

SEN Policy & Information Report



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Rationale:

Low Hill Nursery School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to access a broad and balanced academic and social curriculum, based on the Early Years Foundation Stage (EYFS) and Special Educational Needs and Disability (SEND).

We believe that all children should be equally valued as individuals and fully included in all aspects of school life.

Low Hill Nursery School is committed to inclusion, part of the school strategic planning for improvement is to develop cultures, policies and practices that include all children. We aim to engender a sense of community and belonging, with wellbeing at the centre of everything we do. We will respond to the individual needs of children, providing learning opportunities, which take account of their varied life experiences, their interests, and abilities.

Low Hill Nursery is proud to be a Wellbeing School and the wellbeing of our families is at the centre of everything we do. We provide a safe, trusting, and non-judgmental environment for all our families. We will strive to eliminate prejudice and discrimination, and to develop a supportive and secure environment where all children can flourish and feel safe.

Through this policy we have the processes in place to ensure the needs of all our children are met and that we maintain good relationships with outside agencies. As a school we share an ethos of inclusion, and all staff are skilled and feel confident and competent to work with children who need additional support.

We believe that educational inclusion is about equal opportunities for all children whatever their age, gender, ethnicity, culture, attainment, ability, and socio-economic background. We pay particular attention to the provision for and the achievement of these different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, travelers, asylum seekers and refugees
- Children who need support to learn English as an additional language (EAL)
- Children with different educational needs including gifted and talented.
- Children who are disabled
- Children and young people in care or who have a social worker.
- Children and young people who have previously been in care or have ever had a social worker.
- Children with medical needs

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to the 4 areas outlined in the SEND code of practice. These are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Emotional Health.
- Sensory and/or Physical.

We recognise that children are unique and learn in different ways and may work at different stages. We acknowledge that there are many factors affecting achievement. At Low Hill Nursery school, we are passionate about early intervention and therefore aim to identify specific needs as soon as they arise and provide teaching and learning opportunities which enable every child to achieve the very best outcomes.

Low Hill Nursery School sees the inclusion of children identified as having additional needs as an equal opportunities issue, we also model inclusion in our staffing policies and through our relationships with parents/carers and the community.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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.

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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Emma Harris

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The SEN Governor

The SEN Governor is Jackie Money they will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers/practitioners

Every class teacher/practitioner is a teacher of SEND and is responsible for:

- The progress and development of every pupil in their group, including setting of appropriate outcomes and reviewing these at least termly.

- Working closely with any teaching assistants or specialist staff/external agencies to plan and assess the impact of support and interventions.
- Working collaboratively with parents which includes communicating development and progress.
- Liaise with SENDO regarding developmental concerns at the earliest opportunity.
- Working with the SENCO to ensure they access training they need to help with their role.
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 The kinds of SEN that are provided for.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example: autistic spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyscalculia and dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD): behaviour that challenges; emotional regulation difficulties.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs.

We believe in working together with parents and carers to build a relationship where children feel safe and can thrive. This relationship is built right from initial visits to home where appropriate and during early transition visits – Parents also complete an all about me booklet which is helpful to ensure their interests and preferences are respected.

Children are assessed through observation during their first weeks so that their key worker can identify the level of development to the Early Years Foundation Stage Curriculum.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings, where appropriate. Practitioners will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly less than that of their peers starting from the same baseline.
- Fails to match or improve on the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it with our universal offer, or whether something different or additional is needed. All staff will be aware of children's outcomes so that the environment and learning activities are accessible and offer opportunities for them to work on their goals.

5.3 Consulting and involving pupils and parents

We will have an early discussion with parents when identifying that their child needs targeted provision, in a sensitive and compassionate way.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' views.
- Where the child cannot articulate their own views, we will work together with parents to advocate and elicit the views of the child through knowledge of the child's interests and preferences.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will notify parents when it is decided that a pupil will receive SEN support in a sensitive and compassionate way.

5.4 Assessing and reviewing pupils' progress towards outcomes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teacher/practitioner will work with the SENDCO as appropriate to carry out a clear analysis of the pupil's needs. This will draw on:

- The practitioner's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other practitioners' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views these may be captured through observations where children cannot express their views.
- Advice from external support services, if relevant

All this information will then be used to create a child centered support plan (appendix 1)

The assessment will be reviewed regularly; at least termly.

All teachers/practitioners and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If a child is not making the expected progress with additional support/adaptations then with parents agreement/consent we may refer to additional specialist advisors to carry out more assessment and advice.

TAC meetings can be arranged where needed, involving parents and agencies to ensure strong partnerships and to ensure parents are kept informed following the 'say it once' approach.

5.5 Supporting pupils moving between phases and preparing for adulthood.

Low Hill Nursery recognise the importance of transition from nursery to primary school. We liaise with local schools during the summer term of their final year to plan as many opportunities as possible for

children to visit their new school and to meet the teacher. Relevant information about particular needs of children will be discussed to ensure that a smooth universal transition is planned. Where it is felt more individual support is needed and where a child is supported by SNEYs, an Enhanced TAC meeting can be held, and the child's new school is invited. This allows for a targeted transition. Information regarding specific needs will be shared with the consent of parents. Additional transition needs can be planned here. This may include making transition books containing photos and/or videos. Any interventions or strategies that are currently being used can be shared too. At the end of the year the new school receive the child's data electronically by CPOMS where the school use this or by another secure method of transfer.

5.6 Our approach to teaching pupils with SEN

Teachers/practitioners are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We take a holistic and inclusive approach to the curriculum and aim to provide open-ended activities that are accessible to all.

We will also provide the following interventions:

- Lego therapy
- Play therapy
- Speech and Language Therapy
- Nurture groups
- PSED target groups with a relax kids and wellbeing coach.
- TACPAC
- Sensory snacks
- Sensory circuits
- Workstations
- Targeted language interventions – including ICAN and Well COMM

5.7 Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all pupils' needs are met:

- Provide a multi-sensory continuous provision that offers an open ended universal starting point that ensures learning can occur for every child whatever their starting point. This is then enhanced/extended through the role of the adult.
- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, adapting content of the lesson, etc.
- Adapting our resources and staffing
- Using a total communication approach, such as, Additional and Augmented Communication; (AAC) e.g., Picture Exchange Communication System (PECS); visual timetables; objects of reference; Aided language display boards
- Use recommended aids such as larger font, standing frames etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key skills, using visual supports to aid understanding, such as, objects, Aided Language Displays, Makaton etc.
- Acoustic ceiling tiles

5.8 Additional support for learning

There is a dedicated inclusion team who are available in addition to keyworkers/practitioners. These adults enhance the provision for children by providing just the right amount of assistance so that children are encouraged to be independent.

We work with the following agencies to provide support for pupils with SEN:

- Health visiting team
- Social Care
- Special Needs Early Years
- Occupational Therapy
- Speech and Language Therapy
- Inspire
- Physiotherapy
- Education Psychology
- Play Therapy
- Pastoral support
- Sensory Inclusion
- Pediatricians – The Gem Centre
- The Multiagency Safeguarding Hub
- Independent Advice and Support Service

5.9 Expertise and training of staff

In the last academic year, various staff have been trained in Autism Awareness, Trauma and Attachment; Inclusive practice; safeguarding; ELklan: Communication Friendly Schools, Adverse Childhood Experiences; New Early Years Curriculum; SCERTs; Team Teach; Sensory integration

Other training staff have undertaken in previous years include:

Makaton, PECS, ELklan, Team Teach, Sensory Processing and modulation, Post Graduate Certificate in therapeutic play skills; Cool. Kids and Cool Characters

Several staff have studied to degree level.

2 practitioners have begun studying for a degree in early childhood studies

1 practitioner is currently studying PGC in Psychology

The Head teacher and DSL completed post graduate course in Leading Mental Health in Schools

The SENCO has completed the NASENCO and has completed Post graduate Autism Leaders Award

We provide a speech and language therapist weekly, paid for with a Service Level Agreement

We have a resident play therapist in school 3 days a week.

We have a link EP who supports in school through a traded bought in Service Level Agreement

We access an occupational Therapist privately according to needs in school.

5.11 Evaluating the effectiveness of SEN provision.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at least termly
- Reviewing the impact of interventions after 4 weeks through case studies or through data
- Observing children in their independent play
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Pupil Participation

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to age, maturity and capability of the child.

