

Bordesley Green East Nursery School

Special educational needs and disabilities (SEND) policy

Approved by:

FGB – Bordesley
Green East Nursery
School

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This policy is written in line with the Special Educational Needs and Disability Code of Practice (SEND CoP 2014) which became statutory in September, 2014 and was updated in January, 2015. It is available at;

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

It also seeks guidance from Children and Families Act 2014, Children Act 1989 and 2004, and the Equality Act 2010 (including disability equality duty under s149) and associated regulations.

The regulations associated with the Children and Family Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28

Every child has the right to an education.

Article 29

Education must develop every child's personality, talents and abilities to the full.

1. Aims and objectives

At Bordesley Green East Nursery School is committed to providing inclusive nursery education. We value diversity and seek to support each child, their family and carers and adults in the nursery community to reach their full potential. We support the Government's "Early Support" principles as the mechanism for achieving better coordinated family focused services for very young disabled children and their families, as detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2023)

As laid out in the Early Years: guide to the 0-25 SEND code of Practice (Sep 2014), "All publicly funded early years providers must promote equality of opportunity for disabled children". Staff will work in partnership with parents and other professionals to ensure that:

Children with special educational needs and disabilities (SEND) should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage (EYFS).

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Our special educational needs and disabilities (SEND) policy aims to:

- Pupils will not be discriminated against on the grounds of SEN/Disability.
- Children with special educational needs or disabilities (SEN/Disabilities) will have their needs met.
- Children who have SEN/Disabilities will be fully included in the school community.
- The views of children will be sought and taken into account.
- Parental partnership is the key to children achieving their full potential therefore parents/cares will play a vital role in supporting their child's education and will be valued partners in the education process.
- Parents/carers will be included in discussions about their child and early identification of SEN/Disabilities. Parents/carers will be actively encouraged to participate in the teaching, learning, assessment and evaluation process.
- Children with SEN /Disabilities will be offered access to a broad, balanced and relevant curriculum for the Foundation stage.
- The school will provide inclusive teaching and learning approaches that are beneficial for all children.
- The school will provide a flexible approach to transition into nursery that is beneficial for all children. Transition to primary school will be 'tailor made' to meet individual children's needs where appropriate.
- The school will provide environmental access and relevant printed information for pupils/and adults.
- Pupils with SEN/Disabilities and their families will have information about and access to support services and other agencies. The school will work in partnership with other agencies.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff
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3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The nursery school SENDCO is a teacher who is part of the Senior Management Team, currently the Deputy Head Teacher; - Jatinder Kaur.

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Head Teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Head Teacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the School Improvement Plan for continuous professional development
- With the Head Teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Head Teacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
 - Inform parents/carers when the school is making special educational provision for their child
 - Make sure that the school has arrangements in place to support any pupils with medical conditions
 - Provide access to a broad and balanced curriculum
 - Have a clear approach to identifying and responding to SEND
 - Provide an annual report for parents/carers on their child's progress
 - Record accurately and keep up to date the provision made for pupils with SEND
 - Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
 - Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
 - Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
 - Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The Role of SEND Link Governor

The named link governor for children with SEND is currently **Stella Smith**

- Help to raise awareness of SEND issues at governing board meetings
- To ensure governors know how the school identifies children with SEND.
- To provide up-to-date information on the school's SEND provision.
- To take part in the review of the school's policy on provision for pupils with SEND. • To ensure that parents have confidence in this provision.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Head Teacher

The Head Teacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Staffing

Within our nursery the child's primary support will be from the key person/s who will liaise with other staff including the SENDCO. Provision for children with SEND is a matter for everyone in the setting. All children need consistency and continuity of care; and staff who are sensitive and responsive to the individual needs of children. It is important that staff have knowledge and awareness of the specific and individual needs of the children in their care.

6.6 Provision

All staff will provide relevant learning and development opportunities and set realistic and challenging expectations that meet the diverse needs of all of our children. In order for all children to access the EYFS Curriculum, objective led planning will take place that acknowledges each child's learning requirements and style. For children with SEND, the focus will be on removing barriers where these exist and on preventing learning difficulties from developing. This is achieved by differentiating learning and teaching experiences. Resources are used flexibly and some equipment is borrowed through support agencies. Furniture and equipment is laid out and available space used to support learning, promote confidence and independence. Risk factors are considered and checks made on a regular basis.

