

# Muriel Green Nursery School and Day Care



## SEND/Inclusion Policy

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Last Review: June 2018

Reviewed by: Headteacher

Next Review: June 2019

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## **Definition of Special Educational Needs (SEN)**

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEN Code of Practice 2014)

## **Aims**

Have regard for the DfES Special Educational Needs Code of Practice 2014 and the Equality Act 2010

Ensure quality first teaching for all children in the setting

Work in partnership with parents/carers and other agencies (e.g. Inclusion Development Officer, Health Visitors, Speech and Language Therapists and Children's Centres) to aid early identification of special educational needs and to identify, plan for and review next steps thereby ensuring individual needs are met and the best outcomes achieved for children.

Build on each child's knowledge, experience and abilities across all areas of the curriculum, providing a firm foundation for future learning

Identify the specific needs, interests, characteristics of learning and, where possible the views of children with SEN/disabilities and meet their needs through a range of strategies

Ensure that practitioners have the training and support to meet the needs of children with SEN/disabilities

Regularly monitor and review our practice and make necessary adjustments

## **Methods**

The needs and progress of children with SEN are monitored by our Special Educational Needs Co-ordinator (SENCo), Gemma Williamson. She works in conjunction with the Senior Teacher, Vicky Sergeant.

The Governors have overall responsibility for ensuring that SEN are identified and met. They are kept informed by the Head teacher's termly report to the Governing Body. One Governor has responsibility for SEN and visits the Nursery and is kept informed of SEN provision

There are systems in place (e.g. pupil progress meetings, provision mapping) to monitor the achievements and progress of all children regularly. Staff discuss concerns with the SENCo who can support them with adjusting provision for children and together with practitioners meet with parents to discuss and plan for meeting the child's needs.

Where provision is made that is additional to or different from that made generally for other children then after discussion with parents the child will be identified as requiring SEN support.

We have an inclusive admissions policy to ensure equality of access and opportunity –

see Admissions Policy for more information. Home visits are made and information regarding the child's interests and needs are gathered from parents before a child joins.

The provision for children with SEND is the responsibility of all practitioners

We ensure that the physical environment is as far as possible suitable for children and adults with disabilities

We provide a wide range of learning opportunities based on the interests and needs of the children and planned around the Early Year Foundation Stage Development Matters. These are identified through observation. Adjustments and differentiation are provided to support children with SEND

Children's progress and achievements are shared with parents on a regular basis both informally at the end of sessions and formally through unique pupil summaries and parent/ teacher meetings. Parents of children with SEN are invited to meet with practitioners more frequently so that they are fully involved in all stages of the assess, plan, do, review cycle (see below for more details)

We use a graduated approach (SEN Code of Practice 2014) for identifying, assessing and responding to children's needs. This is supported by the assess, plan, do, review cycle

### **SEN support – The Graduated Response – Assess, Plan, Do, Review**

Early identification of needs and early action to address them is crucial to successful outcomes for children

Practitioners regularly observe, assess and plan next steps for all children. Where a practitioner has a concern about a child then they can ask the SENCo for advice, strategies to try etc. The SENCo will monitor the child in liaison with the practitioner. Parents will be kept informed by the practitioner and may be invited to meet with the SENCo.

Where a child is identified as requiring SEN provision the parents will be informed

#### **Assess**

In identifying a child as needing SEN support, the key practitioner working with the SENCo and the parents will have carried out an initial assessments of the child's needs. This will be reviewed regularly to ensure that support is matched to need. If concerns continue then more specialist advice may be sought from outside the setting. Parents will be asked for their agreement in advance of this happening. We may also complete Hertfordshire's Individual Assessment of Early Learning (IAELD) to further inform our planning for the child's individual needs.

#### **Plan**

Parents will be fully involved in deciding with practitioners and the SENCo the desired outcomes for their child, the interventions and support to be put in place and a date for review. The interests and where possible the views of the child should be taken into

account. Advice from outside agencies may also support these decisions. An SEN support plan may be used to record the targets and actions decided upon

## **Do**

The child's key practitioner remains mainly responsible for working with the child on a daily basis. With support from the SENCo they ensure that planned interventions and support is implemented. All staff in the room and Pre school management also need to know and understand the needs of the child and the strategies put in place as they also have a responsibility to support the child

## **Review**

At the review date the impact of the support will be evaluated by the practitioner and the SENCo working with the child's parents and taking into account the child's interest and views. Any changes to outcomes and support in the light of the child's progress and development will be agreed and next steps will be planned

This cycle will be revisited with increasing frequency and detail if needed to secure good progress for the child. Parents will continue to be fully involved at each stage.

## **Education, Health and Care Plans**

Where the special educational needs of a child cannot be met despite the setting's actions as outlined above, then in consultation with parents we will consider requesting an Education, Health and Care Plan which is reviewed every 12 months.

## **Funding for SEN support in the early years**

DfE funding is allocated to the maintained school for SEN and this is used to employ staff to enable inclusion and purchase additional resources required

Hertfordshire provides Exceptional Needs Funding for children with SEN who access funded 2, 3, and 4 year old placements. In certain circumstances we will endeavour to access this funding with parental permission. If successful this funding will be used by the setting to support the individual child. There is also an additional emerging needs application for funding that be accessed to support Early Identification and support.

## **Role of SENCo**

To ensure the setting has regard to the SEN Code of Practice 2014 and the Equality Act 2010

To be responsible for ensuring:

- An SEN Inclusion Policy is in place
- The Policy is put into practise
- The policy is reviewed annually
- The setting has an SEND information report which is reviewed annually and available within the Local Offer

Take the lead in observations and assessments of children with SEN including their

strengths and areas to develop using the IAELD where appropriate

Liaise with the key practitioner to complete the IAELD and SEN Support Plan where necessary

Gather evidence and co-ordinate support, work with colleagues to develop the child's skills through inclusive planning in line with EYFS

Keep appropriate records which are regularly reviewed and monitored

Ensure appropriate SEN Support Plans are in place and regularly reviewed

Work closely with parents to ensure background information is collected and shared appropriately

Liaise with colleagues and managers as appropriate

Promote a positive working relationship with parents/carers

Develop links and liaise as appropriate with other professionals, Health Visitors, SEN Pre-School Advisory Teacher, Speech and Language Therapists, Inclusion Development Officer, Educational Psychologists

Attend SENCo clusters regularly to update and inform

Identify staff training required with regard to meeting SEND needs within the setting and arrange in-house or external training where appropriate (in liaison with Head teacher)

Have an awareness of support available within the local area and the County including Families First

Use knowledge and experience to support the setting to develop their inclusive practice

Monitor the setting's provision for children with SEND

### **SEND Support Provision**

We work closely with other agencies, professionals and other settings and schools

We provide parents with information about other sources of advice and support

We provide a broad and balanced curriculum for all children including those with SEND

We provide a differentiated curriculum to meet the needs of all children

We ensure privacy for children when intimate care is being provided and have a fully wheelchair accessible environment

We have practitioners with experience of working with children with a wide range of SEND

We ensure that staff have relevant training and support to enable them to identify children with SEN and to meet the needs of children with SEND

We provide a complaints procedure (see Complaints Policy)

We monitor and review our policy annually

**SEND Report (Local Offer)**

Further details of our SEND provision can be found in our SEND Report. This should be read in conjunction with and forms part of this policy

**Other Relevant policies/documents:**

Further information relevant to this policy may be found in:

Admissions policy

Behaviour Policy

SEND report (local offer)

Complaints Policy

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