

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
Reviewed:	April 2015
Next Review:	3 years or as legislation may require
Responsibility:	Senior Link Worker
Category:	Safeguarding Policies

Special Educational Needs Governor – Ayesha Butt

Nursery Special Educational Needs Coordinator – Paula Liggat Senior Nursery School Teacher

Rocking Horse Club Special Educational Needs Coordinator – Ros Eccles

■ **Statement of Intent**

Our priority is that children will be happy, enjoy Nursery School and other Centre services and make good progress in their learning. Every child in our Nursery School/ Centre is valued and all achievements are recognised. Learning is matched to the needs of the children within the framework of the Early Years Foundation Stage Curriculum. All teaching and learning in our Nursery School / Centre takes account of the individual abilities of the child and the pursuit of the highest possible standard for them.

■ **Aims of Walton Lane Nursery School and Rocking Horse Club Special Educational Needs Policy**

- To ensure that all children have access to a broad and balanced curriculum.
- To ensure children receive a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that children requiring additional support are identified as early as possible.
- To ensure that children with special educational needs take as full a part as possible in all Nursery School / Centre activities
- To ensure that parents of children with special educational needs are kept fully informed of their child's progress and attainment.
- To ensure that children with special educational needs are involved, where practicable, in decisions affecting their future additional provision.

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
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We recognise that many children will have special needs at some time during their school life. In implementing this policy we believe children will be helped to overcome their difficulties.

■ **SEN Policy**

Developing Walton Lane Nursery School and Rocking Horse Club Special Educational Needs policy involves the whole school, starting with the SENCO, Head Teacher and Senior Leadership Team, followed by teaching and support staff and Governors. All stakeholders are committed to providing a learning environment that is open for all and that is fully promoting of inclusive practice. Inclusion is a never-ending process within our Nursery School/ Centre involving the progressive discovery and removal of limits to participation and learning.

It is Walton Lane Nursery School & Rocking Horse Club policy:

- To provide a welcoming environment for all children with additional or special needs and their parents and carers.
- To ensure that all children have full access to a broad, balanced and relevant education.
- To meet children's needs effectively.
- To work closely together with other professionals to ensure that any special educational needs are identified early.
- To seek the views of the child and take them into account.
- To understand the vital role parents play in supporting their child's education and work in partnership with them.
- To seek the views of the parents and take them into account.
- To review interventions regularly to monitor impact and maintain effectiveness.
- To work closely with outside professionals involved.
- To ensure that there is no discrimination in education on the grounds of learning, physical or behavioural ability or disability.
- To ensure an effective, inclusive school for all children.
- To enable each child to develop confidence, self-esteem and independence, understanding, co-operation and trust.
- To be aware of the need for confidentiality

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
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■ **Definition of Special Educational Needs**

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of any kind provided for children of the same age in mainstream school. (Special Educational Needs Code of Practice, 0-25 years 2014)

A child under compulsory school age has special educational needs if he or she falls within the definitions above or would so do if special educational provision was not made for them. (Special Educational Needs Code of Practice, 0-25 years 2014/Clause 20 Children and Families Bill)

A child's disability or a difficulty which makes it harder to learn or to use the normal educational facilities available, may include a physical disability, a hearing or sight impairment, medical or health problems, difficulties with speaking or behaviour or more general difficulties. It may also include children who are exceptionally able in any area of development i.e. 'Gifted and Talented' pupils.

Special education provision means:

- Educational provision which is additional to, or different from, the quality first teaching and educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or if their home language, is different from that in which they are taught. We will have due regard for the Special Needs Code of Practice when carrying out our duties towards all children with Special Educational Needs, and ensure that parents are notified when Special Educational Need provision is being made for their child.

■ **Staffing**

The SENCO in the Nursery School is Paula Liggat- Senior Nursery School Teacher. The SENCO across the other childcare services is Beverley Wilkinson- Senior Linkworker.

■ **Admissions**

The Governing Body believes that the admissions criteria should not discriminate against pupils with special educational needs. Walton Lane Nursery School &

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Rocking Horse Club admit children already identified as having special educational needs, as well as identifying and providing for children not previously identified as having additional needs, supporting all children with or without Education Health and Care Plans.