Teaching and Learning Strategies

Children who need support that is additional or different will be provided for in the following ways:-

- Individual 1-1 support
- Small group support
- Planned opportunities to generalise new skills and knowledge
- Differentiated teaching methods detailed in nursery and provision planning
- Additional staffing where required when funding allows through the ISEY assessment process
- Access to the physical environment and the Early Years Foundation Stage Curriculum through the use of additional or adapted resources
- By breaking down the skills and knowledge into smaller attainable steps to avoid failure and to promote success.
- By the use of multi-sensory teaching approaches.
- By the use of augmentative methods of communication such as signs and symbols
- Through detailed observation and by maximising the learning pathways using the child's preferred style of learning.
- By working in practical partnership with parents and other agencies
- By supporting pre-entry and nursery pupils through dialogue with outside agencies as appropriate.
- Where appropriate providing a home visit to share information
- By providing resources that provide positive images and are age and stage appropriate.

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

The views of the child should be given due weight according to the age, maturity and capability of the child" Articles 12/13 The United Nations Convention on the Rights of the Child. Bordesley Green East Nursery School considers that children have a unique view of their needs and should feel valued and listened to.

- The children will be encouraged to make choices and share their wishes and feelings with staff, carers and their family.
- The children will be encouraged to share their choices, feelings and wishes through PSED and well being group times.
- The staff will encourage the children to be focused in their actions and thinking, to problem solve and to celebrate their success.
- Some children will experience communication difficulties and a range of strategies will be used to support them to participate through art, audio, video and the use of sign, gesture or symbol communication.
- The staff will report pupils' views, reactions and responses in reports, during reviews, through EHC plans and annual reviews.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

- The SENDCO and staff will regularly assess the progress of all pupils and identify any whose progress is significantly slower than that of their peers starting from the same baseline. This could be in a specific area, wider development or social needs.

- Systems of observation and assessment are routinely used. When these raise concerns we use a graduated approach to action and intervention.
- When staff identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the keyworker will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess** – 'All About Me' profile, Baseline, Getting to Know You, Wellcomm Language Toolkit, Leuven Scales Well-being and Involvement, observations and termly assessments

2. **Plan** - SEND and Early Support Plan, SEN Support Provision Plans and Education and Health Care Plan
3. **Do** - Observation, reflection, next steps – evidence in learning journey/Tapestry with keyworker and SENDCo
4. **Review** - Targets and interventions will be reviewed every 3 months

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

The school will take action if the child's rate of progress is cause for concern. Action will be taken for the following reasons,

- The pupil continues to respond, develop or work at a level significantly below the level expected for the child of a similar age.
- The pupil makes little or no progress with targeted support.
- The pupil has significant or persistent difficulties in the following areas of development: -
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory / physical.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through a successful application for Inclusion Support in Early Years (ISEY)

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil observations and parent questionnaires

- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

We provide help to pupils overcome any communication barriers they face, see our safeguarding/child protection policy which applies to all children.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head Teacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Communication and Autism Team (CAT)
- Educational psychologists
- Pupil and School Support Service (PSS)
- Sensory Support Service
- Physical Difficulties Support Service.
- Occupational therapists, or physiotherapists
- General Practitioners or Paediatricians
- Health visitors/Community nurses
- Family Support Workers
- Social services

13. Admission and Accessibility arrangements

13.1 Admission arrangements

All pupils will be admitted to school following the published admission criteria. (Please refer to our Admissions Policy)

- Pupils will not be discriminated against on the grounds of SEN/Disability.
- Children with special educational needs or disabilities (SEN/Disabilities) will have their needs met.
- Children who have SEN/Disabilities will be fully included in the school community.

13.2 Accessibility arrangements

There is some limited access to the school for wheelchairs. Children who are sensory impaired children we have support the Sensory Impairment Team and for specialist equipment from the Physical Difficulties Support Service. There is an Accessibility Plan that is reviewed every 3 years.

14. Primary Transfer

The school has links with a wide range of Primary schools and Special Schools in the Ward End Community and beyond.

Staff and the SENDCO liaise with the Primary schools prior to pupil transfer. All consultations and record transfers are undertaken with parental consent. Parents are given information about appropriate Primary schools and for pupils with an Education and Health Care Plan, the Local Authority will provide further information about a range of schools including independent or non-maintained special schools.

The school offers transition meetings in the summer term with primary school staff, parents and SENDCO to facilitate a smooth transition to primary school. Where appropriate parents and staff will visit the receiving primary school and parents, child and staff may visit the receiving primary school.

15. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the keyworker or SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally to the Head Teacher.

Formal complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will be handled in line with the school's complaints policy if the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

16. Monitoring and evaluation arrangements

16.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

16.2 Monitoring the policy

This policy will be reviewed by SENDCO and Head Teacher **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

17. Links with other policies and documents

This policy links to the following

- SEN information report
- Birmingham City Council's Local Offer can be found at <https://www.localofferbirmingham.co.uk/>
- Accessibility plan
- Behaviour policy
- Safeguarding / child protection policy
- Complaints policy