



## SEND Policy 2022-2023

### Basnett Street Nursery School and The Chatterbox Club

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 (0-25) and has been written with reference to the following documents: • Equality Act 2010: Advice for Schools DfE Feb 2013 • Schools SEN Information Report Regulations • Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014 • The Statutory Framework for the early years foundation stage • Safeguarding and Child Protection Policy • Accessibility Plan • Teachers Standards 2012

#### Role and Responsibilities

- The person responsible for managing SEND provision (SENDCo) in school is Emma Barker who is a member of the senior leadership team.
- The person responsible for managing SEND provision (SENDCo) in The Chatterbox Club is Grace Walker who is a member of the senior leadership team.
- The Governor with responsibility for SEND provision is Helen Mansfield. Her role is to keep the governing body informed about the Nursery's SEND provision and how the Nursery is meeting the statutory requirements.
- The Designated Safeguarding Lead is Lindsay Ingham.
- The Designated Teacher for Children Looked After is Lindsay Ingham.

#### Definition of Special Educational Needs (SEND)

The **Special Educational Needs** and Disability Code of Practice (2015) defines special educational needs as follows “A **child** or young person has SEN if they **have a learning difficulty** which calls for special educational provision to be made for him or her.”

#### **A child has a learning difficulty if:**

A. They have a significantly greater difficulty in learning than the majority of children of their age.	B. They have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the age in schools within the area of the local educational authority.	C. They are under the age of five and is, or would be, likely to fall in A or B if special educational provision were not made for them when they reached this age.
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A child is not to be taken as having a learning difficulty solely because the language that they are or will be taught in is different from the language(s) which has at any time been spoken in their home.

Special Educational Provision means educational provision, which is **additional to, or different from**, the educational provision made generally for children of their age in schools maintained by the local education authority (other than special schools) in their area.

### **Aims and Objectives**

At Basnett Street Nursery School and The Chatterbox Club, we strive to provide a broad and balanced curriculum for all children. Inclusion is at the heart of our curriculum, and our culture and ethos ensures all our systems cater for all children's needs. We strive to meet the needs of all individual children, to ensure they are in the best position to learn, to ensure their full potential is met.

The aim of our Special Educational Needs Policy is to ensure that:

- we identify and assess children with SEND as early as possible and follow the graduated approach to ensure children are supported effectively and ready for their next stage of education
- identify children who are underachieving and identify reasons for this, putting relevant and purposeful support/intervention in place for the individual need
- support children to make the highest level of progress they personally can through individual support plans, including personalised, specific targets according to need
- maintain appropriate records and monitor pupils progress closely
- provide full access to the curriculum in all areas
- work in partnership with parents and carers
- ensure that induction and transition procedures are in place to ensure all relevant information is shared as appropriate.

### **The SENCO will:**

- Support staff to deliver the highest quality of provision and practice to their children.
- ensure appropriate procedures are in place, working with, and including children with SEN and disabilities
- regularly monitor and evaluate the provision for SEND
- liaise with key worker's and external agencies to ensure planning and assessment is differentiated to reflect the needs of children with SEN and disabilities
- maintain a 'SEND Register' naming the children with SEN and disabilities and their stage within the SEND code of practice
- ensure a chronology is maintained on CPOMS to support and evidence the effectiveness of the graduated approach.
- keep key worker's updated regarding the needs of the children with SEN or disabilities
- offer advice and support to key worker's, as they undertake observations to identify children's strengths and areas for further development, then to develop meaningful "next steps" and provide appropriate strategies
- liaise with parents offering advice and sharing strategies to promote a consistent approach. Complete an Early Help (EHA) and organise Team around the Family (TAF) meetings, as appropriate
- co-ordinate external specialist provision and contribute to assessments and reviews

- co-ordinate induction and transition procedures to ensure all relevant information is shared as appropriate to ensure a smooth transition for children with SEN and disabilities between settings
- work closely with the SEN Governor, Trustees and key workers to ensure the Nursery's SEND policy is adhered to
- monitor and evaluate the SEND policy and report to the governing body on its effectiveness and use of SEND resources
- complete, and update as appropriate, a provision map to inform practitioners, governors and parents of the SEND provision made by the Nursery
- ensure the Nursery's SEND Information Report and Local Offer is available on the nursery website to inform parents of our SEND provision
- support the Lead Practitioner for SEND to monitor TLP delivery, review and evaluation

### **Admission Arrangements**

Children with SEN and/or Disabilities will be admitted to Basnett Street Nursery and The Chatterbox Club in line with our Admission Policy and the statutory requirements of the SEN and Disabilities Act (2001) and Children and families Act (2014) Part 3.

The admission policy states that children with additional and special educational needs must be admitted as a priority.

