio of staff to children. Children will be allocated a place, through the local authority's Early Years Sandy Lane Provision Panel. To ensure consistency, fairness and transparency within the admissions process, referrals for admissions to 'Rainbow' Specialist SEND (Special Educational Needs and Disabilities) provision within Sandy Lane Nursery and Forest School for children with additional needs and/or PMLD (Profound and Multiple Learning Difficulties) will be determined by an agreed procedure. The school's headteacher and SENDCo (SEND Co-ordinator)/Rainbow Room lead teacher are both members of this panel alongside colleagues from health services. The LA (local authority) and the school will work together to make sure that the child's needs are met, parent/carer views addressed and the capacity of the school considered.

It is also possible that a child may be identified as having a special educational need during their time in Sandy Lane Nursery and Forest School. Staff value the early identification of SEND as this ensures that children's individual needs can be targeted quickly and to the greatest effect. Staff liaise with parents and carers as soon as an initial concern has been registered and encourage their full involvement.

Throughout the school, a structured, stimulating environment is provided where children are encouraged to explore and develop skills.

Learning

Within the nursery environment, children are encouraged to become involved in a variety of exploratory, creative and sensory play/learning experiences. Children are given space to explore toys and activities which interest them and also to encounter new and unfamiliar experiences and develop new skills. Staff focus on the development of social skills and

create opportunities for children to communicate their ideas and choices through the use of Makaton signs, the Picture Exchange Communication System (PECS), gesture, eye gaze or verbal language; as is appropriate to their individual level of ability.

Within Sandy Lane Nursery and Forest School, SEND teaching assistants support children with identified special educational needs and ensure that the needs of the whole child are met through a combination of the following:

- ✓ following the Early Years Foundation Stage Curriculum;
- ✓ differentiating and modifying planned learning activities to target a child's specific needs;
- ✓ regularly monitoring and reviewing progress to plan for next steps and future educational needs during and following nursery education;
- ✓ regularly consulting parents and ensuring that they are part of the review procedures;
- ✓ ensuring that equipment and resources are effectively deployed to suit the needs of each individual child.

The SENDCo and Assistant SENDCo co-ordinate the daily management of the SEND specialist services at Sandy Lane Nursery and Forest School as outlined below.

The Role of the Special Educational Needs and Disability Co-ordinator (SENDCo)

The designated SENDCo's role at Sandy Lane Nursery and Forest School involves the following:

- ✓ having a sound knowledge and understanding of the special educational needs and disability code of practice: 0 to 25 years (DfE 2014);
- ✓ ensuring effective liaison with parents and other professionals in respect of children with special educational needs;
- ✓ advising and supporting other practitioners in the setting;
- ✓ ensuring that Personal Plans (PPs) are in place, reviewed and updated on a termly basis;
- ✓ ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated;
- ✓ attending training on special educational needs and keeping abreast of changes in legislation and recommendations;
- ✓ ensuring that the objectives of the SEND Policy are effectively reflected in practice promoting staff development in relation to special educational needs;
- ✓ requesting an Education, Health and Care Needs Assessment;
- ✓ planning transitions into school.

Assessment

Sandy Lane Nursery and Forest School assesses children with SEND using Birth to Five Matters to profile each pupil's skills, strengths and areas of need. This enables staff to record the small, but very significant, steps of progress the children in our alternative provision are making.

Staff Training

The SENDCo and Assistant SENDCo regularly attend relevant training sessions and courses provided by the local authority and also external providers and agencies, eg, The Royal School for the Blind, The Down's Syndrome Association. Significant information is circulated to colleagues within the school and other early years' settings. The SENDCo also meets with other SENDCos on a regular basis to share information and up-to-date information about SEND.

All staff within the school are able to take part in training which they feel will assist them in becoming able to more fully meet the individual needs of the children with whom they are working. This is particularly important for those teaching assistants who support children with SEND across the nursery.

The school has a wide selection of books and literature about SEND and specific learning difficulties, as well as the support services available and these are available for staff, parents and carers to borrow.

The NHS CDC (Child Development Centre) is located on the campus adjacent to the school. There is regular contact with and visits from health colleagues based within the CDC, such as physiotherapist and occupational therapist services, the speech therapy department, the educational psychology service and the sensory support team. Their input and recommendations are valued and every effort is made to ensure that these are incorporated into working practices.

Monitoring of the SEND Policy

The Special Educational Needs and Disability Policy is a working document and is shared with parents, visitors and professionals. The policy is reviewed by staff on an annual basis and governors are asked to approve any changes that are made. Feedback and ideas on the content of the policy are encouraged from parents, carers and professionals to ensure that it continues to be inclusive and effective.

Parents are invited to inform staff of how well they feel the school is meeting the needs of their child and staff closely monitor the progress that children with SEND are making through observation, assessment and the review of Personal Plans.

A graduated approach is followed, as outlined in the in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014). This approach consists of four stages of action: assess, plan, do and review. Staff aim to identify any needs or address any concerns in relation to the development of a child as early as possible.

Early Identification and SEND Support

Parents/carers are informed if staff feel that their child is experiencing difficulties and not making progress equivalent to their peers, even when additional or different approaches have been used to meet their needs. At this point, permission from parents/carers is sought to involve the SENDCo who will gather information about their child and complete an observation.

Children identified as having a special educational need or disability will have a Personal Plan in place. Such plans are in place for those children that the school feels require something additional to, or different from, its usual early years curriculum. This document will specify a short-term outcome and up to three clear SMART targets for the child and ways in which staff will support them to achieve progress. Proposed targets are discussed with parents/carers and their ideas are valued; staff also aim to suggest ways in which children could be effectively supported at home.

Personal Plans are reviewed on a termly basis and run between the following periods of the academic year:

October – February
February – June
June – October

If a child continues to experience difficulties, the school will request additional support and advice from other health or local authority professionals such as the educational psychologist.

The SENDCo and child's teacher will liaise with the external professionals and the child's parents/carers in reviewing progress and evaluating and planning the new Personal Plan.

Education, Health and Care Needs Assessment and Plans

If a child is deemed to have difficulties which may impact on their capacity to learn or needs which are long term, severe and complex, the SENDCo will consult with parents or carers and external professionals and a request will be made to the local authority for an Education, Health and Care Needs Assessment which may lead to an Education, Health and Care Plan (EHCP).

If further information about the process of Education, Health and Care Needs Assessment or EHCPs are required, the SENDCo will be able to explain the process in detail.

The Built Environment

The school is a single-storey building with wide doors and is suitable for wheelchair access. Within the children's bathroom, there is access to a large flat-bed changing table, small children's toilets and low sinks. There is also a multi-sensory room/soft play area, large Play Court with a laminate floor and an outdoor play area has been fitted with soft safety paving. There are extensive, landscaped gardens and the outdoor space is accessible to all children. In addition, there is a forest school which is accessed by all children attending nursery at some point during their time at Sandy Lane Nursery and Forest School.

Overview

The school's policy for children with special educational needs and disability ensures that a child's individual development is met with continuity and progression. The establishment and maintenance of a close working relationship between all staff, parents and children is considered to be the school's most effective resource.

The School's Offer

Information relating to the school's offer can be found on the Sandy Lane Nursery and Forest School website:

<https://www.sandylanenurseryandforestschool.co.uk/classes>