■ Evaluating the success of our SEN policy

The Governing Body will report annually on the success of the policy. In evaluating the success of our policy, the school / Centre will consider the views of:

- Teachers
- Practitioners
- Parents
- Children
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Children's progress will provide evidence for the success of the special educational needs policy and this will be analysed carefully through:

- Consideration of each child's success in meeting targets identified in the Targeted Learning Plans
- Use of the EYFS
- Participation in the speech and language groups e.g. Ginger Bear and Wellcom activities.

■ Allocation of Nursery School resources

The school receives funding for all pupils with additional needs. School receives special educational needs funding within its overall budget, referred to as the notional SEN budget. This is for school to provide, high quality appropriate support for children throughout school. (For detailed information on how the funding is used within school please see our Provision Map and/or speak to Paula Liggat SENCO)

School budget funding is used to support intervention groups as identified by staff and also support Targeted Learning Plans / and speech and language work.

For children with an Education, Health and Care Plan the Local Authority will decide upon the level of banding each pupil needs which will be outlined in each child's individual Education, Health and Care Plan, and if necessary the Local Authority will provide additional 'top-up' funding, for school to use to meet the children's needs. The school ensures these funds are used to directly support the actions identified in the Education, Health and Care Plan.

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
Reviewed:	April 2015
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Responsibility:	Senior Link Worker
Category:	Safeguarding Policies

The Governing Body ensures that resources are allocated to support appropriate provision for all children requiring it, and in meeting the objectives set out in this policy.

■ **Identification, Assessment and Provision**

We have adopted a whole- school / Centre approach to the SEN policy and practice. Children identified as having Special Educational Needs are, as far as is practicable, fully integrated into the Nursery School and Childcare services. Every effort is made to ensure that they have full access to the Early Years Foundation Stage Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 0-25 years (2014) makes it clear that all practitioners are responsible for working with children with special educational needs. All practitioners are responsible for identifying children with special educational needs and, in collaboration with the SENCO, will ensure that those children requiring different or additional support are identified at an early stage. Assessment is the process by which children with special educational needs can be identified. If a child is assessed as not making adequate progress this is seen as a significant factor in considering the need for SEN provision.

■ **Early Identification**

The early identification of pupils with additional needs is a priority. The school/ Centre will use appropriate screening and assessment tools, and ascertain children's progress through:

- Evidence obtained by teacher/ practitioner observation/ assessment
- Their performance in the Early Years Foundation Stage assessments assessed against development matters age bands
- Reports or observations.
- Information from parents.
- Standardised screening or assessment tools.
- Records from previous settings.

■ **Special Educational Needs Provision**

On entry to the Nursery school / Centre each child's attainment will be assessed. This will help to inform the teachers of a child's aptitudes, abilities, and attainments, and will be used to provide continuity in learning. This and any other records provided, help the Nursery School / Centre to design appropriate differentiated learning programmes. For pupils with identified special educational needs, the SENCO/Teachers will use the records to:

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
Reviewed:	April 2015
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Responsibility:	Senior Link Worker
Category:	Safeguarding Policies

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the group.
- Assess learning difficulties.
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning.
- Involve parents in a joint home-School/ Centre learning approach.

■ **The range of provision**

The main methods of provision made by the Nursery School / Centre are:

- Individual Targeted Learning plans and support by the Nursery / Centre teacher or practitioners through a differentiated curriculum.
- Short periods of withdrawal to work with a supporting adult 1:1 or in small groups.
- In-group support with adult assistance.
- Support from specialists within the session or as part of a withdrawal programme.

■ **English as an additional language.**

Particular care will be needed with children whose first language is not English. Teachers/ practitioners will closely follow their progress across the Early Years Foundation Stage to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

■ **Disabled pupils.**

Many children with Special Needs may also be disabled under the terms of the Disability Discrimination Act.

“A child has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

To fall within the Act, a child must be substantially affected by their disability in one of the following ways:

- Mobility
- Physical co-ordination
- Manual dexterity.
- Ability to lift, carry or otherwise move everyday objects.

Walton Lane Nursery School & Rocking Horse Club

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Responsibility:	Senior Link Worker
Category:	Safeguarding Policies

- Speech, hearing, eyesight.
- Memory or ability to learn, concentrate or understand.
- Perception

Our Nursery School / Centre has a duty under the Disability Discrimination Act to make 'reasonable adjustments' to ensure children have full access to the social and academic life of the Nursery School/ Centre . Further details about this can be found in our Equal opportunities' policy.

■ **Monitoring Children' s progress.**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between children and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the child's previous rate of progress.
- Ensures full access to the Early Year Foundation Stage curriculum .
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the child's behaviour.

Where teachers decide that a pupil's learning is below expected, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal group provision is required, it will be provided through a single stage of special educational needs support.

There is a graduated approach to this, therefore if, after further consideration, a more sustained level of support is needed, it would be provided through the single stage of special educational needs . The level of support/interventions a child is receiving is evidenced on whole school and personalised Provision Maps and recorded in regularly reviewed Targeted Learning Plan.

Where concerns remain despite sustained intervention and support, the school will consider requesting a Statutory Education, Health and Care Assessment. Parents will be fully consulted and kept informed of this whole process. This graduated approach to the single stage of special educational needs is detailed further on in a different section of this policy. The school also recognises that parents have a right to request a Statutory Education, Health and Care Assessment.

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
Reviewed:	April 2015
Next Review:	3 years or as legislation may require
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■ **Record Keeping**

The Nursery School / Centre will record the steps taken to meet children's individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual School/ Centre records, the children's profile will include:

- Information from previous school linked to special educational needs.
- Information from parents.
- Information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from health/social services.
- Information from other agencies.
- Independent reports from outside professionals.

■ **General learning difficulties**

The SEN Code of Practice for 0-25 years outlines adequate progress for children with general learning difficulties as that which:

- Is similar to that of peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Equals or improves upon the child's previous rate of progress
- Enjoys full Early Years Foundation Stage access
- Is satisfactory to the child and parents

Teaching special educational needs children is a whole- Nursery School/ Centre responsibility. The core of the teachers / practitioners work involves a continuous cycle of (plan, do, review) planning, teaching, and assessing, taking into account the differences in children's abilities, aptitudes, and interests. Some children may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting children's needs.

The SEN Code of Practice 0-25 years also goes on to say:

"Where children continue to make inadequate progress, despite high quality teaching, targeted at a child's areas of weakness, the class teacher/ practitioner , working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the special educational needs support that is required to support the child".

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
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Next Review:	3 years or as legislation may require
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When a child is identified as having Special Educational Needs, the Nursery School/ Centre will intervene through a single stage of additional support in Early Years as described below:

There is one single stage of special educational support, within our Nursery School/ Centre we have a graduated stepped approach through this stage:

Additional intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, children:

- Make little or no progress.
- Demonstrate difficulty in developing appropriate skills.
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

(Step 1) Informal meeting:
Discussion and information gathering, including parents/child views.
Initial meeting with parents and teacher(s) to discuss the child's progress/area of need and next steps. (Monitoring is ongoing and reviewed the next ½ term)
Monitoring is ongoing and reviewed in the next half term
Referral to Rhyme Time, Talking Together, Parenting Programmes, or Family Support (If needed/necessary and with Parental consent)
Where necessary making changes to the way your child is supported in class
(Step 2)
Meeting with parents, child, SENCO and class teacher(s) to discuss in which areas support is required

Walton Lane Nursery School & Rocking Horse Club

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A discussion building on previous meetings, explaining and discussing the graduated approach to special educational needs support in our school (What it looks like and the processes)
Provision Map started/shared – recording the interventions a child accesses (Interventions and support identified and put in place and reviewed termly unless progress is a concern, in this case this would be reviewed every ½ term and moved up to Step 3)
Child's name added to the SEN register for monitoring purposes
For your child this means They would be accessing small group interventions throughout the week, with specific targets to help your child make more progress. This will be reviewed by the class teacher, the teaching assistant delivering it and in consultation with the SENCO and shared with Parent(s)
This type of intervention is short term, therefore if after the intervention progress is made and sustained over a period of time and staff /parents agree the child's name will be removed from the special educational needs register.
Step 3
Ongoing support and intervention evidenced on Provision Map is reviewed, highlighting progress as a concern
Meeting to discuss progress made to date – Provision Map reviewed, not enough information is evidenced, to track the child progress.
With parental consent propose writing the Targeted Learning Plan with measurable targets specific to the child's individual needs (Reviewed every ½ term)
Parents and child will be involved in the writing and review of the Targeted Learning Plan
Discussions with parents in regard to completing a CAF and /or an All About Me Profile/ SEN Support Plan

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
Reviewed:	April 2015
Next Review:	3 years or as legislation may require
Responsibility:	Senior Link Worker
Category:	Safeguarding Policies

Continued need for further support
Speech and Language Therapy
Inclusion and Disability
Educational Psychology
Occupational Therapy
Sensory Services
Physiotherapy
Step 4
The outside professional may carry out an initial assessment of your child and then suggest a 'programme/intervention' to be carried out 1:1 or in a small group, which is usually delivered by a teaching assistant already employed by the school. (Appropriate training/resources will be given, to ensure maximum impact for your child) this will be monitored by the class teacher and SENCO who will liaise with yourselves and the outside professional.
Consideration to be given to applying for Additional Inclusion Funding
Step 5
Request for Statutory /Education, Health and Care Plan assessment:
In consultation with school, parent(s) and outside agencies/specialists
Evidence gathered will show in great detail work/interventions put in place and will have been monitored/reviewed, showing progress made and mile stones achieved with next steps also identified.
Evidence will support concerns of significant learning difficulties, school may suggest that your child needs some additional support, which is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.
This means in consultation with yourselves and other outside agencies involved, school will put in a request for an Education, Health and Care assessment. You will be asked to share your concerns and provide some background information on your child, you will also have a copy of all other paperwork/assessments carried out and submitted.

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
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Category:	Safeguarding Policies

The Key Areas of learning are:

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

■ **Targeted Learning Plans**

If the Nursery School / Centre decides, after consultation with parents, that a pupil requires additional support to make progress, a Targeted Learning Plan will be devised to support the child's individualised learning. The teachers/ practitioners remain responsible for working with the child on a regular basis for planning and delivering an individualised programme. The class teacher will plan future interventions for the child in discussion with colleagues, supported by the SENCO who will input in planning future support. Parents will be closely informed of the action and results.

■ **Reviewing Targeted Learning Plans**

Targeted Learning Plans are reviewed every 6-8 weeks. Parent's views on their child's progress will be sought during parent consultations. Wherever possible or appropriate the school will involve pupils in reviewing their progress. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought.

■ **The Role of the Practitioners**

Each individual teacher/ team leader is responsible for allocating time to work on targets in a Targeted Learning Plan with identified children in their service. In addition to the support detailed in wave one of the provision mapping which all pupils have an entitlement to receive. The child's Key person will work either on a one to one basis or within a small group on the additional support identified in the Provision Mapping.

■ **Nature of Intervention**

The SENCO in collaboration with the Teachers / Team Leaders will decide the action required to help the child's progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil.

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
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Next Review:	3 years or as legislation may require
Responsibility:	Senior Link Worker
Category:	Safeguarding Policies

- Provision of alternative learning materials/ special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to Local Authority support services for advice on strategies, equipment, or staff training.

■ **Provision Maps**

The Provision Map details all the different interventions in place throughout Nursery School/ Centre over the academic year. All children on the Special Educational Needs Register each have access to the services detailed in the Provision Map. The Provision Map overview is also updated as and when required.

Step 4 of our graduated approach to one single stage of SEN support

This is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a child at this level will be made by the SENCO after a full Consultation with parents at a Team Around The Family review meeting. External support services will advise on targets and provide specialist inputs to the support process.

This level of intervention will usually be triggered through continued need for additional support supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a child:

- Still makes little or no progress in specific areas over a long period
- Continues to work at Early Years Foundation Stage levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing age appropriate skills
- Has emotional/behavioural problems that often substantially impede their own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has a sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, which present as barriers to learning.

External support services will require access to children's records in order to understand the strategies/approaches used to date, and the targets set and

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
Reviewed:	April 2015
Next Review:	3 years or as legislation may require
Responsibility:	Senior Link Worker
Category:	Safeguarding Policies

achieved. The specialist may be asked to provide further assessment and advice, and possibly work directly with the child.

Parental consent will be sought for any additional information required. The resulting Targeted Learning Plan will incorporate specialist strategies.

These may be implemented by the Key person but involve other adults. The teacher/ team leader will also evidence their teacher assessment to demonstrate the progress being made. Where appropriate, the Nursery School/ Centre may well request direct intervention/support from a specialist/teacher by making an application for Additional Inclusion Support funding.

■ **Request for Statutory Education, Health and Care Assessment**

The Nursery School/ Centre will request a Statutory Education, Health and Care Needs Assessment from the Local Authority when, despite an individualised programme of sustained intervention within Nursery School/ Centre, the child's progress remains a significant cause for concern. A Statutory Education, Health and Care Needs Assessment might also be requested by a parent or outside agency. The Nursery School/ Centre will have the following information available:

- The action followed with respect to the single stage of special educational needs.
- The child's Early Years Foundation Stage assessments
- Records and outcomes of regular reviews undertaken
- Information in regard to the child's health and relevant medical history
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the child
- Social Care report where appropriate
- Any other involvement by professionals

An Education, Health and Care Plan (EHC plan) will normally be provided where, after a Statutory Education, Health and Care Needs Assessment has been carried out, the Local Authority considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Education, Health and Care Assessment does not inevitably lead to an Education Health and Care Plan.

An Education, Health and Care Plan will focus on the outcomes the child seeks to achieve across education, health and care. The Education Health Centre Plan should:

- Describe positively what the child can do and has achieved.
- Be clear, concise, understandable and accessible to all.

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
Reviewed:	April 2015
Next Review:	3 years or as legislation may require
Responsibility:	Senior Link Worker
Category:	Safeguarding Policies

- Be evidence based and focus on how best to achieve outcomes both short and long term.

An Education, Health and Care Plan will include:

- The views, interests and aspirations of the child and their parents
- The child's special educational needs
- The outcomes sought for the child
- The special educational provision required by the child
- Any health or social care provision reasonably required by the learning difficulties and disabilities which result in the child having special educational needs.
- The name and the type of school to be attended by the child
- An appendix; detailing all the information sought and professionals named
- Where there is a personal budget, the detail of this and the outcomes to which it is intended to contribute.

From the Education Health and Care Plan Nursery School / Centre will include details of learning objectives for the child within their personalised planning; and used to develop targets that are:

- Established through parental consultation
- Set out in a Targeted Learning Plan
- Implemented in the Nursery / Childcare sessions
- Delivered by the teacher/ practitioners with appropriate additional support where specified

■ **Reviewing an Education, Health and Care Plan**

Education, Health and Care Plans must be reviewed every six months for children under five years and annually for children over five years. The Local Authority will inform the head teacher at the beginning of each school term of the children requiring reviews. The SENCO will ensure the organisation of these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher/ Keyworker
- A representative of the Local Authority
- Any other person that is considered appropriate

Walton Lane Nursery School & Rocking Horse Club

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Reviewed:	April 2015
Next Review:	3 years or as legislation may require
Responsibility:	Senior Link Worker
Category:	Safeguarding Policies

- Any other professionals involved and named in the Education Health and Care Plan.

■ **The aim of the review will be to:**

- Assess the child's progress in relation to the Targeted Learning Plan and the short and long term objectives stated in the Education, Health and Care Plan.
- Review the provision made for the child in the context of the levels of attainment in the Early Years Foundation Stage.
- Consider the appropriateness of the existing Education, Health and Care Plan in relation to the child's progress during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

With due regard for the time limits set out in the Code of Practice , the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the Local Authority. The Nursery School/ Centre recognises the responsibility of the Local Authority in deciding whether to maintain, amend, or cease an Education, Health and Care Plan.

