**Parkview Nursery School**

**Special Educational Needs policy**

This policy complies with the statutory requirements laid out in the following documents:

* SEND Code of Practice 0-25 (2014) updated 30/4/20.
* Equality Act (2010)
* Statutory Guidance on Supporting pupils at school with medical conditions (2014) updated 16/8/17.
* The Early Years Foundation Stage – updated 4/1/24.

This policy relates to all the school aims:

* Every child and adult will be happy, nurtured, and listened to
* To enrich every child’s learning and experiences
* To create confident, capable, and independent learners
* To provide a safe, secure, and stimulating play environment
* To involve parents and families in nursery life

This policy links with other school policies:

* Equality of opportunity
* Behaviour Policy
* Supporting Pupils with Medical Conditions
* Health and Safety
* Safeguarding
* Accessibility Plan

The Special Educational Needs Co-ordinator (SENCO) at Parkview Nursery School is **Miss Rhiannon Hughes** she has responsibility for the day-to-day provision for children with SEN and is contactable at school via phone or email (01229 772840 or head@parvkiew-nur.cumbria.sch.uk)

The **Governing Body** in co-operation with the **Head teacher** ensure that the school policies and procedures reflect current legislation, and all staff adhere to these. The governor with special responsibility for monitoring this is **Mrs Jackie Stocks;** she is contactable via the school office.

**At Parkview Nursery School, we recognise the individuality of all children and, we are an inclusive school welcoming all pupils including those with special educational needs or disabilities.**

For details on the Local Authority ‘Local Offer’ for children with SEND and their families, please visit the following website.

[**http://search3.openobjects.com/kb5/cumbria/fsd/home.page**](http://search3.openobjects.com/kb5/cumbria/fsd/home.page)

**Aims of this policy**

The purpose of our approach to SEN at Parkview Nursery School is to raise the aspirations of and expectations for all pupils with SEN. We aim to offer a differentiated curriculum that provides every child with the opportunity to learn and develop. By working in partnership with families and other agencies, we aim to raise outcomes for all children.

**Objectives**

* To identify and provide for pupils who have special educational needs and additional needs.
* To work within the guidance provided in the SEND code of Practice, 2014
* To operate a comprehensive approach to the management and provision of support for children with SEN by considering the ‘whole child’ and the ‘whole school.’
* To provide a Special Educational Needs Co-ordinator who will implement this policy.
* To provide support and advice for all staff working with pupils with SEND
* To work in partnership with families and other agencies to meet the needs of pupils with SEND and additional needs.

**Identifying Special Educational Needs**

The progress and development of all our children is monitored and reviewed by all staff. If there is any cause for concern about a child’s development, we work closely with parents to assess the child’s needs and put a plan in place to support the child.

We are aware that early identification and support is critical to ensure improved outcomes and so we begin the process of identifying the needs of all children on a home visit before they start nursery and continue during their time with us by close observation and assessment against levels of development typical for their age.

When identifying a child’s needs, we particularly consider their development in the Prime Areas of Learning, Personal, Social and Emotional, Communication and Language and Physical Development. We also consider the 4 Areas of Need and Support identified in the SEND Code of Practice (2014):

* communication and interaction
* cognition and learning
* social, emotional, and mental health
* sensory and/or physical needs

We consider the needs of the whole child not just their SEN.

We are aware that sometimes children do not have SEN but may have additional needs that may influence their progress and attainment. These include:

* Disability (both themselves and members of their family)
* Attendance
* Health and Welfare
* English as an additional language
* Being a Looked after Child
* Being in receipt of Pupil Premium Grant

**A graduated approach to meeting the needs of pupils.**

All children receive high quality differentiated teaching based on an effective system of observation, assessment, and planning. This follows the ‘assess, plan, do and review’ process described in the SEND Code of Practice.

If following this process concerns about a child’s development continue then the process of assess, plan, do and review is repeated and recorded on a Learning Journey Individual Education Plan. Initially, this is conducted internally using the knowledge, resources and staffing already available in school. Parents are fully involved in this process and are invited into school to take part in all discussions and their contributions are included on all paperwork. If any other professionals such as the Health Visitor or Speech and Language Therapist are already involved with the child their contributions are sought and included.