All staff at Basnett Street Nursery and The Chatterbox Club are committed to meeting the needs of all children and promoting the culture and ethos of inclusion within the nursery. Parents are requested to inform the nursery of any special educational needs, medical conditions, allergies or any other concerns they may have on the Nursery Admission Form. Home visits and/or additional meetings in the setting are also offered to enable parents to discuss their child's needs with their child's key worker. This will enable the SENCO to put into place actions to support each child, such as, a differentiated curriculum or specialist resources.

### **Identification, Assessment and Reviews of children with SEN and /or Disability:**

Basnett Street Nursery and Chatterbox follow the stages in the Code of Practice. These are:

- Early Identification and intervention, we make regular observations and assessment of all children's play and progress to enable early identification of children's individual special needs. An assessment of all the children is completed within the first two weeks of nursery life; these assessments range from our baseline, the Early Development of Speech and Language (ICan) and Wellcomm assessments. These assessments are used to indicate whether a child may be working well below age expectations, this will then be discussed with the SENCO. If further action is deemed necessary, this will be discussed between the SENCO/Key worker and the parents
- Parents are included in a structured and systematic way to shape the support their child receives and to be more transparent about what the school can provide
- Parents will review and agree the outcomes the support is intended to achieve regularly through our TLPs (Targeted Learning Plans)
- We use a graduated approach to identify and meet children's special needs. This is in line with national and local procedures and involves a systematic cycle of

assessment, planning, action and review (the graduated approach) recording clear outcomes and strategies for development and progress

- The Special Educational Needs Co-ordinator (SENCO) takes the lead responsibility for gathering information and for co-ordinating the child's Special Educational Provision, by working with other members of staff to produce a Targeted Learning Plan (TLP) where appropriate and these are reviewed termly. A TLP will contain clear, achievable targets for learning and development that identify the individual needs of the child with recommendations / targets included from the professionals involved
- Staff and the SENCO are supported and advised by specialists outside the nursery in order to meet children's individual needs

We offer a graduated response to intervention, recognising that there is a continuum of SEN following a cycle of **assess, plan, do and review**. Children with an identified additional need will have access to an adapted curriculum and a level of support appropriate for the child to access all activities as fully as possible. Parents will be kept fully informed at all stages .

An Educational Health Care needs assessment will be initiated if deemed appropriate for children with more complex needs. The SENCO will follow a graduated approach. They will decide if it is appropriate to carry out assessment leading to an Education, Health and Care (EHC) plan being written, using specialist teacher advice and the evaluation of all other assessments undertaken previously.

### **Graduated Response to SEND**

Our graduated approach ensures that all children make good progress. We do this through a cycle of **assessing, planning, doing** and **reviewing** our provision. Through our Provision Map we demonstrate our universal provision, available to all children, and the additional support and interventions we offer to meet the additional needs of children, including those with Special Educational Needs and/or a disability.

The areas of need include:

- Cognition and learning
- Communication and interaction
- Sensory and / or physical
- Social Emotional and Mental Health



## Provision Map

Wave 1 (Universal Services)	Wave 2 (catch up)	Wave 3 (SEND)
<p><b>This is the universal provision offered to all children at Basnett Street Nursery School and The Chatterbox Club.</b></p> <ul style="list-style-type: none"> <li>• All children will have access to a broad and balanced curriculum and their progress will be monitored and assessed through the school's curriculum and ICan Speech and Language Assessments.</li> <li>• Early Talk Boost is delivered as a universal offer to meet the needs of the cohort of children we serve. 85% of our children enter working with abilities below the expected standard in speaking, with 46% of these working significantly below.</li> <li>• Achievements and progress will be monitored and documented in our Learning Journals.</li> <li>• Assessment of each child's achievements and progress is ongoing and is shared with parents / carers through informal discussions, formal parent meetings as</li> </ul>	<p><b>When a child is assessed as working at developmental levels lower than those typical of their chronological age or are not making progress then the SENCO will consider moving to Wave 2 of the SEND code of practice.</b></p> <p>At Wave 2 the SENCO will introduce additional support to help the child to make progress and 'catch up'. This will be offered through:</p> <ul style="list-style-type: none"> <li>• targeted / focussed one-to-one and /or group activities.</li> <li>• planned interventions.</li> <li>• targeted resources.</li> <li>• individual / specialist equipment (with care plan if necessary)</li> <li>• Environmental adjustments e.g., quiet areas.</li> </ul> <p><b><i>Each child's progress will be monitored closely through pupil progress meetings and the use of Early Talk Boost Assessments for children working significantly below the expected standard.</i></b></p>	<p><b>Children who have an unmet additional need will be at Wave 3 of the SEND code of practice.</b></p> <p>At Wave 3 a child's needs will be monitored through a Targeted Learning Plan (TLP) displaying:</p> <ul style="list-style-type: none"> <li>• differentiated provision</li> <li>• small targeted steps</li> <li>• strategies</li> <li>• resources</li> </ul> <p><b><i>All TLP's are discussed during staff planning meetings as well as being carefully reviewed and evaluated half termly. SEND monitoring meetings take place with all staff half termly, these meetings ensure all needs are being met.</i></b></p> <ul style="list-style-type: none"> <li>• Knowledge and advice from relevant professionals and outside agencies will be sought with parent's consent.</li> <li>• The SENCO and key workers will use specialist knowledge and advice about a child's individual needs to enable them to make progress and reach their full potential.</li> <li>• A request for inclusion may be made for extra support and funding.</li> </ul>

<p>well as observations being sent home.</p> <ul style="list-style-type: none"> <li>• All our children are valued, we recognise each child as an individual with unique learning needs.</li> <li>• Children's previous experiences, learning styles, motivations and interests are used to plan meaningful, stimulating and challenging learning opportunities.</li> <li>• Our learning environment provides opportunities for all children to be included in the setting as a whole.</li> <li>• We have continuous provision inside and outdoors with enhancements to reflect the interests of the children.</li> <li>• Structured group times are held at the start and end of each three hour session. These sessions provide opportunities for key workers to teach children phonic, number skills as well as PSED issues. They also ensure consistent progress in areas of the curriculum which is not always accessible through continuous provision.</li> </ul>		<ul style="list-style-type: none"> <li>• An Early Help Assessment (EHA) may be completed.</li> <li>• Team around the Family (TAF) meetings may be arranged. This is an opportunity for the family and professionals to discuss how a child's additional needs can be met.</li> <li>• An Education, Health and Care Plan needs assessment may be initiated if evidence of intervention and additional support gained, indicates the child would benefit from this level of support and individual plan, to ensure their needs will be met.</li> <li>• Wellcomm will be delivered to children with a significant speech delay that is assessed as requiring specialist intervention on the ican Boost assessment. This accompanies a referral made to SALT.</li> </ul>
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## **Partnership with Parents**

Parents are valued and their contribution in terms of identification and support with children with SEND is fully recognised. Parents will be kept fully informed where their child has special educational needs and will be encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible.

Links will be maintained, with parental consent, with other professionals and agencies, including:

- Health Visitors
- Medical Professionals e.g. Paediatricians, Occupational Therapists (OT), Physiotherapists, Speech and Language Therapists (SALT), 0-19 ASD Pathway
- Portage
- Specialist Teacher
- Educational Psychologists (EP)
- SEND Services (LA)

Links with other educational settings are made with consideration to careful transitions ensuring changes are managed as smoothly as possible for all concerned. Information regarding the child's progress is shared with the new setting. All CPOMS chronology and document vault will be transferred to the feeder school.

## **Medical Conditions**

Children who have medical needs may require intervention and support from nursery staff. Such a child will have a Care Plan written for them in liaison with parents and the Health Service. This ensures a safe, agreed set of principles and procedures to ensure the child's needs are fully met and all health and safety arrangements have been addressed.

## **Access to the Curriculum**

All children with SEND will have a full entitlement to a broad and balanced curriculum as provided for all other children. In order to maximise their access some children may be taught in withdrawal groups or on a 1:1 basis for short periods of time. Our aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources all within the normal nursery environment.

## **Local Offer**

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

**Please click on the picture below for Lancashire's Local Offer:**



The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

At Basnett Street Nursery School and The Chatterbox Club, we provide our 'Local Offer'. This sets out our aims and the provision that we provide for the children who attend our setting.

[www.basnettstreet.lancs.sch.uk/localoffer](http://www.basnettstreet.lancs.sch.uk/localoffer)

### **Storing and Managing Information**

The SENCo keeps a register of all children with SEND. All staff are aware of the SEND register.

TLP's and additional information are stored securely by the SENCO on CPOMS. Key workers keep their children's TLP's in their personal files, ensuring they are a working document.

Information is only shared with other agencies with parental consent. The SENCO adheres to the settings Data Protection Policy and GDPR Guidelines.

### **Monitoring and evaluation of our SEN policy**

The SENCO works closely with key workers in the writing of TLP's. TLP's are reviewed half termly in discussion with the child's key worker and parent. All About Me profiles are written jointly with the SENCO and parents before an EHC Plan assessment is requested.

The SENCO holds regular monitoring meetings with key workers, giving staff the opportunity to discuss the children, the progress they have and are making as well as any areas of concern, thereby enabling quick and early intervention.

Our SEND Policy will be monitored and evaluated via termly reports to the governing body. The school governors are responsible for an annual review of the policy.



## **Complaints**

The complaints procedure for SEND will follow the Nursery's complaints procedure. Complaint forms are available at the schools office.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with their child's key worker. If a concern continues then the SENCO will discuss the concern with the parents / carers. At this stage the Headteacher/Manager and SEND Governor/Trustees may be informed.

***This SEND Policy will be reviewed annually – December 2023***