



# Special Educational Needs and Disability Policy

*Children's House and Rachel Keeling Nursery School  
Federation*

Summer 2023

Review Summer 2024

## **Opening statements**

Children’s House and Rachel Keeling Nursery Schools are inclusive settings where the teaching and learning of every child matters. We aim to remove the barriers that prevent all children from making the progress that they should.

Our school community should reflect the locality that we serve; therefore we aim to meet the needs of local children with special educational needs and or a disability within our mainstream school, where appropriate with multi-agencies and in active partnership with the family.

This policy explains the practice at Children’s House and Rachel Keeling Nursery Schools in line with national and LEA guidelines. Please also read our SEND information report for families for further information, available on our websites at

[www.childrenshouse.towerhamlets.sch.uk](http://www.childrenshouse.towerhamlets.sch.uk)

[www.rachelkeeling.towerhamlets.sch.uk](http://www.rachelkeeling.towerhamlets.sch.uk)

Please also access the Local Offer for the London Borough of Tower Hamlets at [www.localoffertowerhamlets.co.uk](http://www.localoffertowerhamlets.co.uk)

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**DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (CODE OF PRACTICE 2015)**

“A child has special educational needs and disability if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if she or he:

- a) has a significantly greater difficulty in learning than the majority of children the same age
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for other children of the same age in schools within the area of the local educational authority
- c) is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language at home is different from the language in which he or she will be taught.”



## COORDINATION OF PROVISION

- The Executive Head Teacher, Becky Dolamore, is responsible for the overall provision.
- At Children's House the SENCO is Guthsna Khan who works with the support of key persons, the staff team and other professionals.
- At Rachel Keeling the SENCO is Maria Ioannou who works with the support of key persons, the staff team and other professionals.
- The SENCO and assistant are responsible for: coordination of the necessary records, managing referrals, meetings with outside agencies, disseminating training courses on offer to practitioners and families; keeping up to date with new legislation and local arrangements. They coordinate SEND staff meetings and any necessary training for all school staff so that there is a shared understanding of the needs of the children with SEND. They ensure the information provided to key persons is up to date. The SENCO also organises and plans family workshops with outside agencies.
- Class teachers, in conjunction with the Key Person are responsible for organising the programmes for the children with SEND in their class and for monitoring their progress. Key Persons write the Termly Review and Learning Priorities with help from outside agencies, the SENCO if appropriate and in partnership with parents/carers. Parents/carers are active participants. The Key person is responsible for keeping their key children lists up to date (list of children receiving support and individual records including Termly Learning Priorities).
- The SENCO coordinates SEND teaching assistants in the nursery and they meet to review and plan for children. The SENCO supports assessment, planning, reviewing and embedding intervention for children with SEND.
- Details of provision are available in our school SEND information

reports for families which are available on both school websites or copies of which can be obtained from either School Offices.

### **Our special needs practice is embedded in these principles**

- Children enter the schools from a vast range of backgrounds with differing learning experiences. They have different and individual learning styles and needs.
- Staff provide a broad, balanced and differentiated curriculum. All children, including those with Special Educational Needs and Disability are entitled to have access to it.
- All staff continually observe and monitor all aspects of a child's development to see if they need support.
- We work in close partnership with parents/carers. They hold key information and have a critical role to play in their child's education.
- We work in partnership with other agencies. We value the advice and support they can give to help us meet the needs of children with Special Educational Needs and Disability.
- We believe that early identification of children with special needs and disability is crucial.
- Interventions should be focused and reviewed at regular intervals to ensure the continuous momentum of progress.
- We want children to become independent learners and we think carefully about how to best use support workers.
- We believe that good communication to the whole school team is essential for continuity of experience for children.
- We use the framework provided by the SEND Code of Practice (2015)

to support children with SEND based on the Children and Families Act (2014)

### **EARLY IDENTIFICATION**

We may be given information about a child who has SEND by parents/carers or outside agencies prior to admission. If a child is known to have SEND and require special arrangements we will work with their family and previous setting to ensure a smooth transition. The SENCO and key person will visit the child in their setting or at home and talk to key persons and their parents/carers. The voice of the parent is paramount and we will use the information provided by the parent in conjunction with other agencies to plan for a smooth transition, to maintain and further ensure progress for the child.

A pre-admission meeting will be held with parents/carers and all professionals involved so that arrangements can be in place when the child starts nursery. If necessary pre-admission visits for the child will also be arranged.

### **IDENTIFYING SEND AFTER ADMISSION**

Other children with SEND may not be identified until they start at nursery.

It may be evident that a child needs support quite quickly, particularly with physical or communication difficulties. Other difficulties may not become evident until later and so all staff monitor children all the time.

We recognise children are unique and develop at different rates. At Children's House and Rachel Keeling we allow children time to settle, to get used to routines and boundaries in school, develop play skills and most importantly, build relationships.

We are sensitive in our observations and understand that some children find the separation process during settling in quite difficult and we monitor our new children to ensure they are settling in and identify who may be in need of extra support. We will always speak to parents/carers about their child's

development, we will be available to support, answer questions and discuss how we will support children in school and how families can support children at home. We will work together to ensure our provision is meeting children's needs which will enable them to make good progress.

## **SYSTEMS FOR SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

Many children will need some extra support during their time in school. For many this will be for a short time, but others may require more long-term provision. At each stage of provision the child's needs and the effectiveness of the provision will be reviewed, and then the next steps planned for. These could include the removal of support, support maintained at the same level, or the provision moving to the next level.

- The first wave of support will be through our differentiated provision involving class teams, small group experiences, language support and our experienced, whole school staff.
- The second wave involves more focused intervention and regular input by school support staff in partnership with the family.
- The third wave involves the Educational Psychologist and outside agencies in making provision to meet the child's needs in partnership with the family.
- Should the child have persistent difficulties such that their needs cannot be met through the above levels of support, then the child will be referred for a statutory assessment with the aim of achieving an Education Health Care Plan. For further information on referrals for EHC assessment and Educational Health Care Plans please read our SEND information report for families, available on our school website.
- Where children have an Education Health Care Plan, the school works with the child, family, teaching staff, professionals involved and the

SENCO through the process from Draft to Final Plan, 8 Week Planning Meeting and Annual Review.

At each stage of support the school, the parents/carers and outside agencies have specific, important, and complementary roles. The school and outside agencies will support parents/carers by being clear about how we can work in partnership. All documentation should be accessible to parents/carers, to ensure their active and instrumental involvement.

### **SUPPORTING CHILDREN AS PART OF OUR DIFFERENTIATED PROVISION**

Class teams regularly discuss children during daily and weekly team meetings and will identify children whose development they are concerned about. The team may have already spoken with the parent/carer about any concerns and considered possible strategies forward prior to speaking to the staff team. Within the team they will put strategies into place to support that child. These concerns may be shared with the rest of the staff at staff meetings. As a result further strategies may be formulated and shared with all staff and the family.

The effectiveness of the strategies will be discussed regularly and amended where necessary.

**If a child continues to display any concerns at termly pupil progress meetings then staff will decide the next steps in partnership with the parent/carer and in consultation with the SENCO.**



### **PARTNERSHIP WITH PARENTS/CARERS**

We consider this to be a crucial part of our provision. We understand that parents/carers are their child's first educators and are experts about their child's interests and needs. Through the key person system we have informal daily contact with parents/carers. As soon as we have any concerns about any aspect of a child's development, we will discuss this with parents/carers to decide how the child can best be supported at school and at home.

Parents/carers will actively contribute to children's learning priorities and contribute to such priorities at home.

If the Educational Psychologist or any other agency needs to be involved, parents/carers need to give their permission for referrals to be made. Should at any stage the family of a child with SEND wish to have support, the SENCO will arrange this and signpost them to any support groups. Parents/carers will be involved at review meetings and consulted through all stages. We will work together with the parents/carers to help plan the next stages for their child. The SENCO can facilitate visits to other settings and schools so that parents/carers can make fully informed choices, should this be necessary.

### **COMPLAINTS PROCEDURE**

We recognise because of the emotional nature of SEND any complaints from the parents/carers need to be treated with care and sensitivity. If the matter cannot be resolved through discussion with the class teacher or SENCO, then the parents/carers should be referred to the Executive Head Teacher. If this is not satisfactory the parents/carers of children with an Education and Health Care Plan can be referred to the appropriate person in the SEND Section at Mulberry Place.

### **LINKS WITH OTHER SCHOOLS AND SETTINGS**

When a child with SEND will be transferring to primary school, the SENCO from the next setting will be invited to come to the last review and planning meeting in order to organise the transition programme; the parent/carer will be involved as will any relevant professionals. The child's next teacher will be

invited to come and visit them at Children's House or Rachel Keeling. The SENCO ensures that copies of all records are sent to the school before the end of the child's last term.

The records will include information about the child and how we have supported meeting their needs in nursery.

### **MONITORING AND REVIEW**

- This policy will be reviewed as part of our rolling programme of policy review or as and when LEA or national directives necessitate it.
- Class teachers will monitor the progress of the children with SEND in their class in partnership with parents/carers.
- The SENCO will monitor the effectiveness of the support given to the children on the SEND register by termly review meetings and planning with class teachers.
- The SENCO will monitor groups of children with SEND to begin to discern any patterns and see where practice is effective or where our practice might need to be reviewed.

