



SEN Policy and Information Report

Bilston and Eastfield Nursery Schools

Key Amendments made to this document in Mar 23

- 4.1 Updated SENCO details
 - 5.5 Added information relating to the transfer of records and information when children transfer to another school
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1. Aims

Our SEN policy and information report aims to:

- Set out how our schools will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Bilston and Eastfield Nursery Schools we aim to:

Provide equality of opportunity for children, families and staff regardless of disability, gender, ethnicity, class or lifestyle

Recognise the individual and special needs of all children and make adaptations so that they are able to access the curriculum and learning opportunities available

Take into regard the child's and parents views when planning to meet the child's needs

Ensure that resources, the curriculum, activities and services are accessible for all children and families wherever possible

Ensure that staff feel confident to deliver care, education and services which are fully inclusive

To ensure that our policy permeates the work of the whole School

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Emma Smith

They will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Be the point of contact for external agencies, especially the local authority and its support services

4.2 The Deputy SENCO

The Deputy SENCO's are Athane Needham and Lisa Clare

They will:

- Work with the SENCO to provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Work alongside the SENCO to advise on the graduated approach to providing SEN support
- In the absence of the SENCO, have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

4.3 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school

4.4 The Executive Headteacher

The headteacher will:

- Manage the deployment of each school's delegated budget and other resources to meet pupils' needs effectively
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.5 Teachers

Each Teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to teaching and learning
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.6 Support staff

Staff who work directly with children are responsible for:

- Working with the SENCO to contribute to the review of each pupil's progress and development
- Notify the SENCO when their professional judgement of children's progress or development indicates that children require additional support or assessment to meet their needs
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our schools currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

When children arrive at School we encourage parents/carers to share information about their child and share any concerns they might have. In addition to this information we will assess each pupil's skills and levels of attainment on entry, building on previous settings assessments where appropriate. We observe children on a daily basis and during the first half term in Nursery the information gathered is used to assess children's attainment and development levels and identify children's next steps.

Observations and assessments are monitored and the key workers discuss the progress with the SENCO or a Senior member of staff and together they assess if each child is making progress and achieving expected outcomes for their age.

Teachers/Educators will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start by looking at the child's outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

It is our aim to ensure that all parents and carers are valued as partners in supporting their child's educational journey. We believe that parent partnership is key to working together to meeting the children's needs.

We will have an early discussion with parents when identifying whether their child may need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support. Key workers share information with parents on a daily basis as well as during termly review meetings and parental consultation evenings.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach with a four-part cycle of **assess, plan, do, review**. The SEN Code of Practice 2014 defines a '**Graduated Approach**' as: "a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs

An analysis of pupil's needs is carried out which will draw on:

- Staff assessment and observations of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers
- The views and experience of parents
- The pupil's own views, taking into account the age and development stage of the child
- Advice from external support services, if relevant

Targets are set for children with additional needs, which forms part of the planning process, and where a child has been identified as having a special educational need the SENCO will arrange for parents to be informed so that the school and parents can work in partnership to create an SEND Support Plan. These plans are reviewed regularly and meetings are held with parents and other professionals to review the plan, discuss the child's progress, review the effectiveness of the support and interventions in place and plan further targets and support.

In some cases, it may be necessary to increase or change the nature and level of support to help a child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with parent's consent.

If, despite increased levels of support, it is evident that the severity and complexity of a child's needs require provision beyond that can be offered by our own resources a request for an Education Health Care Plan may be requested. The SENCO will arrange for this process to be explained to parents and details of parent support organisations who can offer further support as required to be shared.

5.5 Supporting pupils through transition

We believe that transition should be a well-planned process to ensure the sharing of information so that effective support is provided at each stage of a child's education.

Transition into Nursery

Prior to a child starting nursery, parents are invited into school to share information about their child and discuss any concerns. When a child starts Nursery parents stay with their child at initial settling in sessions, and the length of time can be adjusted according to individual need.

If a child has a complex need or disability that requires a high level of support or requires adjustment to be made to enable the child to access learning opportunities, the SENCO will meet with parents to enable appropriate levels of support to be planned before the child starts Nursery.

When moving to another school or setting

We will share information with the school or setting the pupil is moving to. It is a legal requirement what a pupil moves between schools to transfer information about their child and their educational record (Education (Pupil Information) (England) Regulations 2005). Information about how and why we share information is provided in our privacy notice available on the Schools websites.

Reception teachers and the SENCO from Primary schools are invited to visit the nursery during the summer term to meet the children and talk to staff about individual children and their needs. Additional transition visits to new schools or differentiated transition arrangements, may be made for children with SEND.

Staff from primary schools will be invited to transition meetings (involving parents and any other outside agencies) for those children with additional needs. Where children move to another school or setting mid-way through the school year the SENCO will contact the new setting to plan the transfer of information and to make transition arrangements.

For those children who have more complex needs and are moving to a mainstream setting a MAP (Making Action Plans) meeting will be held.

A MAP is a person-centred planning tool used to help create a shared vision of what the future may hold for the individual with hopes, dreams and aspirations from parents and professional involved in supporting the child.

5.6 Our approach to teaching pupils with SEN

It is our aim to treat every child as an individual and assess them as such ensuring we have an accurate picture of each child's learning needs, requirements and development level. We plan for the individual learning needs of each child, starting from what the child can do, rather than what they can't do. In this way we aim to build on success. All pupils have access to the full EYFS curriculum on offer in the nursery. Staff plan activities to cover the seven areas of learning in the EYFS and all children are able to access these. All children have free choice of activities as well as time together for focused small group activities with their key worker.

5.7 Adaptations to the curriculum and learning environment

Staff plan to meet all children's needs by planning activities, which can be accessed by all children and can be differentiated according to need. Staff use a range of strategies to differentiate the curriculum including:

- adapting their teaching styles taking into account children's preferred learning styles
- providing more time for children to process
- adapting questioning styles
- using alternative methods of communication including signing or Makaton
- using additional resources or learning aids
- providing developmentally appropriate resources
- designing the learning environment to provide quiet spaces for reflection or time out

Depending on a child's specific needs a more personalised access plan or individual health care plan will be drawn up in consultation with parents. This will be reviewed and updated on a regular basis.

We undertake additional planning and risk assessments to ensure that pupils with SEN can take part in school trips and that their needs are catered for when outside the school.

The accessibility plan for each school can be viewed on the school websites.

5.8 Additional support for learning

High quality teaching is our first step in responding to pupils who have SEN. Staff differentiate learning experiences based on their knowledge of the child's needs as well as providing tailored support which may include:

- 1-1 sessions or small group support

- Provision of alternative / specialist equipment
- Advice and support from specialist services
- Staff development to undertake more effective strategies

5.9 Specialist Provision

Bilston Nursery School offers a Resource Base for children with complex needs. Places within the resource Base are allocated by Wolverhampton City Council's Special Needs Service and it provides places for children with Education Health Care Plans.

The Resource Base provides support for children in a small group setting with two members of staff supporting five children.

Once a place has been offered to parents by the Special Needs Service, parents are invited to visit the school to see the provision. Parents are normally accompanied on these visits by a member of the Special Needs Service Team who has been working with the family.

If parents choose to accept a place, a meeting will be held with the SENCO or Deputy SENCO before the child starts Nursery to discuss the child's needs and to identify what support and adaptations are needed for the child. If, after the meeting parents have any concerns about the support or adaptations planned or would like to make additional or specific requests for support they should contact the school office to arrange a meeting with the Executive Head Teacher to discuss these further.

A Transition Team Around the Child meeting will then be held with parents, professionals, and the Head of School to share information and discuss the induction process. The induction process is based upon the individual needs of the child.

Children in the Resource Base have daily 1:1 sessions to complete targeted work and therapy sessions as well as spending time within the main Nursery where they play and learn with their peers.

Additional 'Higher Needs' funding is provided to support children in the Resource Base and this funding is used to provide additional staff, access specialist support or purchase resources and specialist aids.

5.9 Expertise and training of staff

Provision for pupils with SEND is included in our regular monitoring of quality of teaching across the schools. This helps to identify priorities for our ongoing programme of training to support whole school inclusive practice and to support new and less experienced staff.

Each Nursery is staffed by qualified and experienced staff. Each school has staff who are qualified teachers and early years educators and the school employs staff who have specialist training in supporting children with special educational needs.

All staff receive regular training which develops the knowledge, skills and confidence to meet the needs of pupils with a range of SEN.

5.10 Securing equipment and facilities

Schools can apply to the local authority for a limited amount of additional funding to support children once they reach 3 years of age. Additional funding is not available for children attending Terrific for Two provision.

If successful, the additional funding is used to purchase specialist equipment and additional resources.

Staff work closely with other agencies including the Early Years SEN Team and Speech and Language Therapists to access additional support and advice on how to meet children's needs. Where it has been identified that children require an Education Health Care Plan, a referral to the Educational Psychology Service will be made with the permission of parents to enable a detailed assessment of the child's needs to be undertaken.

The Schools have purchased a service level agreement with the local authority for Educational Psychologist support.

