

Curzon Crescent & Fawood Children's Centres Partnership



Curzon & Fawood Nursery Schools
& Family Wellbeing Centre

Special Educational Needs and Disability (SEND) Policy

Implemented – Spring 2020

Next Review – Spring 2023

Policy Lead – SENDCO

Approving Committee – Curriculum

Curzon Crescent & Fawood Children's Centre's Partnership

Special Educational Needs and Disability Policy

Policy Statement

At Curzon Crescent and Fawood Nursery School and Children's Centres we aim to provide all children with a broad & balanced curriculum in a planned and purposeful learning environment that is committed to inclusion and the integration of all children, including those with special needs and disabilities. Our philosophy is that all children should have the opportunity to develop their full potential.

Our Children's Centres are committed to providing a rich, child centred learning environment, where independent and co-operative learning is encouraged through play, first-hand experiences and meaningful interactions with interested adults.

This policy is in line with the Special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 years (2014), the Equality Act 2010 and Part 3 and 4 of the Children and Families Act 2014.

This policy should be read in conjunction with our SEND Information Report (formerly known as the *SEN Local Offer*) as well as our SEND Annual Report which can both be found on our website www.curzoncrescent.org.uk.

Scope:

This policy applies to all staff that work with children across the centres.

Definition of Special Educational Needs and Disability

At Curzon Crescent & Fawood Nursery schools and Children's Centres we use the definition for SEN and for disability from the SEND Code of Practice: 0-25 years. This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. 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.

A child 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.
- 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.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as chronic asthma, diabetes, epilepsy, and cancer.

Aims and objectives:

- To ensure that all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated.
- To ensure our aspirations for all our children reflect high and ambitious targets in relation to each individual child.
- To ensure the child has an active voice in their educational journey through observations and consultations.
- To ensure that the Special Educational Needs of children are identified as early as possible, assessed, planned for, provided for and reviewed termly.
- To make reasonable adjustments in provision and practice to enable children with special educational needs and disabilities to access the curriculum alongside their peers by recognising and reducing barriers to learning and progress.
- To identify the roles and responsibilities of all staff in providing for children with SEND.
- To work in partnership with parents and carers to ensure they are involved and able to contribute at every stage of planning the support needed to meet their child's needs.
- To ensure services are planned in a co-ordinated manner pulling together key agencies, including health and education.
- To work in partnership with families and key professionals to provide coherent assessments and plans for learning as outlined in the provision of Educational Health Care Plans.
- To provide an annual SEND Information Report which reflects our strategies and key objectives in meeting the needs of children with special educational needs in partnership with our staff, parents/carers and the Local Authority.

Roles and responsibilities:

Governors

- The governing body, in co-operation with the Executive Head Teacher and Special Educational needs and Disability Co-ordinator (SENDCO), are responsible for determining the policy and provision for pupils with SEND.

- The governing body has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the Nursery. Our SEND Governor is Andrea Gray.

Executive Head teacher

- The Executive Head teacher is responsible for ensuring that there is a qualified teacher designated as SENDCO. Our Executive Head teacher is Nisha Lingam.
- The Executive Head teacher, in co-operation with the governing body and SENDCO, is responsible for determining the policy and provision for pupils with SEND.
- The Head teacher works closely with the SENDCO within the Nursery to ensure the implementation of this policy and that it is monitored and reported to governors.

The Special Educational Needs and Disability Co-ordinator (SENDCO)

- The named SENDCO for Curzon Crescent & Fawood Children's Centre is Lucy Cox.
- The SENDCO is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- The SENDCO is responsible for leading and co-ordinating the 'graduated approach' as set out below, working with and supporting individual practitioners in the setting
- The SENDCO should advise and support colleagues.
- The SENDCO must ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- The SENDCO is responsible for liaising with professionals and agencies beyond the setting.
- The SENDCO will ensure that full and comprehensive records are kept and passed onto the relevant agencies or the child's next setting.

Key people/Teachers

- Key people/teachers are responsible for including and supporting pupils with SEND in the Nursery environment in line with this policy.
- Key people/teachers are responsible for providing appropriate differentiation and access to the EYFS curriculum for all children with SEND. They can draw on the SENDCO for advice on assessment and strategies to support inclusion.

Early Years Practitioners and Learning Support Assistants

- All Early Years Practitioners and Learning Support Assistants are responsible for including and supporting pupils with SEND in the Nursery environment in line with this policy.

Identifying SEN

All children will be provided with high quality teaching and support that is differentiated to meet the diverse learning needs of all children.

In order to gain a picture of each child's strengths, interests and needs, all of our children are assessed using the Early Years Foundation Stage (EYFS) framework as a starting point. This gives us information about how each child is developing based on the expected levels for their age. The guidance sets out what most children do at each stage of their

learning and development. These include typical behaviours across the seven areas of learning: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

Where a child appears to be behind expected levels or where a child's progress gives cause for concern, staff will consider all the information about the child's learning and development from within and beyond the setting. Staff will pay particular attention to a child's progress in Communication and Language, Physical Development and Personal, Social and Emotional Development. Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEND. All the information will be brought together with the observations of parents and considered with them.

Where an initial concern about a child's development is raised, centre staff will email the SENDCO to outline those concerns. The keyperson/teacher and SENDCO will then work together, looking at the child's progress according to our cycle of *assess – plan – do – review* which is known as a graduated approach. If the child's progress is still deemed to be below typical development then the parents will be consulted. If the parents grant their permission, other agencies will be consulted to provide further expert advice and the child will be added to the schools SEND register.

Children whose first language is not English will not be placed on the SEND register because of their language ability alone.

SEN support

If we have identified a child as having SEND we will work in partnership with parents/carers to establish the support and special educational provision that their child needs. Special educational provision will be matched to the child's identified needs. Children's Special Educational Needs are generally thought of in the following four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Children placed on the SEND register will have a *One Page Profile* which will be drawn up by the child's teacher and/or key person with the child's parents/carers in consultation with the SENDCO. Every term the centre staff & the SENDCO will review the progress & targets of all the children on the SEND register. If the child has made sufficient progress in line with their age then they will be taken off the SEND register. If support is still needed then new support strategies will be agreed in partnership with parents/carers.

Where we make special educational provision for a child with SEND we will inform parents and adopt a graduated approach with four stages of action:

Assess

In identifying a child as needing SEND support, staff work with the SENDCO and the child's parents/carers, to carry out detailed observations and assessments to identify the child's needs. This may include using a more detailed assessment tool such as the Small Steps.

Where necessary, more specialist assessment may be called for from specialists or other agencies beyond the setting. Where professionals are not already working with the setting, the SENDCO will contact and refer them, with the parents/carers agreement.

Plan

Where it is decided to provide SEND support, staff and the SENDCO will agree, in consultation with parents/carers, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. This information will be written on a SEND Individual Plan. It will also include any relevant advice and suggested targets or strategies from relevant professionals working with the child.

Any related staff development needs will be identified and addressed by the SENDCO and relevant training for staff arranged if required.

Do

The child's teacher/key person remains responsible for working with the child on a daily basis. With support from the SENDCO, they will oversee the implementation of the interventions agreed as part of SEND support. The SENDCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed dates. The impact and quality of the support will be evaluated by the practitioners and the SENDCO working with the child's parents/carers and taking into account the child's views. We will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/carers will have clear information about the impact of the support provided and be fully involved in planning for the next steps.

Education, Health and Care Plans (EHC Plan)

If a child has significant special educational needs we will work with parents in requesting an Education Health and Care (EHC) Assessment from Brent, our Local Authority (LA). If

agreed, this will lead to an EHC Plan for the child. The EHC Plan will be based on the 4 broad categories of need: Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health & Sensory and/or Physical. These four broad areas give an overview of the range of needs that should be planned and catered for.

During the course of an EHC needs assessment, the local authority has a duty to gather advice from relevant professionals about the young person's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve desired outcomes. The Nursery schools will co-operate with the local authority in this, by providing the requested advice and information. We also have a duty to admit a child to our Nursery if we are named in their EHC Plan and to provide the educational support specified in the plan.

Complaints procedure

Should parents/carers be unhappy with any aspect of SEND provision they should discuss the problem with their child's keyperson/teacher in the first instance. Anyone who feels unable to talk to their child's key person/teacher or is not satisfied with the key person's/teachers response should ask to speak to the SENDCO.

In the event of a formal complaint, parents/carers should follow the procedure in our Schools complaints policy.

Links with other policies and documents

- Admissions Policy
- Accessibility Plan
- Administering Medication Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Policy and Procedure
- E safety Policy
- Equalities Policy
- Health and Safety Policy
- Intimate Care policy
- Positive handling Policy
- SEND Annual Report
- SEND Information Report
- Supporting Pupils with Medical Conditions Policy