**Assess**

Using on-going assessments based on development typical for a child of this age and discussions with parents a child’s needs are identified. This assessment is being recorded on an Early Help Assessment form completed by staff in partnership with parents.

**Plan**

 An Individual Education Plan is written by the SENCO with input from the child’s Key Person and parents. The plan includes strategies that all adults can follow both in school and if appropriate, at home, to support the child’s development. The plan also includes SMART targets, which are then used to review progress. The plan builds on a child’s strengths as well as addressing areas of need.

**Do**

The plan is followed and the strategies put in place. Observations, assessments, and liaison with parents continue. Where necessary the school may organise staffing to provide additional support for a child and may purchase specific resources to support the child’s development. This is funded from the school’s resourced provision funding.

**Review**

The SENCO, key staff and parents review the IEP within 3 months. Team around the Child meetings are held regularly to review progress and plans.

If following the review, it is agreed that the child is making expected progress the IEP will be updated with new targets and strategies and the cycle repeated.

If following review, the child is making less than expected progress consideration is given to requesting specialist assessment and support from external agencies and professionals.

With parent’s permission, the appropriate referral forms are completed. Referrals can be made directly to:

* Community paediatrician
* Audiology
* Therapists - Speech and Language, occupational, physiotherapist
* Educational Psychology Service
* Specialist Advisory Teacher

The ‘assess, plan, do, review’ cycle continues following advice from external agencies and professionals and is recorded on an IEP. As professionals become involved, they are invited to TAC meetings.

If progress continues to be limited and it is felt by all involved that additional funding and support are needed the Early Help Assessment is updated and submitted to the LA with evidence to request that an Education, Health, and Care needs assessment is completed. If the child’s needs are considered severe and complex enough to qualify for an assessment this will result in an Education, Health and Care Plan being written by the LA, agreed by parents, and implemented by school and other professionals. The Local Authority makes this decision.

**Step Down Procedures**

If at the review meeting the child has made progress and their development is within the range considered typical for their age, then the child will be considered to no longer have SEN. This will be clearly recorded on the LJIEP and shared with parents. The child will continue to have their progress monitored as part of the school’s usual assessment arrangements and will continue to receive high quality differentiated teaching based on their individual needs.

**Transition**

Parkview Nursery School collaborates closely with other providers to provide a smooth transition for all children including those with SEN.

Reception teachers receiving children from Parkview are welcomed into nursery to meet all the children, discuss their individual needs, and progress with their Key Person. If a child has been identified as needing additional support an extra meeting is organised where any IEPs are shared. A transition plan is put in place, which may include additional visits to the new school supported by staff from Parkview.

Any paperwork concerning a child’s SEN is passed on to the receiving school.

We offer a portage service to children in the term before they start at Parkview if their development is causing concern. The Health Visitor identifies these children.

**Complaints**

Parents who are unhappy with any aspect of provision should discuss their concerns with their child’s Key Person. If concerns continue, they may wish to talk to the SENCO or Head teacher and if parents wish to make a formal complaint, they should follow the school’s Complaints Procedure, which is available from the office or on the school website.

The Local Authority also offer a parent partnership service who can give advice.

**Monitoring and Evaluation of SEND provision.**

This SEN policy is reviewed every year to ensure that it is in line with statutory requirements and reflects practice in school.

The progress of all children is monitored using assessment data to identify individuals or groups who are not making expected progress.

Parent’s views are gathered through an anonymous questionnaire, which includes questions about their child’s needs and progress.

The governor with responsibility for SEND conducts an annual visit to school to review an aspect of the SEN provision.

The Head teacher includes information regarding SEND on her report to the governors for each meeting.

**Training and Resources**

SEN provision is funded through careful budget planning. It is supported by additional funding received from the Local Authority to provide high quality Early Years provision for children with delayed development or disabilities.

All staff are encouraged to undertake on-going training and development, and individual needs are identified through the appraisal and supervision process.

The Head teacher and SENCO attend any meetings provided by the LA to keep up to date with local and national updates in SEND.

This policy was adopted on 10th February 2025

Signed:

**Head teacher**

Signed:

**Chair of Governors on behalf of the governing body**

**Review Date Spring 2026**