



# SEN Policy and Information Report

This policy is applicable to all regardless of gender, sexuality, religious belief or none, culture, ethnicity, ability or disability, individuals with protected characteristics and those with none; it does not determine to discriminate against any individual whilst ensuring the smooth operation of our school.

Approved by Governing Body	
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## 1. Aims

The staff and governing body of Lea Nursery School recognise that all children are unique. We value the diversity of the school community and welcome all children to the Nursery. Every effort is made to support all children in making outstanding progress, acknowledging their unique strengths and areas where additional support may be necessary. The Nursery aims to ensure that all children are in the best possible position when they start Primary School. This is only possible through partnership work. In supporting children with SEN the Nursery aims to work closely with parents and other professionals as appropriate.

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

## 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 coordinators (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 the majority of 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 SENCO

The SENCO is **Raluca Preda**

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 with regard to 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: **Barbara Turner**. Please e-mail her through the Clerk to the Governing Body (Alison Witchell at [clerk@lea-nursery.slough.sch.uk](mailto:clerk@lea-nursery.slough.sch.uk))

The SEN Governor will:

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

#### **4.3 The headteacher**

The headteacher will:

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

#### **4.4 Keyworkers**

Each keyworker is responsible for:

- The progress and development of every pupil in their group
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Lea Nursery is an inclusive community based school. All children are welcome. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, global developmental delay,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- 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 will assess each pupil's current skills and levels of attainment on entry. This will build on information provided by previous settings (where appropriate) and will draw on information given by parents and other professionals involved. Keyworkers, in conjunction with teachers, will make regular assessments of progress for all pupils and identify those whose progress:

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

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 by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Appropriate referrals to external agencies are made

Notes of these early discussions will be added to the pupil's record and where appropriate given to their parents.

We will notify parents when it is decided that a pupil will receive SEN support.

## 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 keyworker will work with teachers and the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The keyworker's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other staff members' assessments, where relevant
- The individual's development in comparison to their peers and national data (where appropriate)
- The views and experience of parents
- The pupil's own views (where developmentally appropriate)
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All staff who work with the pupil 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.

## **5.5 Supporting pupils moving to primary schools**

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Once a school is identified every effort will be made to contact the SENCO of the school to plan an appropriate transition. This may include transition visits for the child and inviting the new setting to attend meetings related to the child and his/her progress where appropriate.

## **5.6 Our approach to teaching pupils with SEN**

Keyworkers are responsible and accountable for the progress and development of all the pupils in their group.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The following represent the examples of the interventions we provide (where appropriate.) Wherever possible we aim to embed interventions in real life experiences.

- Differentiated group times
- Frequent opportunities for local outings
- Cooking and baking
- PALS (Playing and Learning to Socialise)
- Additional support from an adult during free flow play
- PECs
- Visual timetables

## **5.7 Adaptations to the curriculum and learning environment**

The Statutory Framework for the Early Years Foundation Stage (2021) acknowledges that children develop at their own pace across broad age bands. All keygroups include children of different ages and abilities. Keyworkers naturally differentiate teaching to account for different children's stages of development and learning. This differentiation is acknowledged in planning. Where necessary children are supported by an adult, although every effort is made to ensure that additional adult support does not hamper children's developing independence and that, despite the additional support, children have opportunities to develop social skills alongside their peers.

## **5.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions. These teaching assistants work in conjunction with the keyworker and SENCO to support the learning of children.

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

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Social Workers
- Teacher Specialising in Hearing Impairment
- Teaching Specialising in Visual Impairment
- Teacher Specialising in Autism
- Paediatricians

## **5.9 Expertise and training of staff**

Our SENCO has been working as a SENCO at Lea Nursery since January of 2020. She has the NASENCO qualification obtained from the University of Wolverhampton in 2019.

There are staff members are trained in techniques such as:

- PECs
- PALS
- Attention Autism
- Makaton

### **5.10 Securing equipment and facilities**

The Nursery works closely with other agencies and parents to provide the necessary support and equipment for individual children. This may involve applying to a Slough panel for Early Years Inclusion Funding. This is time limited funding that enables the provision of additional support/equipment. During this time additional support is provided to enable the child to catch up or alternatively for the process of applying for an Education and Health Care Plan to complete. Parents are encouraged to apply for Disability Access Fund where the child qualifies. This enables the Nursery to allocate the additional funding for the purchase of equipment that will support and facilitate the child making the best possible progress.

### **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 each term
- Reviewing the impact of interventions
- Monitoring of SEN data
- Where appropriate 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**

Children with SEN are considered in the planning of all Nursery activities, including outings. All pupils are encouraged to participate in activities such as Sports Day, football practise, World Book Day, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The School Accessibility Plan is available on the Lea Nursery website.

### **5.13 Support for improving emotional and social development**

The Nursery has a strong focus on supporting the Personal, Social and Emotional Development of children. We provide developmentally appropriate strategies to learn skills such as turn taking, sharing and developing friendships with other children.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

The Nursery is committed to working with other agencies (and parents) to support the learning needs of all children. Where necessary referrals are made, with the emphasis being on early intervention in order to provide the child with the best possible chance of catching up with his/her peers.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Headteacher/SENCO 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**

Slough Borough Council offers free, confidential support and impartial advice to support children with SEND and their parents and carers. This is available through:

SEND Advice and Support Service, <https://www.sloughsendiass.org.uk/>, e-mail: [sendass@slough.gov.uk](mailto:sendass@slough.gov.uk), 01753 787693

There is a Slough Parent Carers Forum called Special Voices. Special Voices is a group of volunteer parents/carers who have children with special/additional needs. They raise awareness about the rights and needs of children with special needs and ensure that they and their families are consulted and involved in any decisions made during planning and developing services for them. Their contact details are as follows:

Special Voices, [info@spcialvoices.co.uk](mailto:info@spcialvoices.co.uk), <https://specialvoices.co.uk/> , 07990693439

### **5.17 Contact details for raising concerns**

**Nikki Elsmore-Cary/Linda Stay** (Headteacher) is the named contact within the school to contact for when parents have concerns.

### **5.18 The local authority local offer**

Our local authority's local offer is published here: [www.sloughfamilyservices.org.uk/localoffer](http://www.sloughfamilyservices.org.uk/localoffer)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by **Nikki Elsmore-Cary/Linda Stay & Raluca Preda (headteacher & SENCO) 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 body.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions