



Grasmere Nursery School
Special Educational Needs & Disability
(SEND) Policy

Ratified by Governors

Date:

Written By	
Reviewed	September 2022
Date of Next Review	Septemebr 2023
Approval Body	Full Governors
Publication	

Grasmere Nursery School

Special Educational Needs and Disability (SEND) Policy

This policy has been written in accordance with: The SEN Code of Practice 2014, The Equality Act 2010 , The Children and Families Act 2014 and our Local Offer <http://grasmerenursery.co.uk/special-needs/>

Rationale

We have a commitment to promoting the social, emotional, intellectual and physical development of each child. All children are entitled to appropriate education and care and resources, both physical and human resources, are provided to meet this entitlement.

Aims

- To provide a broad and balanced comprehensive and differentiated curriculum to meet the needs of each child
- To promote positive attitudes towards all children
- To foster a partnership with parents and carers, keeping them fully informed about their child's progress
- To collaborate with other professionals to provide a multi- professional approach
- To resource professional development of staff to provide relevant expertise

1.0 Resourced Base Provision:

As part of Luton Borough's policy of Inclusive Education, the school is resourced to provide up to 16 resourced places for pupils with severe and / or complex educational needs. The school does not have funding to support any child on a 1:1 basis.

If at all possible the school will always accept children with special educational needs and will apply to the local authority for additional resourced base funding if needed.

Children with SEND are supported by the whole class team which includes a SEND Teaching Assistant.

2.0 Childcare:

All children, including the resourced base children, must be settled into their education place before extending their time beyond their free entitlement. There is no funding to provide 1:1 support for children in childcare.

3.0 Roles and Responsibilities.

3.1 (SENCO)

The Special Educational Needs Co-ordinator has a responsibility to:

- Ensure the SEN Information Report is updated and, alongside the Head teacher, is fully implemented.
- Oversee the day to day operation of this policy.
- Co-ordinate the day to day provision for children with SEND.
- Liaise with and advise all staff through regular meetings with Family Workers, the Nursery and Little Harts class teams.
- To update the Special Education Needs and Disability section on the schools website
- Advise staff planning SSP targets for the Resourced Base children

- Liaise with parents
- Provide some training for SEND and/or organise external training.
- Liaises with external agencies, LA support services, health and social services and voluntary bodies.
- Keep the Head Teacher fully informed of all issues related to Special Needs in the school.
- To support the completion of a EHA, alongside the family worker, with each family whose child attends the Resourced Base provision
- When observations or information on a child raises concerns, this will be recorded by the class teacher on a "concern sheet" and discussed with the SENCO. The SENCO will observe the child and discuss internal support available with the class team and parents. Referrals will be made (with parental consent) to external agencies and LA support services, if necessary, for further specialist support.
- The SENCO will keep a copy of the pupil's Special Needs Plans and all other relevant reports. These will be accessible to all staff members and kept in a locked cupboard in the SENCO's Office.
- The SENCO will ensure that all who are involved with children with SEND are given all relevant information. The information given to those working within school is confidential.
- The SENCO will audit and support all SSP reviews and organise transition plan arrangements and will oversee the transition arrangements and the exchange of information with the child's new school.
- The SENCO will lead staff meetings related to SEN with the whole school or class staff team as needed.
- The SENCO will make referrals to external agencies where needed to ensure children are fully supported.
- The SENCO will gather and collate information in order to apply for Education Health and Care Plans for children where necessary.

3.2 The Governors' responsibility for SEND:

The Governor who has a watching brief for SEND provision in the school is David Whaley. The Governors responsibility is to:

- To ensure that a high standard of provision is made for all children.
- To appoint a "responsible person" from the Governing Body to monitor the provision of SEND.
- To ensure that all children with SEND are fully included in activities where possible.
- To undertake at least one visit a year to monitor the provision for SEND across the school.

3.3 The Class Teacher's Responsibility:

- To be aware of the procedures for identification, assessment and provision for children with SEND.
- To collaborate with the SENCO about children in the class.
- Build constructive relationships with parents.

- To ensure that SSP targets are set and addressed using advice from all professionals involved with the child alongside the SENCO and SEND Team.
- To fully support the staff team in their work to support children with additional needs.
- To complete reports to support EHC applications where necessary.

3.4 The Head teacher's Responsibility:

It is the Head teacher's responsibility to support the management of the day to day provision for special educational needs.

- Keeping the Governing Body well informed about SEND within the school.
- Work closely with the SENDS Team and parents of children with SEND.
- Ensure the school has clear strategies for working with parents of children with SEND and that these strategies encourage involvement in their child's education.

3.5 SEND Support Team

- Under the direction of the SENCO and the class teacher fully support the development of the children with additional needs
- To ensure that targets are set and addressed using advice from all professionals involved with the child alongside the SENCO and Class Teacher.
- Liaise with stakeholders and attend relevant meetings including appointments.

4.0 Admission Arrangements:

- Eight full time equivalent (FTE) Resourced Base places reserved for children who are allocated a place through the Early Years Admission Panel (EYAP). If this number is exceeded the school will apply for additional funding in support of additional admissions.
- No child will be refused admission to the school on the grounds of disability, unless this is deemed a necessary action due to the number of resourced based children. Every effort is made to accommodate children's particular needs in conjunction with advice from the appropriate outside agencies.
- On admission the Head teacher and SENCO will allocate the child to a class and a key worker.
- In exceptional circumstances, it may be necessary to delay or restrict admission until suitable support, care plans or resources are secured.
- Prior to starting in the Nursery school children with resourced places will be offered a home visit, with the class teacher, SENCO and Family Worker.

- The school along with Parents/Carers and the Local Authority will ensure that each child attends a provision most suited to a child's needs

5.0 Accessibility

- The school has an accessibility plan
- The school will ask each family about their physical information access requirements and will not discriminate on the grounds of disability or difference

6.0 Staffing

- Our overall ratio key worker staff to children is 1:13, although where possible this ratio is lower.
- Each Nursery class is led by a graduate teacher or room leader, supported by a class team of EYE's and TA's which includes a specialist SEND TA
- A SENCO supports the day to day management of the resourced base children throughout the school
- The whole staff team supports the work of inclusion throughout the school.
- Staff is encouraged to visit other schools and have the opportunity to attend training courses which include identification of SEND and supporting children with individual needs.

7.0 Identification, assessment and record keeping

- Children's progress across the whole curriculum is monitored continually. If a concern for a child's development has been raised the SENCO is informed. These children are then registered on a concerns sheet. The SENCO will observe the child and discuss internal support available with the class team and parents. Referrals will be made (with parental consent) to external agencies and LA support services, if necessary, for further specialist support.
- When appropriate targets will be set and monitored.

7.1 Special Needs Support Plans

- All plans will be drawn up as part of a collaborative process with parents
- The class teacher is responsible for writing a Special Need Support Plans with support from the SEN Team and monitored within our pupil progress cycle.
- The SENCO and Deputy Head will support the class teacher in issues related to special educational needs
- The SEN Inclusion and support Lead / Assistant SENCO will support the room leader in drafting the plans for children attending the resourced base provision
- Advice, information and support will be taken from outside agencies and included in Plans.

- Plans will be reviewed and updated or discontinued at least on a half termly basis
- The class teacher has overall responsibility for recording the teaching and learning specified in the Plans

7.2 Review

- A review of all children with identified needs will take place at the School Planning Meetings.
- The plans will be reviewed by parents and be led by the SEN Team. A review of progress set against targets will be discussed and new targets agreed.

8.0 Allocation of Resources:

- The budget for SEND provides a SENCO and four additional Nursery staff. All other expenses for special needs come out of the main Nursery budget which has no additional allocation to meet the special needs of children in the Nursery School.
- The budget holder identifies a small amount for SEND resources each year which is the SENCO can spend appropriately.
- The Local Authority may provide specialist equipment for some children which the child takes on transfer to their next setting.
- Training for SEND is funded from the budget allocation for CPD training.

9.0 Comments and concerns about special educational provision within the school

- The school has adopted Luton Borough Council's complaints procedure; complaints about SEND should follow that process.
- Ofsted provide a parent mail section on their website for comments and complaints
ofsted@gov.uk

10.0 Partnership with parents

We acknowledge that parents/carers are the most important people in their children's lives. We work hard to establish good relationships with families and carers, so they feel valued and confident working with us. These relationships enable us to support parents with the process of identification, assessment and provision for SEND. We may suggest an EHA is completed to help parents identify their own specific need, and through this we work with other agencies to try and meet this need.

11.0 Transition arrangements

- Transition arrangements for children with SEND, particularly the resourced children, are thorough and are drawn up in consultation with parents, the LA, and the receiving schools.
- When possible a Transition Plan is written 2 terms before the child leaves us and includes details of all visits by staff, parents and the child.

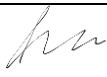
Additional support services for parents of children with SEN include:

- Parent Partnership Services (PPS) offer independent advice and support to parents/carers of all children and young people with SEND. The contact details for the local PPS can be accessed at www.luton.gov.uk/parentpartnership
- The PPS will also provide information on how to access an Independent Supporter for those parents/carers whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents/carers regarding the EHCP process. A FAQ factsheet on Independent Supporters can be found here: <http://preview.tinyurl.com/ox2q3cv>
- For parents/carers who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here: <http://preview.tinyurl.com/qx5a8vq>
- Parents/carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here: <http://preview.tinyurl.com/ovg4so3>
- The Luton Parent Carer Forum. This is a forum for local parents/carers of children with SEND who wish to be involved in sharing opinions to improve outcomes for local services, for both existing and for future planning by uniting with other parents/carers.
- Contact a Family. This is a very useful organisation that exists to provide parents/carers with children of SEND with a whole host of useful information, support and further contacts. Their website is: <http://www.cafamily.org.uk/>

Where can details of the Local Authority's Local Offer be found?

The Local Authority's Local Offer can be found at:

<http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>

Written by	SLT
Ratified by Governors	Yes
Date for Review	September 2022
Signed – Chair of Governors	
Signed – Head Teacher	