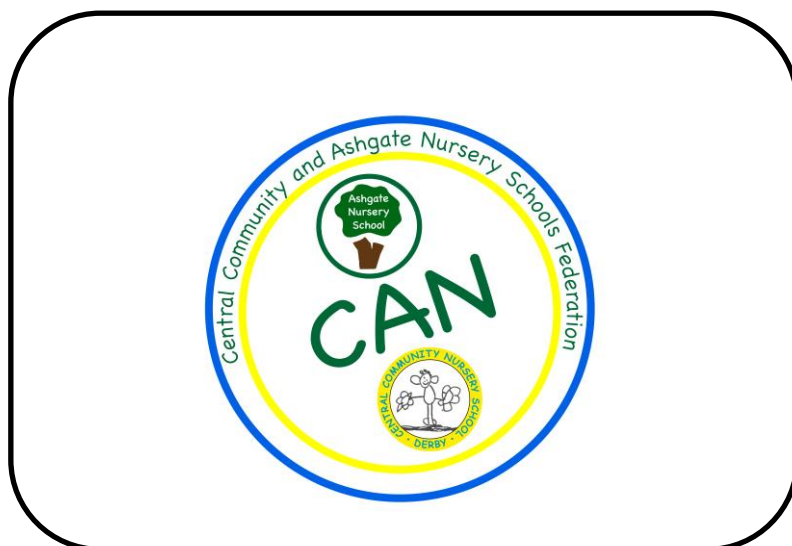


Central Community and Ashgate Nursery Schools' Federation



Special Educational Needs and Disability Policy

Signed by:

[Signature]

Head teacher

Date: 29 June 2023

[Signature]

Chair of governors

Date: 29 June 2023

Date of policy review: June 2023

Date of next review: June 2024

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Statement of Intent

The SEND aims of the school

- To include and meet the needs of children with special educational needs in the nursery school including two year old provision.
- To value all who use the school.
- To provide opportunities to enable all children who attend the school to maximise their life chances.
- To ensure principles of SEND are linked to our Equality Information and Objectives
- To act positively to ensure that all individuals value and understand each other regardless of needs or disability.
- To be proactive in making the school accessible and inclusive by anticipating future needs of children.
- To make reasonable adjustments for meeting the needs of any child.

These aims will be achieved by:

- Ensuring that the building and resources are appropriate for all who use the school.
- Employing staff who are appropriately trained and experienced.
- Working closely with other professionals.
- Setting realistic, measurable and achievable targets for children.
- Monitoring, assessing and recording the children's development.
- Ensuring all the staff have a basic knowledge and understanding of working with children with special educational needs.
- Providing appropriate training opportunities for all the staff.
- Making specialist provision for children where appropriate.
- Ensuring that parents and other adult carers have opportunities to share their views and participate in decision making relating to their child.
- Making sure all children have full access to the school curriculum.
- Making all who use the school aware of these aims.
- Ensuring the curriculum is differentiated for individual needs and abilities.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

Children and Families Act 2014
Health and Social Care Act 2012
Equality Act 2010
Equality Act 2010 (Disability) Regulations 2010
Education Act 1996

Education Act 2002
Mental Capacity Act 2005
Children Act 1989
Special Educational Needs and Disability (Amendment) Regulations 2015
Special Educational Needs (Personal Budgets) Regulations 2014
Special Educational Needs and Disability (Detained Persons) Regulations 2015
Local Government Act 1974
Disabled Persons (Services, Consultation and Representation) Act 1986
Data Protection Act 2018
The General Data Protection Regulation 2018

- 1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
DfE (2017) 'Supporting pupils at school with medical conditions'
DfE (2022) 'Keeping children safe in education'
DfE (2018) 'Working together to safeguard children'
DfE (2018) 'Mental health and wellbeing provision in schools'
DfE (2021) 'School admissions code'
Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

- 1.3. This policy operates in conjunction with the following school policies:

Admissions Policy
Equality Information and Objectives
Data Protection Policy
Records Management and Retention Policy
Mental Health and Wellbeing Policy
Supporting Pupils with Medical Conditions Policy
Child Protection and Safeguarding Policy
Behavioural Policy
Complaints Policy
Accessibility Plan
SEND report – Central Nursery
SEND Report – Ashgate Nursery

- 1.4. The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children's and young people's wellbeing or improves the quality of special education provision (section 25 of the Children and Families Act 2014)

2. Identifying SEND

- 2.1 The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.
- 2.2 With the support of the SENDCo, all staff will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress or attainment significantly below age related expectation

3. Definition of Special Educational Needs and Disabilities.

Definitions of special educational needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special education provision to be made.

3.1 A child has learning difficulties if he or she:

- Has a significantly greater difficulty than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of education facilities of a kind provided for children of the same age in other schools within the local authority

3.2 A child has a disability if he or she:

- Has a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.¹
- Has sensory impairments and long-term health conditions, such as diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

3.3 Special education provision means:

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

3.4 Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

3.5 Ashgate and Central Community Nursery Schools will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

3.6 Special educational needs could mean that a child has difficulties in:

- Communication and interaction – in expressing themselves or understanding what others are saying.
- Cognition and Learning – in acquiring basic skills in school.
- Social and emotional mental health – making friends or relating to adults or behaving properly in school.
- Sensory and/or Physical – such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

3.7 Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities.

¹ Equality Act 2010, section 6 (1)

Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

3.8 Age related expectations (ARE)

3.8.1 Two year olds.

- Achievement between 22-36 months is considered to be in line with ARE
- Achievement between 16-26 months is considered to be below ARE
- Achievement below 16 months is considered to be significantly below ARE

3.8.2 Three to four year olds.

- Achievement between 30-50 months is considered to be in line with ARE.
- Achievement between 22-36 months is considered to be below ARE.
- Achievement below 22 months is considered to be significantly below ARE.

3.8.3 Reception

- Achievement between 40-60 months is considered to be in line with ARE.
- Achievement between 30-50 months is considered to be below ARE.
- Achievement below 30 months is considered to be significantly below ARE.

3.9 Under the Equality Act 2010 (Disability) Regulations 2010, some conditions do not constitute a disability.

4 Objectives

4.1 Ashgate and Central Community Nursery Schools under the Equality Act 2010, will make reasonable adjustments for any child and his/her families.

4.1.1 No child will be discriminated against, harassed or victimised on entry into the school as a result of their individual needs.

4.1.2 Where needs are not able to be met through reasonable adjustment, the school will refer the child and his/her family to the LA for assistance in finding a more suitable school.

4.1.3 Detailed information about admissions can be found in the school's **Admissions Policy**.

4.2 Ashgate and Central Community Nursery Schools will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

5. Roles and Responsibilities

5.1 The governing body will be responsible for:

- Communicating with pupils with SEND and their parents when drawing up policies that affect them.
- Identifying, assessing and making provision for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.

- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the **Accessibility Plan**, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's **Accessibility Plan** on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.

5.2 The head teacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that staff monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENDCo has sufficient time and resources to carry out their functions.
- Providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing body in appointing a designated teacher for LAC, who will work closely with the SENDCo to ensure that the needs of the pupils are fully understood by relevant school staff
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that staff understand the strategies to identify and support vulnerable pupils.
- Ensuring staff have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.

- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENDCO is provided with training, with an emphasis on mental health, on an annual basis.

5.3 The SENDCO will be responsible for:

- Overseeing the SEND provision
- Collaborating with the governing body and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on content of a one-page profile of a pupil with SEND.
- Ensuring that appropriate IEPs are in place
- Ensuring that graduated response folders are kept up to date.
- Observing and assessing children with needs.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- To lead annual reviews and supervision with the keyworkers.

Working in close partnership with keyworkers.

- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the head teacher, identifying any patterns in the identification of SEND within the school.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.

- Providing training to relevant staff including supply staff.
 - Supporting staff in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.
- 5.4 Staff will be responsible for:
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
 - Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
 - Working with designated children on targets set out in their IEP
 - Contributing to the writing and reviewing of the IEPs
 - Working closely with outside agencies
 - The day to day implementation of the SEND policy
 - Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
 - Ensuring every pupil with SEND is able to study the full EYFS curriculum.
 - Being accountable for the progress and development of the pupils in their care.
 - Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
 - Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
 - Keeping the SENDCO up-to-date with any changes in behaviour, academic developments and causes of concern.

6. Early years pupils with SEND

- 6.1 The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.
- 6.2 The school will ensure staff listen and understand when parents express concerns about their child's development.
- 6.3 The school will listen to any concerns raised by children themselves.
- 6.4 Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the child involved.
- 6.5 Decisions about education will not unnecessarily disrupt a child's education or any health treatment underway.
- 6.6 The school will ensure that:
- Children with SEND get the support that they need.
 - Children with SEND engage in the activities that the school offers alongside children who do not have SEND except where that would be detrimental to the child's wellbeing.
 - The SENDCO is responsible for coordinating SEND provision.
 - Parents are informed when the school makes special educational provision for their child.
 - A report is prepared and sent to parents that includes the following:
 - The implementation of our SEND Policy
 - Our arrangements for the admission of children with SEND
 - The steps being taken to prevent children with SEND from being treated less favourably than others
 - The facilities provided to enable access to the school for children with SEND

- Our Accessibility Plan, showing how we plan to improve access over time

7. Admission Arrangements

- 7.1 Parents/carers apply for a place for their child at Nursery, register their details and can start in the two or three/four year old provision or have a place in the SEND classroom.
- 7.2 An assessment of needs can be carried out before the child is admitted to the nursery, through observation during a visit or home visit. It can then be decided which are the most appropriate classrooms for the child to be placed.
- 7.3 Support for children with SEND in twos, threes and fours can be offered and a designated amount of time allocated for the child. The funding for some of these children will come from Derby City Council Early Years Inclusion Fund or EHCP funding.
- 7.4 The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:
- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
 - Not refusing admission for a child that has named the school in their EHC plan.
 - Considering applications from parents of children who have SEND but do not have an EHC plan.
 - Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
 - Not refusing admission for a child who does not have an EHC plan.
 - Not discriminating against or disadvantaging applicants with SEND.
 - Ensuring policies relating to trips do not discourage parents of children with SEND from applying for a place.
 - Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
 - Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

8. Identification

- 8.1 Parents – Parents may approach the school for a place, because they have concerns about their child. Parents sometimes mention a concern about their child's development at the admissions meeting, home visit or at the 'development and progress review' meeting.
- 8.2 Professional working with the family – Professionals working with children and families will approach the school to ask for a place for a particular child or discuss our views on a child within the school.
- 8.3 Staff – the staff keep detailed assessments, observations and records on all the children and progress is discussed at regular intervals with parents.
- 8.4 All staff are able to refer a child at any time during their time in school to the Senior Leadership Team or SENDCo if they have any concerns, or if a parent/carer expresses a concern.

9. SEND Provision

- 9.1 The school has expertise in working with children with a wide range of needs and disabilities.
- 9.2 The school has staff trained in British Sign Language (BSL).

9.3 On entry to the school each child's attainment will be assessed through the baseline. Together with information received from professionals involved with the child, this will help to inform the school of a child's level of development and individual need. This information supports the design of appropriately differentiated learning programmes.

9.4 For children with identified SEND the SENDCO, teachers and key staff will use the information to:

- Provide starting points for an appropriate Foundation stage curriculum.
- Identify the need for support.
- Assess each child's needs.
- Ensure ongoing observations, assessments provide regular feedback on progress, achievements/ experiences for planning next steps in learning.
- Involve parents in a joint home –school learning approach.

9.5 Children with specific circumstances

LAC – Looked after Children

Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The school recognises that children that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The school has a designated member of staff for coordinating the support for LAC.

That role is carried out by the SENDCO, who will ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL – English as an additional language

The school will give particular care to the identification and assessment of the SEND of children whose first language is not English.

The school will consider the child within the context of their home, culture and community.

Where there is uncertainty about an individual child, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when children with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will look carefully at all aspects of a child's performance in different areas of learning to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

9.6 Most children with SEND are included in the nursery for varying amounts of time and at different times. There is an allocated classroom with its own outdoor area for children with SEND for whom the mainstream classrooms are not appropriate. The room is planned and set up to meet the needs of the individual children attending. The environment is less busy, the staff to child ratio is higher, there is a total communication approach and an autism and sensory friendly environment.

10. Code of Practice Graduated Response

10.1 The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

10.2 SEND Monitor

Any pupils who are falling outside of the range of expected development will be monitored and assessments will be made as described above to determine if further intervention is required.

10.2.1 The teacher and key workers will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.

10.2.2 The SENDCo should be informed and consulted to provide support and advice and may wish to observe the pupil

10.2.2 Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.

10.2.4 The child is recorded as being monitored; this does not mean they will be automatically placed on the SEND register.

10.3 SEND Support

Where it is determined that a pupil does have SEND, parents will be advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is the graduated response, an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

10.3.1 Assess

This involves clearly analysing the child's need using the teachers' and key workers' assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of parents.

10.3.2 Plan

Planning will involve consultation between the teacher, SENDCo, Keyworker and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of an Individual Learning Plan which will be shared with staff, parents and the pupil.

10.3.3 Do

The teacher and all staff remain responsible for working with the child on a day to day basis. The team, including the SENDCo and key worker, will work closely to plan and assess the impact of support and interventions. The SENDCo and key worker will also support with further assessment of the child's strengths and weaknesses.

10.3.4 Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents. The teacher, in conjunction with the SENDCo and key worker will revise the support outcomes and, based upon the child's progress and development, make any necessary amendments going forward, in consultation with parents and pupils.

11. Referral for an Education, Health Care Plan

- 11.1 If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.
- 11.2 The decision to make a referral for an Education, Health and Care plan will be taken at a progress review or other appropriate time as needed.
- 11.3 The application for an Education, Health and Care plan will combine information from a variety of sources including:
- Parents
 - Teachers
 - SENDCo
 - Social Care
 - Health Professionals
 - Educational Psychologist
 - SALT
- 11.4 Information will be gathered relating to the current provision provided, action that has been taken and the preliminary outcomes of targets set. A decision will be made by a panel coordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC plan. Parents have the right to appeal against a decision made by the Education, Health, Care panel.
- 11.5 Following statutory assessment, an EHC plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHC plan.
- 11.6 Parents have the right to appeal against the content of the EHC plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- 11.7 Once the EHC plan has been completed and agreed it determines how the child shall be supported, the outcomes to be achieved and the role of the school. It will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the local authority and the pupil.
- 11.8 The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

11.9 SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the child's education suffering.

In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the child will cooperate with parents to provide the child with the highest standard of support and education.

11.10 Further information about EHC plans can be found via the Derby City Council website

12. Safeguarding

12.1 The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that children with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

12.2 The school recognises that there are additional barriers to recognising abuse and neglect in this group of children. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

- 12.3 The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving children with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.
- Care will be taken by all staff, particularly those who work closely with children with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

