



Chertsey and Dorking Nursery Schools and Mole Valley Family Centre

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

INTRODUCTION

How this policy was put together

This policy was originally created in partnership with the Special Educational Needs Coordinators (SENCo) at each school, the Executive Headteacher, the Head of School (Chertsey) and the Special Educational Needs and Disability (SEND) Governor. It includes input from staff and from parents.

Access to the Policy

This policy can be accessed in a number of ways:

- On our websites www.dorkingnurseryschool.co.uk or www.chertsey.surrey.sch.uk
- In the form of a hard copy which is available in a policy folder available on in both schools and staff work rooms

Please let us know if you need it made available in a different format e.g. another language, large font etc.

Context

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (April 2015) 3.65 and has been written with reference to the following related guidance and documents:

Government -

- Equality Act 2010: advice for schools DfE Feb (2013)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (August 2017)
- The Early Years Foundation Stage Framework (2017)
- Teachers standards 2012

CNS and DNS -

- Admissions Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Teaching and Learning Policy
- Forest school/ Woodland Policy
- Behaviour Policy
- Appraisal Policy
- Medical Needs Policy
- SEND information report

VISION AND ETHOS

Chertsey Nursery School (CNS) and Dorking Nursery School (DNS) and Mole Valley Family Centre respect the unique needs and development of every child and seeks to ensure that whilst their learning aspirations are supported to the highest level, their individual differences are not only

recognised but celebrated and used as the basis for their continuing development. At CNS and DNS every practitioner is a practitioner of children with SEND.

DEFINITION OF SEND

At CNS and DNS we use the definition for SEN and disability from the SEND Code of Practice (2015). This states:

SEND – A child or person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability – Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**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**’.

AIMS AND OBJECTIVES

Aims:

At CNS and DNS all children, regardless of their particular needs, are provided with an inclusive education so as to enable them to make the best possible progress.

We aim:

- To ensure we are identifying and meeting the needs of all children with SEND at CNS and DNS through the provision of a broad, balanced and relevant curriculum, following the statutory revised Early Years Foundation Stage (EYFS)
- To foster mutual empathy and understanding between children with SEND and their peers
- For all children to meet or exceed the high expectations we set for them based on their age and starting point
- To ensure the safeguarding of all our children is of the highest priority
- To promote inclusion and equality of opportunity throughout CNS and DNS
- To work in partnership with parents in order to best meet the needs of their child and where possible, depending on capability and maturity, to seek and take into account the views of the child
- To ensure all staff have opportunities to develop and extend their understanding and skills in working with children with SEND

KEY ROLES AND RESPONSIBILITIES:

SENCo (DNS) – El Davis (3 days per week)

senco@dorking.surrey.sch.uk or 01306 882397

- The SENCo is a member of Senior Leadership Team, responsible for the implementation of this policy and the named member of staff to lead on Social and Emotional Needs. The SENCo has oversight for children and families within the specialist class and children with SEND in the mainstream. The SENCo is the Line Manager for the specialist class staff team. The SENCo has the National SENCo Award.

SENCo (CNS) Julie Brown (2 ½ days per week)

Contact: senco@chertsey.surrey.sch.uk or 01932 562225

- The SENCo is a member of the Senior Leadership Team, responsible for the implementation of this policy and the named member of staff to lead on Social and Emotional Needs. The SENCo has oversight for children and families within the specialist class and children with SEND in the mainstream. The SENCo is the Line Manager for the

specific identified SEND assistants. The SENCo is working towards the National SENCo Award.

SEND Governor

The named SEND Governor is Jo Suchy. She is responsible for the specific oversight of the SEND arrangements at CNS and DNS.

SENCo responsibilities:

The SENCo's are responsible for:

- the quality of SEND provision across CNS and DNS
- monitoring teaching and learning including SEND interventions across CNS and DNS
- the line management of staff as allocated by the Executive Headteacher
- leading SEND team meetings
- reporting on special needs and inclusion to the Governing Body
- chairing formal reviews and ensuring all necessary paperwork is in place
- the day-to-day operation of this SEND policy
- advising staff on meeting a range of needs
- maintaining effective record keeping
- ensuring the full involvement of parents in decision making about children with SEND.
- Liaising with external agencies including the Educational Psychology Service (EPS), health services, social care, Surrey County Council's special needs administration and where appropriate, the named representatives of voluntary organisations.
- Supporting staff at MVFC to work with families who have children with SEND

IDENTIFICATION OF NEEDS

All staff work with our children with SEND as all children are included in our schools. All staff are trained to assess the needs of the whole child which leads to the setting of educational arrangements. Any SEND arrangements are made under the following 4 categories although it must be noted that the categories are not exclusive as some children's needs may fall into more than 1 category:

1. Communication and interaction. Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
2. Cognition and learning. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
3. Social, emotional and mental health difficulties. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying

challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

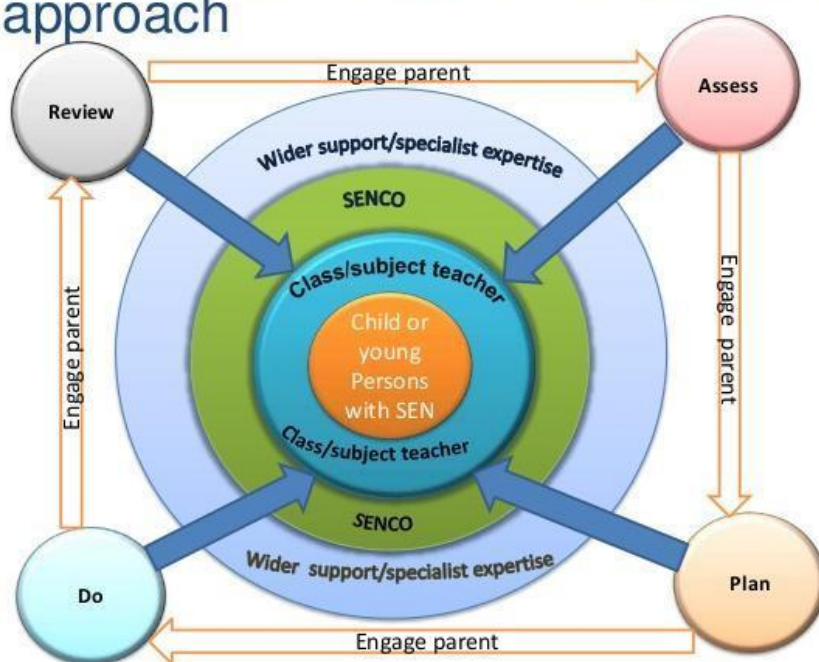
- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At CNS and DNS we use a range of strategies to identify children with special educational needs. These are as follows;

- Liaison with health visitors, learning support services, speech and language therapy service, community paediatric team, Educational Psychologists (EPs), Specialist Early Education Service, other health professionals e.g. OT, physiotherapists, dieticians and SEND administration
- Liaison and information exchange with previous pre-schools and nurseries attended by the child (nursery staff will visit the pre-school group wherever possible)
- Expressions of concern e.g. from parents, health authority etc.
- Observations by members of the nursery team and through individual child assessment
- Early Help Assessment (EHA)
- Tracking developmental milestones using an Early Years assessment system called OPAL
- Surrey Early Language Monitoring Tool
- Surrey SEND Support Notification

A GRADUATED APPROACH TO SEND SUPPORT

3. The reform vision: A whole school approach



At CNS and DNS we believe in quality first teaching and all our practitioners endeavour to provide this. All our key workers use a holistic and differentiated approach to working with each child. They let the children lead their own learning and go with the pace of each child as an individual. All our key workers have a full and relevant early years qualification and are responsible for monitoring the progress of their key children and are accountable for their development including those who may need access to specialist staff or support assistants.

All Most children have their development tracked using an assessment system called OPAL, which we have customised for our schools, showing whether they are 'meeting' or 'not meeting', milestones. The system uses increments of 3 months to plot a child's developmental level. For our children on an enhanced level of funding (Enhanced Early Intervention Funding) due to their complex needs, key people write termly case studies to demonstrate their progress and the impact of the provision and interventions they are receiving. Each term the child who will be the focus of the case study is selected by the Executive Headteacher, Head of School and SENCOs. All assessment is monitored by the Executive Headteacher, Head of School and SENCOs. Children who are identified as needing intervention have this intervention planned and delivered by staff when appropriate funding is gained or appropriate staff are made available. This may involve 1:1, small group activities and/or enhancing the ratios within the setting. On some occasions the intervention may be delivered by an individual supporting 1:1 adult. Staff undertake regular training to develop their own professional skills and understanding ensuring they have strategies they can use and apply to children who may be vulnerable or have any additional needs.

