



SEND Policy

Based on Model Policy	
Review Body	Headteacher, SENDCO, SEND Governor
Date Issued	July 2021
Review Frequency	Annually

Version	Date	Notes
1	September 2019	
2	July 2021	Rewrite to comply/reflect local changes

Ludwick Nursery School is committed to:

Safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share this commitment.

Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs: any school member or visitor expressing opinions contrary to fundamental British Values, including “extremist” views, will be actively challenged.

Together we are building a better tomorrow

SEND POLICY

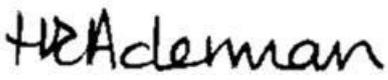
**Ludwick Nursery School
Holwell Road, Welwyn Garden City, Hertfordshire. AL7 3RP.**

Policy Review

This policy will be reviewed in full annually.

The policy was last reviewed and agreed by the Governing Body in July 2021.

It is due for review in July 2022.

Signature: 

Date: July 2021

Head Teacher

Signature: Stefanie Murphy

Date: 16.09.2021

Chair of Governors

This policy represents the agreed principles for Special Educational Needs throughout Ludwick Nursery School and should be read in conjunction with our SEND information report'.

You can find this on our website at www.ludwick.herts.sch.uk

Introduction

At Ludwick Nursery School we strive to provide a broad and balanced curriculum for all children enabling them to become confident young children with a growing ability to communicate their own views, who are learning to learn and will be ready to make the transition into compulsory education.

This policy is in line with the Code of Practice Jan 2015, the Disability Discrimination Act (DDA) (1995), the Equality Act 2010 and part 3 of the Child and Families Act (2014) and The Special Educational Needs and Disability Regulations 2014.

The Special Educational Needs Coordinator (SENDCo) is: Mrs Claire Turner
The SEND Governor is: Mrs Jane Biddolph

Aims and objectives

Our SEND policy and information report aims to:

- enable all children to have full access to all elements of the curriculum
- create an environment which meets the Special Educational Needs of each child
- ensure that the Special Educational Needs of children are identified, assessed and provided for to make clear what all partners can expect from the setting
- identify the roles and responsibilities of all staff in providing for children's Special Educational Needs
- ensure that parents are able to contribute in supporting their child's education
- ensure that our children have a 'voice' in this process

Definition of Special Educational Needs (SEND)

'Children have a Special Educational Need if they have a learning difficulty or disability which calls for Special Educational provision to be made for them', as defined by the 'Special educational needs and disability code of practice January 2015: 0 to 25 years'.

At Ludwick Nursery School the SENDCo:

- works with the head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- manages the day-to-day operation of the policy.
- advises on the deployment of the school delegated budget and other resources to meet children's needs effectively

- provides professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupil with SEND receive appropriate support and high quality teaching
- is the point of contact for external agencies, especially the local authority and its support services
- advises on the graduated approach to providing SEND support
- ensures the school keeps the records of all children with Special Educational Needs up to date
- monitors and evaluates the Special Educational Needs provision
- attends DSPL 5 training through the SENDCo forum
- liaises with potential next providers of education to ensure that meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements
- attends DSPL 5 SENDCo Forum and keeps up to date with current practice and research.

The SEND Governor

The SEND Governor will:

- help to raise awareness of SEND issues at Full Governing Body meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body
- work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Head teacher

The head teacher will:

- work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND and/or a disability

Group leads/keyworkers

Group leads/keyworkers are responsible for:

- the progress and development of every child within their group
- working closely with any support staff to plan and access the impact of support and interventions and how they can be linked to teaching
- working with the SENDCo to review each pupils progress and development and decided on any changes to provision
- ensure they follow this SEND policy

Local Offer

Local authorities (Hertfordshire) must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social

care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local

authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

- to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

SEND information report

The kinds of SEND that are provided for

Our Nursery currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example autistic spectrum disorder and speech and language difficulties.
- Cognition and learning, for example global developmental delay.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs, for example visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

Identifying children with SEND and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on parental knowledge and information from previous settings where appropriate. Key workers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. We use these assessments to determine the support that is needed and how we can provide this.

Consulting and involving children and parents

We will have early discussions with the parents when identifying whether their child has SEND. These discussions will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes, sought for the child
- Everyone is clear on what the next steps are

Notes on the early discussions will be recorded on CPOMS and shared with relevant staff. Parents will be notified if it is decided that a child will receive SEND support.

Assessing and reviewing children's progress towards outcomes

We will follow the graduated approach and the four part cycle of **assess, plan, do, review**. Group lead/keyworker will work with the SENDCo to carry out a clear analysis of the child's needs. This will draw on:

- group lead/key worker assessment and experience of the child
- their previous progress and attainment or behaviour
- other assessments where relevant
- the individuals comparison to their peers and age/stage related expectations
- the views and experience of parents
- the child's own views (gained through a variety of means)
- advice from external support services if relevant

The assessment will be reviewed regularly. All staff who work with the children will be made aware of their needs the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact of the children progress.

Transition

Before a child moves into another setting or school, we will work with them to plan and prepare for transition. This may include:

- visits from receiving teacher
- visits to new setting
- information booklets
- photobook
- social story
- sharing of key strategies to support settling and tailored to meet the child's needs
- Sharing transition information with the local authority

Transition will include a review of the SEND support being provided or the EHC plan.

To support the transition, information will be shared by the current setting with the receiving setting or school, with parental agreement.

Our approach to teaching pupils with SEND

Teachers/groups leads are responsible and accountable for the progress and development of all children in their group.

High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

We will also provide the following interventions:

- Leuven well being and involvement scale

- Boxall Profile assessment
- Wellcomm screening and activities
- Early talk boost
- Targeted speech and language activities
- Intensive interactions
- Attention autism
- Pre-teaching and back chaining
- Visual support
- Makaton signing
- Shared attention activities
- Sensory profiling and activities
- And any others as recommended by external professionals, such as advisory teachers, visual impairment team, occupational therapists, physio, ASD team, health and outreach services.

Adaptions to the curriculum and learning environment

All children have an entitlement to a broad and balanced curriculum, we make the follow adaptions to ensure all children's needs are met:

- differentiating our curriculum to ensure all children are able to access it, for example by groupings, 1:1 support, teaching style
- adapting our resources and staff
- using recommended aids such as visuals, Makaton signing, PECS, SENDsory resources, physical equipment
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of key skills, giving simple instructions with less words and visuals to support understanding.

Our tailored Pupil passports celebrate strengths, identify needs and show strategies to support inclusion. Our SENDD support plans employ a small-steps approach, break down the existing levels of attainment into finely graded steps and targets so staff ensure that children experience success.

Additional support for learning

We have a number of staff trained to deliver interventions as detailed in 'our approach to teaching pupils with SEND.'

We work with the following agencies to provide support for children with SEND and their families:

- Advisory teachers from the Early Years SEND team
- Visual impairment team
- Hearing impairment team
- Occupational therapists
- Physiotherapists
- ASD team
- Health colleagues including Health Visitors, SEND Health Visitors, Community Nursery Nurses, GPs, Paediatricians
- Family Centre

- Outreach services including specialist support from Special schools and training through DSPL5

Early Help Module (EHM)

The EHM is aimed at children with additional needs which are not being met by their current service provision. We access the EHM to collaborate with other professionals across children's services with the aim to help the early identification of children's additional needs and promote co-ordinated service provision in order to meet them. Staff at the nursery are able to implement this assessment if parents agree to it.

Education Health and Care Plans (EHCP)

- If a child has not made expected progress then in partnership with the parents the school will consider requesting an Education, Health and Care needs assessment
- The local authority must review the plan as a minimum of every six months
- The purpose of an EHC plan is to make special educational provision to meet the particular needs of the child

We may apply, with parental permission, for Early Years Inclusion Funding, Local High Needs Funding and DAF through Herts County Council.

Expertise and training of staff

Our SENDCo is a highly experienced qualified teacher. She has worked across both specialist and mainstream schools teaching in all primary phases as well as early years.

She holds the National SENDCo Award and is a member of SENDCO forums ensuring that she keeps up to date with current research and legislation.

Our team of practitioners all use a communication friendly approach in their interactions with children, using both signing and visuals as part of our quality first teaching.

We have three staff who are trained to deliver SEND support for those children with most complex SLCN needs.

We have a two members of staff with expert knowledge of nurture provision.

Room leads and key workers are trained to deliver specific strategies within their teaching.

In the last academic year staff have been trained in:

- Makaton sign
- communication friendly settings
- attention autism
- Hicc line training and tube feeding
- manual handling/lifting
- Sensory processing and strategies

Securing equipment and facilities for SEND

We work in collaboration with other professionals to secure the correct equipment for individual children.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- reviewing children's' individual progress towards their targets each term
- reviewing the impact of interventions along with their learning plan
- using parent questionnaires
- monitoring by the SENDCo
- holding reviews for children with EHC plans

Enabling pupils with SEND to engage in activities available to those in school who do not have SEND

All of our activities and Nursery visits are available to all children. All children are encouraged to take part in special days, performances, outings, educational visits, etc. No child is ever excluded from taking part in these activities because of their SEND or disability.

We support children with disabilities by:

- offering a bespoke admission and settling in process in partnership with the parent/carer
- through different strategies for learning and bespoke provision
- creating an inclusive environment where all children are valued
- enabling access to all areas of our provision inside and out as outlined in our accessibility plan, available on our website

Support for improving emotion and social development

We provide support for children to improve their emotional and social development in the following ways:

- relationships with key adults and peers
- adult role modelling
- strategies to support independence, social skills and emotional resilience
- through children's voice
- nurture
- emotional literacy
- planned opportunities, such as family and small group times, story, snack, rules and expectations
- safe and supporting atmosphere
- promoting positive behaviours for learning

We have a zero tolerance approach to bullying.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the keyworker/group lead in the first instance. They will then be referred to the schools complaints policy, available on our website. The parents of children with disabilities have the right to make disability

discrimination claims to the first-tier SENDD tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents with children with SEND

Contact details of support services can be found through the Hertfordshire's local offer, details available by following the link on our website. Or if you would like to discuss your child's special needs and support in school please contact our SENDCo by emailing c.turner@ludwick.herts.sch.uk or call the school office on 01707 323693

Contact details for raising concerns

Please contact our SENDCo to raise your concerns by emailing c.turner@ludwick.herts.sch.uk or call the school office on 01707 323693

The local authority local offer

Our local authority's local offer is accessible through the link below.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Monitoring arrangements

This policy and information report will be reviewed by the head teacher and SENDCo annually. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.

Links with other policies and documents

- This policy links to our policies on:
- SEND Information report
- Accessibility plan
- Equality scheme
- Behaviour for learning
- Supporting children with medical conditions
- British values