Towards the end of the Nursery year a Transition Meeting is held, with all relevant professionals involved, this review will indicate the provision required in Primary School. This enables the receiving school to plan appropriately for the new school year.

It also gives parents the opportunity to liaise and make links with the primary school.

■ **The Role of the SENCO (Special Educational Needs Coordinator)**

The SENCO plays a crucial role in the Nursery School's / Centre's special educational needs provision. This involves working with the head teacher, teachers and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for children with special educational needs.
- Liaising with and giving advice to staff
- Overseeing pupils' records and tracking progress
- Liaising with the parents

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
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Next Review:	3 years or as legislation may require
Responsibility:	Senior Link Worker
Category:	Safeguarding Policies

- Liaising with external agencies, Local Authority support services, Health, Social Care, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the specialists involved.
- The procedures to be followed
- The responsibility all teachers/ practitioners have in making provision for children with special educational needs.
- The commitment required by teachers/ practitioners to keep the SENCO well informed about children's progress
- Mechanisms that exist to allow teachers/ practitioners access to information about children with special educational needs.
- What exactly constitutes a 'level of concern' and at which point the single stage of special educational needs is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent special educational needs provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

■ **The Role of the Governing Body.**

The Governing Body's responsibilities to children with special educational needs include:

- Ensuring that provision of a high standard is made for children with special educational needs.
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting pupils with Education, Health and Care Plans
- Ensuring that children with special educational needs are fully involved in Nursery School/ Centre activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing the Special Educational Needs policy

Walton Lane Nursery School & Rocking Horse Club

Policy:	WALTON LANE NURSERY SCHOOL & ROCKING HORSE CLUB SPECIAL EDUCATIONAL NEEDS POLICY
Reviewed:	April 2015
Next Review:	3 years or as legislation may require
Responsibility:	Senior Link Worker
Category:	Safeguarding Policies

■ **The Role of the Teachers**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, children with special additional needs.
- Collaborating with the SENCO to decide the action required to assist the child to be able to make progress.
- Working with the SENCO to collect all available information on the child.
- In collaboration with the SENCO, develop Targeted Learning Plans and the provision mapping for children with additional needs.
- Over seeing work with children with special additional needs and offering support with delivering the individual programmes set out in the provision map and Targeted Learning Plans.
- Managing the practitioners working with children with special additional needs on a daily basis to deliver the individual programmes and Targeted Learning Plans.
- Developing constructive relationships with parents
- Being involved in the development of the Nursery School's / Centre's Special Educational Needs policy.

■ **The Role of the Head Teacher**

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the Special Educational Needs provision.
- Keeping the Governing Body well informed about special educational needs within the school.
- Working closely with the SENCO.
- Ensuring that the Nursery School/ Centre have clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

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■ Partnership with Parents

Walton Lane Nursery School and Children's Centre firmly believes in developing a strong partnership with parents and that this will enable children with special educational needs to achieve their potential.

The Nursery School/ Centre recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. Depending on age and appropriateness, children with special educational needs will also be encouraged to participate in the decision-making processes affecting them.

The Nursery School / Centre will make available, to all parents of all children with special educational needs details of the Parent Partnership service available through the Local Authority, who are able to support with their child's transition to primary school.

■ Complaints Procedure

The Nursery School's/ Centre's complaints procedure is outlined in the school prospectus. The SEN Code of Practice 0-25 years outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents if required.

■ Links with external agencies/support services.

The Nursery School / Centre recognises the important contribution that external support services make in assisting to identify, assess, and provide for, children with special educational needs. When it is considered necessary, colleagues from the following support services will be involved with children with special educational needs.

- Educational Psychologists
- The Inclusion Service
- Specialist Nurses
- Speech Therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

Walton Lane Nursery School & Rocking Horse Club

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- The Centres groups and services e.g. Playgroup, Talking Together, Rhyme Time
- Health Visitors
- The Local Authority
- Specialist Services
- Social Care
- Emotional Health Services
- Other groups or organisations