How do you decide whether to make special education provision?

Using the data we collect and regular staff meetings/parent meetings, staff are able to decide when a child needs further provision. If there are any concerns raised the following actions take place:

The child's key person will:

- discuss with the child's parents, and ask them about any concerns
- observe the child and record as much as possible
- liaise with the parents and where possible, the child, to lead the writing/editing of a 1 page profile (Level 1 of a Surrey Support Plan - SSP)
- monitor the child's progress through observation and summative assessment (progress tracker)

If a child is not making sufficient progress then staff will involve the SENCO. The SENCO will:

- ensure all known information about the child is collected by the key person, including any new, relevant information from parents
- observe the child and informally meet with the parents where necessary
- liaise with outside agencies, such as health or social services, that may already be involved with the child, and collect any relevant information from them
- liaise with the EP, where appropriate, and enable them to give advice and support to parents and colleagues
- continue to document the child's needs using a Surrey Support Plan (SSP) ensuring levels 1 and 2 are completed, in collaboration with the key person and parents
- monitor the SSP and the child's progress towards their outcomes.
- continue the SSP to level 3 if outside professionals become involved with the child.
- make sure parents are aware of the Local Authority's (LA's) parent service SEND advice Surrey
- ensure a review meeting is arranged at least once a term which involves the parents and those who have been working with the child

HOW IS A DECISION MADE TO PUT PUPILS ON THE SEND REGISTER?

At CNS and DNS for children who require SEND support we follow the 'Assess Plan Do Review' model.



Assess – We regularly assess the child's needs by drawing on information from key workers, parents and any specialist professionals who may be involved with the child.

Plan – When we decide to put any SEND support in place we ensure parents are notified. The key worker, SENCo and parents decide together what adjustments or interventions need to be put in place.

Do – the key worker and supporting adults are responsible for working with the child on a day-to-day basis and put into place any agreed actions/interventions whilst liaising with any staff who may also be working with the child/providing the child with extra support e.g. 1:1 supporting adults. Key people and support assistants are responsible for implementing the child's targets.

Review – Each term the child's progress including the effectiveness of any interventions is reviewed at a meeting between the key worker, SENCo and parents. Where possible this will involve any outside professionals working with the child and/or an update report from their perspective. This review meeting will then inform future planning.

If a child's needs are not being fully met after the implementation of an SSP and/or the child is not making sufficient progress, the SENCo will apply to the local authority for an Education, Health and Care Needs Assessment (EHCNA). This is done in collaboration with parents, key workers and other professionals. After an EHCNA, the LA decide whether to issue an Education Health and Care Plan (EHCP). This is a legal document and the LA is responsible for this. Once the LA has agreed to an EHCP and put the plan in place, the following review process, as written in the SEND code of practice, is followed:

Annual Reviews: EHCPs are reviewed every three to six months (for children under 5), or earlier if deemed necessary by any involved parties, including the parents. The SENCo will inform all concerned and request current reports and/or attendance at the review meeting. They will ensure that all participants, and in particular the parents, are given the opportunity to express their opinions at the review and to participate in the recommendations made. They will send a summary of the review to all relevant bodies and the LA.

Children who have an SSP in place (level 2 or above) are put on the SEND register. The SEND register is kept and monitored electronically by the SENCo.

HOW ARE PARENTS, FAMILIES AND CHILDREN IN THE NURSERIES INVOLVED IN THE SEND PROCESS?

It is essential that parents are fully involved in all aspects of their child's time at CNS and DNS. We aim to create a welcoming atmosphere and if parents have a particular concern they are

encouraged to informally discuss this with the key person or any other member of the staff team. We also hold regular parent/ key person meetings in which we discuss the child's development and share information.

We begin liaising with parents before the child starts at nursery, throughout their time at nursery and hope to maintain links once the child has left. All the children in the nurseries are usually visited at home by their key person and one other member of staff prior to admission. A child who has SEND identified before they start will be home visited by the SENCo, where possible. We feel it is vital to involve parents of all children who are on the SEND register and to maintain an on-going dialogue of our aims and strategies. It is hoped that, where appropriate, these strategies are reinforced at home. Parents are invited to attend regular termly reviews and are given copies of all documentation for formal reviews. They have full access to all documentation and may have photocopies or information shared electronically if they wish.

SEND PROVISION: Provision is made for all children who have been identified as needing additional support

What does Additional Support mean?

Support can come in many forms. Some of the ways we support children at CNS and DNS are as follows:

- Supporting the children with their development of self-help skills e.g. toileting, dressing
- Making changes to the materials/equipment a child is using
- Observing the child and keeping records
- Working with the child in a small group
- Providing specialist tools and equipment
- Using a range of different questioning techniques to ensure a child has understood
- Use or increased use of particular facilities e.g. soft play
- Providing 1:1 support from an additional adult
- Use of visual support strategies such as Makaton, pictures, photos, Now and Next boards, objects of reference etc.
- Access to specialist trained staff e.g. link SaLT, link OT etc
- Access to a smaller class group with a higher adult ratio

At CNS and DNS all children who have been identified with specific needs will be targeted for additional intervention to address these needs as stated in the levels of need documents on the school websites.

Admissions

At CNS and DNS all children with additional needs are considered in line with our admissions policy. See Admissions Policy for further details.

We strongly urge all families with children with additional needs to visit the school. Please contact the school office to arrange a time for a tour with either the Headteacher/Head of School or SENCo.

Managing the needs of pupils on the SEND register

At CNS and DNS we see every child as an individual and we tailor our approach to accommodate each individual. If we feel a child needs support that is additional to and different from what we offer every child then we will put them onto the SEND register.

The key person will:

- discuss the situation with the child's parents and then where necessary involve the SENCo who will arrange and chair a review meeting
- collect any relevant information such as classroom observations
- plan a SSP (levels 2, 3 or 4) with the SENCo, the parents, possibly external specialists and where possible the child

- agree appropriate outcomes for the child and the teaching strategies/resources needed to progress towards these outcomes.

The SENCo will:

- make sure the parents are fully involved and informed about the child's SSP
- make sure that all relevant records/information are up to date and available for the external specialists to use
- review and update the SEND register once a term including removing children from it should they achieve their outcomes and/or meet milestones
- liaise with the external specialists (including the EPs) and make sure their advice and support are made available to the keyworker and the child's parents
- work with the specialist agencies, the key person and the child's parents to write a SSP including: the outcomes, targets and the teaching strategies
- monitor the continuous updates and additions to the SSP ensuring parents are kept fully informed
- ensure that all the SEND stages are followed according to this policy and that parents are involved at all stages
- monitor actions and progress
- arrange meetings with parents as requested
- chair formal reviews of children with SEND as needed.
- apply for Early Intervention Funding where appropriate to support a child's development
- develop and write an individual intervention plan for any child who has a 1:1 support adult with them
- Ensure children with EHCP's have the appropriate provision as stated in their plan.

Resources

Staff will inform the SENCo of any resources needed and this will be discussed in line with the CNS and DNS ~~centre~~ priorities and allocated funding accordingly.

Support services

CNS and DNS works with the following support services, as necessary:

Educational Psychology Service (EPS), Physical and Sensory Support service (PSSS), Speech and Language Therapy service, Physiotherapy, Occupational Therapy, Specialist Early Education Support, Health service, Social services, Autism outreach, REMA (Race, Equality and Minority Achievement), Early Support Team, Surrey Early Years Advisors and any private professionals parents employ, where appropriate.

We have access to the EP service for all statutory and non-statutory needs. As part of this we are allocated a link EP for each school.

All children with identified additional needs can access Early Intervention Funding provided by the LA.

We also value partnership work with local Family Centres who may be able to provide support to families in their home at Level 3.

Supporting parents/carers

- Our CNS and DNS SEN Information Report can be accessed on our website, requested from reception or by contacting our SENCo
- Parents/carers can also access wider information about the support services in Surrey via the local offer website: www.surreylocaloffer.org.uk
- Our admissions policy can be accessed on our website or requested from the office
- Information about specialist organisations and agencies, including SEND Advice Surrey, can be obtained from the SENCo

- CNS and DNS staff work very closely with every family to ensure smooth transitions into the nursery and out of the nursery going on to primary school

Supporting pupils with medical conditions

CNS and DNS recognise that children with medical conditions might need support so that they can participate fully in their education, including nursery outings, outside play, cooking etc.

- If a child has a medical condition, an individual healthcare plan will be written and agreed with the parents
- Training is given to staff when necessary e.g. anaphylaxis awareness and EpiPen training
- Access to any spaces including changing and toilet facilities is ensured

Please refer to Medical Needs Policy.

Monitoring and evaluation of SEND

The SEND provision at CNS and DNS is monitored regularly by the SENCo, the Executive Headteacher, Head of School (CNS), the SLT and the SEND Governor. This then informs future developments and improvements.

The SEND provision is also monitored by:-

- Monitoring & review of SEND funding
- Regular review by the Executive Headteacher and the Governing Body
- Development Plan priorities
- Questionnaires and surveys of parents/carers
- External audits by Surrey e.g. SEND Monitoring visits by Surrey School Improvement personnel, OFSTED inspections
- Developing best practice e.g. moderation of child progress through SENCo networks and local partnerships

TRAINING AND DEVELOPMENT

Staff development

The professional development of all staff is a high priority at CNS, DNS and MVFC. The team is committed to take part in further training to extend their knowledge and understanding of special educational needs, and endeavour to do this within a limited budget. All learning support staff are actively encouraged to participate in any relevant staff training. Staff training priorities are identified through a comprehensive professional development programme and linked to centre development plan priorities.

The SENCo, in consultation with the CNS and DNS teams, will endeavour to ensure that relevant in-service training is provided for all staff including leading induction on SEND policy and practice for new staff. Where necessary, members of the learning support service and EPs are invited to provide in-service support to staff.

The Executive Headteacher ensures that the SENCo's professional development is kept up to date by attending network meetings, relevant courses/conferences. The DNS SENCo holds the National SENCo Award. The CNS SENCo is working towards the National SENCo Award.

STORING AND MANAGING INFORMATION

Information will be securely managed within the school's own data management system and confidentiality policy:

- Documents are stored electronically on the secure school SEND Sharepoint site.
- Only relevant documents are printed and are kept in key people's folders. Children's targets are printed and stored in folders within the classrooms. When paper documents are no longer needed, they are shredded.

- Documents are stored until they need to be transferred onto a future setting/school. Any documents not needed are shredded in line with the retention policy for Surrey schools.

REVIEWING THE SEND POLICY

This policy will be reviewed on an annual basis and will be formally reviewed in January 2025.

Approved by the Governing Body: January 2024

Review by: January 2025

COMPLAINTS PROCEDURE

We follow Surrey County Council's and Ofsted's policy for parental complaints - see Complaints Policy.

Advice can also be obtained from the SEND advice Surrey on 01737 737300 or SENDAdvice@surreycc.gov.uk

Please refer to our Complaints Policy.

Relevant for:-

Nursery: Yes	Parents: Yes	Family Centre: No
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Key:

AFASIC Association for all Speech Impaired Children

CNS Chertsey Nursery School

DNS Dorking Nursery School

EHCP Education, Health and Care Plan

EP Educational Psychologist

EPS Educational Psychology Service

EYFS Early Years Foundation Stage

I CAN A communication charity supporting children with speech, language and communication difficulties

ISP Individual Support Plan

LA Local Authority

LSA Learning Support Assistant

NAS National Autistic Society

NHS National Health Service

PECS Picture Exchange Communication System - used with children on the autistic continuum

PODD Pragmatic Organisation Dynamic Display

SaLT Speech and Language Therapist

SEN Special Educational Needs

SENCo Special Educational Needs Co-ordinator

SEND Special Educational Needs and Disability

SI Sensory Integration

SLT Senior Leadership Team

SSP ~~SEND~~ Surrey Support Plan

TEACCH Treatment and education of autistic and related communications in handicapped children and adults