13. Partnership with Parents and involving children and parents in decision making

- 13.1 As with all aspects of school life, the parents are encouraged to be involved in their child's education. Ashgate and Central Community Nursery Schools firmly believe in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The schools recognises that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.
- 13.2 For parents of children with SEND this contact and involvement may be more intense. Regular meetings are organised for staff and parents to meet and discuss a child's development and progress. Parents' comments are valued at these meetings and recorded on the child's record forms. Parents are involved at each stage of the SEND process. Parents are included in the setting and reviewing of targets for their child and have the opportunity to comment on, add or change any of the targets. Staff also discuss the most appropriate ways in which parents can support their child with achieving these targets at home.
- 13.3 Working in partnership with parents underpins everything we do. Parents are welcome in the school at all times, to take a full and active part in their child's education. This applies to all children in school, including parents who have children with SEND. If a child or parent has EAL or a hearing impairment the support of an interpreter or signer will be offered.
- 13.4 To keep parents informed and to give opportunities to discuss SEND informally we hold coffee morning and afternoons where a variety of information, leaflets for services and ideas are available.
- 13.5 The school aims to work in partnership with parents and carers.
We do so by:
- Keeping parents and carers informed and giving support during assessment and any related decision making process about SEND provision.
 - Working effectively with all other agencies supporting children and their parents.
 - Giving parents and carers opportunities to play an active role in their child's education.
 - Making parents and carers feel welcome.
 - Ensuring all parents and carers have appropriate communication aids and access arrangements.
 - Providing all information in an accessible way.

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing the parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of the Parent Partnership services.

13.6 The planning that the school implements will help parents and children express their needs, wishes and goals and will:

- Focus on the child as an individual, not allowing their SEND to become a label.
- Enable the child, and those who know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on parents.
- Bring together relevant professional to discuss and agree together the overall approach.

14. Funding

- 14.1 Universal Funding for all children is allocated yearly from the LA through our devolved budget. Within this there is notional funding per child to support any emerging SEND needs.
- 14.2 For any child accessing universal (3 and 4 year old) funding with identified SEND needs we apply for Derby City Early Years Inclusion Funding on a termly basis.
- 14.3 On receipt of a final EHCP the schools apply for element 3 funding.
- 14.4 For any child in receipt of Disability Living Allowance, the schools can apply for an annual fund once the child is in receipt of universal funding.

15. Record Keeping

- 15.1 Children's progress is monitored by the Head Teacher and is recorded by the team of key workers. All children have access to the full Early Years Foundation Stage (EYFS) curriculum, and the SENDCo monitors this to ensure this access is maintained. Each child with additional needs has his/her own Individual Learning Plan in which smart targets are recorded.
- 15.2 Development levels are recorded termly on the nursery database.
- 15.3 Each child has a folder containing their one page profile, medical, educational psychologist or other health professional notes including diagnoses, their learning plans, targets and reviews and any other relevant information.
- 15.4 All children in the Nursery including those with SEND have an online "Tapestry" profile where staff and parents can upload observations and photographs of the child's development.

- 15.5 The school's records will:
- 15.5.1 Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- 15.5.2 Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- 15.5.3 Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.
- 15.6 The school keeps data on the levels and types of need within the school and makes this available to the LA.
- 15.7 The SEND information report will be prepared by the SENDCo and the SEND governor, and will be published on the school website.
- 15.8 All information will be kept in accordance with the school's Records Management and Retention Policy and Data Protection Policy.
- 15.9 Confidentiality
The school will not disclose any EHC plan without the consent of the child's parents, except for disclosure:
- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
 - On the order of any court for any criminal proceedings.
 - For the purposes of investigations of maladministration under the Local Government Act 1974.
 - To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
 - To Ofsted inspection teams as part of their inspections of schools and LAs.
 - To any person in connection with the child's application for students with disabilities allowance in advance of taking up a place in HE.
 - To the headteacher (or equivalent position) of the setting at which the child is intending to start their next phase of education.

16. The Curriculum

- 16.1 The planning of activities to meet the Early Years Foundation Stage outcomes reflects the needs of all children in the nursery and covers the developmental range of activities and skills for children aged 0-5 years. A range of teaching strategies are employed including supporting individual learning, small group work and some whole nursery sessions. Much of the time the children have free choice of the activities in line with our continuous provision on offer. During each session the children will be supported to attend small group activities and also to complete their targets through play.
- 16.2 Staff will support individual children where appropriate to enable them to access the range of activities available. Staff will also be responsible for organising additional activities to ensure the individual child has appropriate personalised learning opportunities.
- 16.3 The special needs key workers are responsible for contributing to planning and records. The needs of individual children and the types of activities and resources

required are planned appropriately and differentiated to meet individual needs, strengths and interests. SEND staff plan activities for the children, this planning is then incorporated into the whole nursery planning. Planning for the SEND classrooms involves individualised learning as well as continuous provision.

17. The Local Offer

17.1 The Local Offer has two purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs by involving children with SEND and their parents/carers, as well as service providers, in the development and review of the Local Offer.

17.2 In accordance with the Local Offer, the LA must:

- Ensure the child's parents/carers are fully included in the EHC needs assessment process and are consulted about the content of the plan.
- Consult children with SEND, and their parents/carers, when reviewing local SEND and social care provision, as well as when they are developing and reviewing their Local Offer.
- Make arrangements for providing children with SEND, and their parents/carers, with advice and information about matters relating to SEND.

17.3 The Local Offer will include the following:

- Special educational, health and social care provision for children with SEND, including online and blended learning
- Details of how an assessment for an EHC plan can be requested
- Arrangements for identifying and assessing children with SEND
- Information about assisting in preparing children for adulthood
- Arrangements for travel to and from school
- Support when a child moves between phases of education
- Sources of information, advice and support
- The LA's accessibility strategy

17.4 Ashgate and Central Nursery Schools will ensure that the governing body and SENCO fully cooperate with the LA in relation to the Local Offer.

17.5 Ashgate and Central Nursery Schools accept Derby City's Local Offer and details of it can be found on Derby City Council's website or via the SEND page on our federation website www.canschoolsfederation.co.uk

18. Transition in to and out of our schools

18.1 The school will support children transitioning from other schools, as well as children about to transition into a different key stage or school.

18.2 EHC plans and other SEND support will be reviewed and taken into consideration when planning any transition support.

19. Training

19.1 Special Needs training is considered as part of our overall Continuing Professional Development (CPD), Performance Management and Staff Development Plan which is approved by the governors. All staff, including non-teaching staff who have access to children with SEND should have a basic training in working with the children.

19.2 Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of children with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in children
- Liaising with the school's SENCO
- The Graduated Response
- Implementing support measures
- Monitoring the success of those support measures
- Positive behaviour management
- Early communication support strategies
- De-escalation techniques
- Moving children.
- SMART Targets, how to write them.
- Risk Assessments, evacuation plans.
- How to develop engaging learning for children with varying forms of SEND
- Reasonable adjustments
- How to help with emotional and social development
- Awareness of sensory processing issues.
- Awareness and basic knowledge of Autism.
- Training on specific needs and conditions relating to current children attending.

20. Links with External Profession Support and Organisations

20.1 The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils.

20.2 When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Family Psychotherapist.
- Medical officers
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- Physical impairment services
- Health visitor

- Mobility officer
- Paediatrician
- Early intervention team

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

- The local authority
- Education welfare officer
- Social Care
- SENDCo in other Derby schools

20.3 Parents are given written information both from local and national sources, which outline SEND issues for parents.

21. Evaluating the Success of our SEND Policy

21.1 The SEND Governor will meet termly with the SENDCo and the governors will report annually on the success of the policy against the specific objectives which are given under 'The SEND aims of the school' at the beginning of this policy.

21.2 The school regularly reviews policy and practice to ensure that the school is successfully meeting the needs of SEND pupils and parent as well as suitable training for and supporting staff.

21.3 Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- School tracking systems.

21.4 In addition the school will publish an annual SEND information report which can be viewed on the school's website which details the key SEND information for the year