Bilston Nursery School is a single level building providing access for wheelchairs. The school has very limited parking and does not have facilities for drop off points however adaptations can be made if required to meet a child's needs and parents should discuss these needs with the SENCO

Eastfield Nursery School is a two storey building providing Nursery for 3 and 4 year olds on the ground floor and provision for two year olds on the first floor. Where younger pupils require assistance to access the first floor, the Head Teacher will meet with parents to discuss how their child's needs can be met. Eastfield Nursery shares a large car park with multiple Council services which has restricted access to service users. Adaptations can be made and access given if required to meet a child's needs and parents should discuss these needs with the Executive Head Teacher however the nearest available parking to the main entrance is via Griffin Street rather than the main carpark.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Meeting with outside agencies who support the child including the Early Years SEN Team and Educational Psychologist.
- Monitoring by Executive Head Teacher, Head of School and external advisors.
- Holding annual reviews for pupils with Education Health Care plans
- Termly visits by the Governor responsible for SEND

5.12 Support for improving emotional and social development

The development of personal, social and emotional skills is an important part of the school's work, as at a young age these skills forms the basis for all other kinds of learning. From the first days in Nursery staff work with parents and children to develop relationships which form a foundation that supports children's development and progress.

The Nursery play based curriculum naturally promotes the development of social skills as children play and learn together. Staff plan opportunities for children to take part in

activities in small groups so that they scaffold children's learning as they develop their understanding of social skills.

All key workers are skilled in implementing personalised effective behaviour strategies and working closely together with parents and children to develop strategies that can also be consistently used at home. The schools have a behaviour policy which are published on the websites and a policy relating to zero tolerance of bullying.

The well-being of all children is of paramount and the schools have safeguarding and child protection procedures in place to ensure the safety of all children. All staff are aware of the reporting process.

We value our children's views and we are developing ways in which we gather children's ideas and viewpoints about Nursery and their learning experiences. We recognise that there are a number of elements to gathering children's views and perspectives and these can be influenced by children's previous experiences and development levels.

To enable us to capture the views of children with additional needs and understand their perspectives on their experiences, staff observe children, give them choices and use alternative communication strategies. To give our children a voice we are actively supporting them to broaden their vocabulary and communication strategies.

We use a three point process for gathering children's views:

- Choice - We listen to and observe children's choices as they play, staff talk to children and their parents about their interests and preferences
- Consultation - Staff seek children's opinions and encourage them to communicate what they like and dislike. Children become more confident at expressing their views as staff provide a safe and supportive environment where their opinions are valued
- Co-construction - Staff involve children in decision making and share responsibility for planning activities and making key changes to the Nursery routine or environment

5.14 Working with other agencies

The schools work with a wide range of outside agencies to plan and support children's needs. These agencies include:

- Early Years SEN Team / SENDSTART
- Speech and Language Therapy Service
- Hearing and visual impairment team
- Physiotherapy Service
- Strengthening Families Teams
- Health Visitors
- Educational Psychology Teams

5.15 Complaints about SEN provision

We recognise the importance of good relationships between home and school and will, endeavour to do what we can to establish and maintain them. This includes seeking to resolve any concerns or complaints promptly and find suitable solutions. Most concerns

can be dealt with informally when you make them known to us.

If parents of registered pupils wish to complain about SEN provision in our school this should be made to their child's key person in the first instance. If a solution cannot be found parents should then raise their concern with the Executive Head Teacher who will meet with parents to discuss the matter further. The school can also make arrangements for parents to discuss concerns with other key professionals such as the educational psychologist.

If concerns are still unresolved parents will be advise about the formal complaints process a copy of which is available on the schools web-sites.

5.16 Contact details of support services for parents of pupils with SEN

Parents will be signposted to support services. Support and information is available from the following local and national services:

Wolverhampton Information, Advice and Support Service	www.wolvesiass.org 01902 556945
Contact – for families with disabled children	www.contact.org.uk 0808 808 3555
Homestart – support and friendship for families	www.home-start.org.uk 0116 464 5490
Include Me Too – Parent 2 Parent peer support	www.includemetoo.org.uk 01902 399888
One Voice – Information and Advice for Disabled people	www.1voice.org.uk 01902 810016
Scope – advice line	www.scope.org.uk 0808 800 3333
Sky Badger – help and support	www.skybadger.co.uk 0845 609 1256
National Autistic Society	www.autism.org.uk 0808 800 4104
Family Lives – supporting children's behavior	www.familylives.org.uk 0808 800 2222
Wolverhampton Council – Carer Support Team	win.wolverhampton.gov.uk 01902 55 3409
I Can – supporting communication development	www.ican.org.uk

Wolverhampton Gem Centre – NHS	01902 446 270
Voice 4 Parents	07852506135 admin@voice4parents.co.uk

5.17 Contact details for raising concerns

Executive Head Teacher – Miss Emma Smith

Both can be contacted through the school office on:

01902 558141 Eastfield Nursery School 01902 556491 Bilston Nursery School

5.18 The local authority local offer

The School's local offer is published on the web-site for each school.

6. Monitoring arrangements

This policy and information report will be reviewed each year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board annually.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions