

Special Educational Needs and Disability Policy (SEND) September 2024

Special Education Needs & Disability Co-Ordinator:
Miss C Oddie (Headteacher)

This policy had been written in collaboration with staff,
parents/carers and pupils at Frizington Nursery &
Pre-School.





Special Educational Needs & Disabilities Policy

Frizington Nursery & Pre-School is an inclusive school and this SEND Policy is written to comply with the 2014 children and Families Act and its SEND Code of Practice together with the Equality Act 2010. All of our Nursery school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to the Safeguarding, Positive Behaviour policy and our Early Years Foundation Stage Policy.

SEND Definition

The 2014 Code of Practice says that: A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Our SEND Intent

At Frizington Nursery & Pre-School, we provide a fully inclusive and ambitious education for all pupils regardless of their age, ability, gender or ethnicity. The teaching across all aspects of the Early Years Foundation Stage for SEND learners will be exceptional and will ensure that all children are making good levels of progress from their starting points in every area, especially the Prime Areas of learning. This will be achieved through the high-quality teaching and learning opportunities for our children, that are adapted as appropriate, to facilitate our children's individual needs. This includes specific interventions, when applicable. We aim to raise the aspirations of and expectations for all pupils with SEND.

"The purpose of education for all is the same, the goals are the same, but the help that individuals need in progressing towards them will be different."

(The Warnock Report 1978)

Pupils & Families

The purpose of the Local Offer is to enable parents/carers and children to be aware of the services available in their area for their child and how to access them. It includes provision from birth to 25, across education, health and social care. A link to Cumbria's Local Offer is available from the school's website:

<https://www.frizington-nur.cumbria.sch.uk/The-Schools-Local-Offer-SEND-information/>

The Frizington Nursery & Pre-School Information Report was produced in conjunction with Cumbria's Local Offer for parents/carers and children with SEN and disabilities which can be found on the website:

<https://www.frizington-nur.cumbria.sch.uk/The-Schools-Local-Offer-SEND-information/>



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Communication in regards to SEND

Communication in Regards to SEND, our Nursery school's Special Educational Needs & Disability Co-ordinator (SENDCo) is Miss C Oddie BA HONS QTS, and holds the National SENDCo Award. The Nursery school encourages parents/carers to arrange an appointment with regard to any concerns they may have about their children. Enquiries about your child's progress should be addressed at first to the child's Key Worker in the Pre-School or the Class Teacher in Nursery, since she is the person who knows the child best. If you require any further advice or support with your child's needs, you can make an appointment with Miss Oddie via the School Office on 01946 810846.

SEND at Frizington Nursery & Pre-School

Our objectives are:

- To identify barriers to learning and participation for children with SEND, at the earliest opportunity.
- To ensure that all stakeholders of the Nursery school community have the highest aspirations for all SEND learners.
- Ensure our 'Universal Provision' is effective in immediately addressing all the needs of SEND children.
- To continually provide opportunities, to ensure that every child experiences success in their learning & development, to achieve their full potential.
- Enable all children to participate fully in the high-quality provision.
- To value and encourage the contribution of all children to the life of the Nursery school community.
- To work in partnership with parents/carers and to support the parents in their journey of education with their child.
- Work with the Local Governing Body to enable them to fulfil their statutory monitoring role with regard to the 'Policy Statement' for SEND.
- To work in partnership with external support agencies to support the needs of individual pupils.
- Ensure that all staff have access to training and advice to support the teaching and learning for all children.

Identifying children with SEND

The 2014 Code of Practice refers to four categories when describing children who may have SEND:

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



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Children with SEND are identified by a variety of different methods. At Frizington Nursery & Pre-School the following process will be used:

In the Pre-School & Nursery:

- If a child has an outside professional involved and additional too and different from is being is taking place, the child will go on to the school's Special Educational Needs Register.
- If by Spring term, a child has not yet reached the 'Observation Checkpoint' for a 2-year-old with proven quality first teaching, the SENDCo will continue to monitor the child carefully and offer advice and support to the class teacher and refer to any relevant outside agencies. A Pupil Profile will start and the child will then be added on to the schools 'Special Educational Needs Register.' In the summer term if no progress has been made.
- All staff are involved in the identification which considers the whole child. If a child's key workers or the class teacher notices that the child is struggling to access the curriculum and adjusts teaching using adaptations (this could be: targeted work, additional support, adapting resources etc.) If good progress is not made, the class teacher will consider specific interventions to support, address and develop the child's skills. Parent/carers discussions and feedback will be included.
- If difficulties continue, the Key Worker/ Class Teacher will discuss the needs with the SENDCo who will consider additional support and effective ways forward.
- The Headteacher/SENDCo can use their discretion when identifying children with SEND. SEND surgeries will be held weekly, when Key Worker/ Class Teachers can book in to see the SENDCo to discuss any concerns using their professional knowledge and evidence.
- The Headteacher/SENDCo will review the Special Educational Needs Register during the Summer 2 Term, each year.

Practitioners base their planning on the observed needs of individual children, this includes any additional needs. The provision enables all children to participate effectively in all learning activities, in addition to broader aspects of Nursery life and we will make reasonable adjustments in order to include a child with additional needs.

A learning difficulty solely due to the language or because of language being different in the home to that used in the Nursery School does not constitute a SEN. Children for whom English is an additional language will be supported by all staff and the specialist teacher team if necessary.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Frizington Nursery School & Preschool we identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the child. We aim to identify SEN as early as possible by talking to parents as early as home visits /



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Preschool induction and listening to parental concerns.

It is worth considering that there are other factors which may impact on the attainment and progress of a child but do not in themselves constitute a Special Educational Need, such as:

Disability

Attendance and Punctuality

Health and Welfare

English as an Additional Language (EAL)

Being in receipt of the Early Years Pupil Premium Grant

Being a Looked After Child

Being a child of Serviceman/woman

The Graduated Approach

As a Nursery School, we follow a Graduated Approach to provide the best support for all of our pupils. High quality teaching (that in some cases is adapted for individual learners) is the first step in responding to children and young people who have, or may have SEND. High expectations should be set by all teachers and key workers for every learner, whatever their prior attainment or background. Every class teacher and key worker has:

- Focused adult directed activities/sessions with clear intent and learning outcomes.
- High expectations for all children to be fully involved and engaged in all areas of the Early Years Foundation Stage curriculum.
- Exceptional use of questioning, modelling and delivery of explanations throughout the environment.
- An emphasis on children working collaboratively with adults, peers and working independently.
- Have ambition for all children. All class teachers/key workers are responsible and accountable for the progress and development of the pupils in their class, including, where pupils access support from Learning Support Assistants or specialist staff.

At Frizington Nursery & Preschool we review the quality of teaching for all pupils, including those at risk of underachievement through a triangulation of monitoring. This includes: learning walks, pupil discussion and discussions with staff on a half termly basis. Pupil progress meetings are also held after each assessment point. The class teachers/ key workers, are supported by the Headteacher/SENDCo to make regular assessments of progress for all pupils. We identify pupils making less than expected progress (given their age and individual circumstance) by considering:

- progress to be significantly slower than that of their peers starting from the same baseline
- attainment gap widens for children in relation to their age and peers.



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In providing support that is additional to the universal offer, the following 4 stage process will be used: **'Assess, Plan, Do and Review.'**

This involves:

Assess – This consists of having a clear analysis and taking into consideration all information that is gathered about the child from the class teacher/key worker and the SENDCo.

This includes previous progress and attainment and discussions with parents/carers for their experiences and views. Children will be added on to the 'Special Educational Needs Register'.

Parents will be immediately informed and supported from Miss Oddie and the class teacher to work on targets. Along with the class teacher, Miss Oddie will support with identifying next steps for individual children following 'The Graduated Approach.'

Assessments are looked at and, in some cases, outside professionals from health or social care may already be involved with the child. These professionals should liaise with school to help inform the assessment process.

Plan

Where it is decided to provide a pupil with SEND support, they will be added to the 'Special Educational Needs Register' and parents/carers will be formally told by the class teacher. Working collaboratively with Miss Oddie, the class teacher/key worker will plan the means of support, as well as the expected impact on progress or behaviour along with a clear date for review. All staff working with that child will be fully aware of the child's individual needs and what the desirable outcomes are. All teaching strategies/approaches, and in some cases interventions, that are required will be stated on 'Individual SEND Support Plans'. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. All parents will receive a copy of their pupil profile during target setting meetings and reviews.

Do

The class teacher/key worker will remain responsible for working with the child on a daily basis and to implement the agreed support that the school will provide, as detailed in the SEND Offer. Where the interventions are carried out by a different member of staff, it is still the class teacher's responsibility to monitor the impact and success of the SEND support. The class teacher will work collaboratively with Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will be available to offer advice and support to staff.

Review

The class teacher/key worker will measure the impact of the support provided and consider whether changes to that support need to be made in line with the agreed date. The class teacher, working with Miss Oddie, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the



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parent and pupil. This will be updated on the children's individual SEND Support Plans. Where a

pupil has an Education Health Care Plan, (EHCP) the Local Authority, in cooperation with the school, must review that plan as a minimum every six months in an Early Years setting. The SENDCo will liaise closely with families in this instance. Children will stay on the 'Special Educational Needs List' until at least the end of the academic year (register reviews take place in the Summer Term). This will ensure that there is sufficient evidence to prove the high impact of the 'SEND support' in place.

The success of the schools SEND policy and provision is evaluated through:

- Rigorous monitoring of practice by the Headteacher
- Data analysis

Stage 1 Initial concern:

This is essentially a monitoring stage:

Any member of staff with a concern about a child in their care should have a discussion with the

SENDCo, who has an open-door policy and will always make time for staff to share their concerns.

The SENDCo, Class Teacher/Key Worker will together complete a concern form.

This will be a prompt for the child's class teacher/key worker to monitor the child's progress in a particular area more closely and gather information over a period of time, using regular detailed

observations, developmental check lists etc. this will usually be over a 4 to 6 week period.

The concerns will be shared with the child's parent in an informal way and their opinion sought.

After this period of time there will be a professional discussion between staff & the SENDCo to decide if the reason for concern has been resolved or if it is felt that more support needs to be provided.

Stage 2 Early Help (SEND) internal

At this stage the concern will be assessed further within the setting by using an internal assess, plan, do, review process:

- Gathering information about the child to make an initial assessment of the child's special needs.
- Share concerns more formally with parents and seek their views
- Ensure routine health checks have been completed eg Have hearing and eyesight checks been held recently?
- Provide adaptive support within normal planning framework using a 'Early Years Pupil Profile and sharing it with all practitioners working with the child and with parents (who should sign the plan), this will be done by key person, parent and the SENDCo



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- Agree a review date then monitor and review child's progress. This will be done at least half termly. All review outcomes will be recorded and shared with parents. The parents' views on the child's progress will be included and valued 'One off' advice may be sought from Children's Support Services.

Stage 3 Early Years Help SEND (external)

If there is evidence that a child is not making sufficient progress despite support at Early Help (internal), the SENDCo will:

- Seek support from specialist external services. This may be through, consultation, specialist assessment which may identify the need for a specialist programme or the need for some direct work with the learner.
- In order to access this specialist, support an Early Help Assessment will be completed with the parents to request support from the appropriate service. The specialist service will then join the existing team of our school and the parents in supporting the child in their learning.
- The assess, plan, do, review process will then be used to provide appropriate support in line with the advice from the external agency.
- An Early Years Pupil Profile will be completed and shared with all practitioners working with the child and with parents. The Early Years Pupil Profile will be reviewed at termly, all review outcomes will be recorded and shared with parents. The parents' views on the child's progress will be included and valued.
- The SENDCo and class teacher/Key worker will complete a Developmental Journal to track progress.
- SENIF application may be applied for, if the school feel extra targeted interventions are needed.

Stage 4 Educational Health Care Plan

If a child fails to make adequate progress and is working significantly below 'Age Related Expectations in spite of high quality, targeted support, we may use the minimum of 2 full terms of evidence gathered to initiate an EHC Plan following the Graduated Approach.

Generally, we apply for an EHC Plan if:

- The child has a disability which is life long, and is impacting on their ability to make adequate progress, which means that they will always need support to learn effectively.
- The child's achievements are significantly below age related expectation and additional resources are needed to ensure that outcomes are achieved.
- Despite staff using the recommendations from outside agencies for at least two terms, the child does not make significant progress.



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When an EHCP is in place for a child, an annual review date will be scheduled each year that follows the review process of completion

Early Years Pupil Profiles

These are the way in which we document the assess the plan, do and review system that we use to support children with SEN.

They are 'live' records which tell us exactly what needs have been identified for a child and how to remove the key barriers which are preventing that child from learning effectively.

They will contain the goals for the child (what we want them to be able to do) and details of how we are going to help them be achieved. Details of who will be responsible for supporting the child in their learning will also be shown in the plan. Early Years Pupil Profiles will be shared with everyone working with the child and will include goals and strategies identified by specialist advisers if appropriate. They will also identify a date for review so that we can ensure they are kept up to date.

The child's Class Teacher/Key Worker will be responsible for keeping the up to date by working alongside the SENCO and gathering information from all practitioners involved. Parents will be given their own copies of the Pupil Profile so that they can support their children at home in a complementary way.

Raising Concerns as a Parent/Carer

We aim to have good and informative relationships with all of our parents/carers. It should never come as a surprise to a parent/carers to learn that their child is being identified as having SEND.

Early identification will be communicated effectively, including when a child is added or removed from the SEND register in June of each year. In any instance, speak to the class teacher as soon as you are concerned, as they may be able to quickly alleviate these concerns and if not they will be able to monitor these with you or signpost you to further support.

How will School Staff Support my Child?

Staff within our school have the opportunity to formally report any concerns to the Headteacher/ SENDCo, both formally and informally.

- The Headteacher/SENDCo works with the school Business Manager to ensure the needs of the children needs are being met with appropriate resources/equipment and staffing.
- The school monitors the effectiveness of its provision for children with SEND by looking at and comparing the progress and attainment data for each individual child and reviewing the Whole School Costed Provision Map.
- The school also works closely with the Education Psychologist Service, (who we have a limited access to each academic year) Family Action, Health Services, Therapy Services and Social Care Services.
- Where possible, the child is asked to become fully involved in their individual SEND Pupil Profile.
- The school will always ask parents/carers to be fully involved in these processes as we know parents/ carers are the first educators of their children.



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If a child is identified as SEND and needing to enter the SEND register, the class teacher will invite parents/carers to a meeting to:

- Formally let them know that their child is being placed on the school's SEND Register and what their category of need is.
- To discuss the child's specific individual needs. This will also include examining progress and attainment data in line with 'Age Related Expectations.'
- Evaluate evidence gathered through 'Universal Provision', which would have been supporting the child up to this point.
- Discuss permission from parents/carers if SENDCo feels additional advice/support is required from other professionals e.g. Educational Psychologist/CAMHS etc.
- Talk about any assessments that have been completed and their outcomes. • All involved will agree a personalised plan (SEND Support Plan or Individual Behaviour Plan (IBP) and provision with clear targets and review periods.

Individual Behaviour Plans (IBPs)

Children who may have social, emotional and mental health difficulties have their needs met through targets and additional support/interventions written in their Individual Behaviour Plan (IBP). See Appendix 2.

An IBP will be produced with the child, parent/carer and school to ensure that the child's behaviours are monitored and reviewed, every week, for 12 weeks. An IBP is a pro-active measure and will be put in place when:

- The school has identified where a child's behaviour causes concern.
- An exclusion occurs due to the child's behaviour. The IBP will be agreed and signed, by the child, parent/carer and school.
- The Child will be placed on the SEND Register for the duration of the IBP.

In our school, we provide a variety of support mechanisms to meet the SEMH needs of our children, these include:

- Targeted PSHE activities, targeting improving children's social skills and positive well-being.
- Work with agencies such as Speech and Language and Occupational Therapy Services.
- Early Help Meetings, which may involve outside agencies e.g. Family Action.
- Some staff within school have been trained in Team-Teach which is a system of training to support de-escalation strategies, the development of positive responses to children's behavioural and emotional needs, including the use of restraint should it be necessary. A register of trained staff is available within school and further information about Team-Teach can be found at www.team-teach.co.uk.
- If parents/carers and school are concerned that the child may have mental health needs, we encourage parents/carers to ask their GP for a referral to CAMHS. School are also able to refer with parental consent.



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Continuous Professional Development (CPD)

Staff at Frizington Nursery School, are consistently updating their training through different courses, workshops and high quality CPD, to ensure that staff are proficient in all relevant knowledge and skills, to meet the individual needs of pupils. CPD within the school is planned and adapted to provide training based on the needs of our current pupils. This ensures that staff are trained to provide positive responses to our children's current needs within the four areas of SEND. A full register of staff development, experience and training is maintained within the school.

SEN is currently funded through the schools delegated budget and through the disability access fund held by Cumberland County Council until statutory assessment has taken place and an EHCP is in place.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. All staff are required to refresh their knowledge of the SEND policy and procedures regularly.

The school's SENDCo regularly attends the inclusion cluster meetings in order to keep up to date with local and national updates in SEND.

The school is part of the Cumbria Nursery Schools cluster where matters relating to SEN are regularly discussed.

Transition Arrangements

We understand transition periods can be difficult for children with additional needs and their parent/carers as they move into Primary School or another setting.

We will do what we can, according to the individual needs of the child, to make transitions between classes, including from the Pre-School and other nurseries, as smooth as possible. This may include, for example:

- Additional meetings for the parents/carers and child with the new teacher/Key Worker.
- Additional visits to the classroom environment in order to identify where the toilets are, where the cloakroom is etc.
- Enhanced transition arrangements tailored to meet individual needs.
- Early transitions during Summer 2 term.
- A formal transition meeting with all professionals involved with the child.
- Visits to other settings, if appropriate.



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- Ensure all paperwork including specialist advice has been passed to receiving settings with parental consent.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mrs S Carr, she meets with the Headteacher/SENDCo to discuss actions taken by the SENDCo and the impact of these actions on the outcomes for our children on the register on a half termly basis.

The Governors ensure:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for all pupils with SEND.
- The school profile informs parents 'How we are making sure we are meeting the learning needs of individual pupils.'
- They have regard to the requirements of the Code of Practice for Special Educational Needs.
- They are fully informed about SEND issues, so that they can play a major part in school self-review. The Headteacher/SENDCo produce a termly report with regard to SEND for the full Local Governing Body.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

We will support children with medical needs by producing and implementing a policy for children with medical conditions to ensure that, as far as possible, they can play a full and active part in the life of the school.

STORING AND MANAGING INFORMATION

Any information relating to the additional needs or disabilities of any child are treated in confidence. Relevant information will be shared with any staff who might work with that child in order that they can offer the best and appropriate support. All documentation relating to additional needs will be stored safely away from the classroom in the Head



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Teacher's office. Copies of current Pupil Profiles's may be kept in closed files in the classrooms so that staff can refer to them during their daily practice.

Information will only be shared with other agencies with the express written consent of

parents, unless there is a danger to the child by gaining that consent (see safeguarding policy). A copy of all information will be passed to the receiving school at the time of transition so that the needs of the child can be understood by the new setting. Any computerised records will be kept securely in the school server to which only members of staff have access. All personal information will be held in confidence as outlined in the school's confidentiality policy.

ACCESSIBILITY

Statutory Responsibilities

The Disability, Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Our school has a written access plan which is available on request from the school office and on the school website.

Our school has an 'open door' policy to all parents and carers, we will aim to make a child's key worker available to speak to a parent or carer within 24 hours, if this is not possible another member of staff who has a good knowledge of the child will be made available. Due to the staffing ratios we have to maintain under the EYFS it might not be possible to speak to a parent or carer immediately, especially at the busy 'drop off' and 'pick up' periods but we will arrange a mutually convenient time as soon as the member of staff can be released.

DEALING WITH COMPLAINTS

We will always try to resolve issues and concerns with parents in an amicable way, however we do accept that there may be occasions when parents/ carers are not happy and feel that they want to make a complaint. The procedure outlined in the school's 'complaints policy' and the prospectus should them be followed. Details are available on request from the school office.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Reviewed: September 2024

Reviewed by: Miss C Oddie (Headteacher/SENDCo) & all staff

Next review date: September 2025



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