Articles 12 and 13

The United Nations Convention on the Rights of the Child

All of our extracurricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in sports day/performances/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Specific programs and equipment that offer alternative learning approaches are available, Large ICT interactive tables are available, OMI interactive floor, a range of sensory apps, Ipads, Smart boards.

Our environment offers a range of physical and sensory equipment and materials that enhance learning for all children and this equipment is also used to offer sensory circuits or additional sensory snacks to children who need this to enable them to access learning.

We value the role the child has in making choices about their own needs and provisions. We understand that children can express their own ideas and opinions at a level developmentally appropriate for them and we will make efforts to support children so that they can contribute to their own learning process. When planning targets and writing Individual support plans, the views of the child will be considered and recorded as appropriate to the child. Several strategies will be used to record children's opinions such as short video clips/stories, observing the child's interests and motivations and what they dislike.

Our school has an Inclusive provision (Sunflowers) this offers 18 part time places or 9 full time places – these places are managed by the Special Needs Early Years Service.

School Access Arrangements

Classes are fully accessible for wheelchairs and other walking aids

There is a designated reserved parking.

5.13 Support for improving emotional and social development.

Our philosophy at Low Hill Nursery is to provide a strong supportive system for our children and families – We aspire to create a positive, caring, and nurturing environment when children and families feel safe and have trust.

Children are allocated a key worker who will develop relationships with child and family. Parents are invited to a series of shorter induction visits. There is a policy on the website outlining these processes in more detail.

We offer an Early Help Assessment to provide individual support for families who will benefit – This includes education along with other areas such as mental health, financial, housing, behaviour and boundaries and physical health.

Our Pastoral Support is Samantha Woodward

Our Pastoral Support dedicated to SEND is Tara Smith

Our Play Therapist is Katie Cork

We offer Wellbeing Services to our children and their parents via So Wellbeing Services – Shelly Owens

We provide a calm and predictable learning environment – with a Time In Approach - There is a separate positive Behaviour Policy available on the school website. Staff use the strategies within the policy to create a consistent approach to support positive behaviour. All staff have a high level of expertise and experience of supporting self-regulation, sensory and attachment needs and are always ready to offer support and advice to parents who may need it. There is a behaviour program offered by Pastoral support which parents can join.

We provide support for pupils to improve their emotional and social development in the following ways:

Relax Kids with Shelly

Nurture Groups

Play therapy

We have a zero-tolerance approach to bullying.

Lego Therapy

Our School has received a Wellbeing Award

5.14 Working with other agencies

We have strong links with other agencies and positive relationships. We work together with agencies to ensure the best outcomes for children and families.

5.15 Complaints about SEN provision

If you do not feel satisfied first talk to your child's key worker or the school's SENCO

If the issue is not resolved complaints about the SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

We offer a range of workshops and coffee mornings for all our parents; these can be focused on specific strategies or activities for the children but also support for their own wellbeing. We run 'Charge Up' sessions for parents which helps parents understand their emotional wellbeing and mental health, the sessions are designed to help people to self-regulate.

For our parents/carers we offer coffee mornings and invite professionals as requested by parents who will attend a coffee morning to share strategies and information related to topic areas that parents need.

Wolverhampton Information, Advice and Support Services (WIASS)

The school provides information about this service which is available to support parents. Leaflets and flyers are displayed on the notice board and given to parents where appropriate through TAC meetings and consultations. Parents can subscribe to a newsletter on the website details below.

Contact details:

T: 01903 556945

E ias.services@wolverhampton.gov.uk

W: www.wolvesiass.org

5.17 Contact details for raising concerns

Head teacher: Natalie Showell

Designated Safeguarding Lead: Michelle Dudley

SENDSCO: Emma Harris

Pastoral support: Samantha Woodward

Chair of Governors: Carol Ferron-Smith

5.18 The local authority local offer

Our contribution to the local offer is:

<https://www.lowhillnursery.co.uk/>

Our local authority's local offer is published here:

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Emma Harris **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Behaviour
- Accessibility plan
- Admission
- Transition
- Single Equality policy
- Supporting pupils with medical conditions