

Special Educational Needs and Disabilities (SEND) policy and information report

Approved by:

Compliance
and Resource
committee

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by:**

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1. Aims

At Edith Kerrison Nursery School and Children's centre we aim to provide clear guidance to staff on how we provide effective inclusive provision for children and families with special educational needs and/or disabilities (SEND). Staff and governors at Edith Kerrison are committed to the full implementation of the 2014 SEND code of practice: 0 to 25 years.

We believe that early education is of crucial importance for young children with disabilities and/or special educational needs and endorse the right of these children to be educated in mainstream school.

All staff should expect to teach children with special educational needs and the school educates children from the local community whatever their background or ability. We welcome children with disabilities and /or special educational needs and their families. We appreciate their contributions and recognise they enrich the learning environment for all children and adults in our school.

We believe that early education is of crucial importance for young children with disabilities and/or special educational needs and endorse the right of these children to be educated in mainstream school.

All children have the right to learn through play and are entitled to a broad and balanced curriculum in the Early Year's Foundation Stage. We will strive to overcome actual or potential barriers to learning faced by children to ensure every child is able to play and learn in a way that is appropriate for them. Due to the age of our children, their overall well-being is of primary importance to us. We are an inclusive school and want all of our children to feel a sense of 'belonging'. All children are valued individuals with unique interests and strengths. All children should be given opportunities to reach their full potential educationally, emotionally and physically.

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, SEND co-ordinators (SENDCos) and the SEND information report

This policy should be read in conjunction with other school policies relating to interaction between adults and children. These policies include:- Behavior and Safeguarding and Child Protection. The school reports annually on the implementation of this policy in its SEND information Report, and on equalities (Public Sector Equality Duty Report).

Staff and governors at Edith Kerrison Nursery School and Children's Centre are committed to the full implementation of legislation and guidance.

3. Definitions

A child has SEND 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 or training 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 SENDCo is **Tania Chowdhury**. She can be contacted info@edithkerrison.newham.sch.uk or by phoning 0207 476 1735

They will:

Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEND support

Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned

Work with the Head Teacher and 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 children with SEND up to date

4.2 The SEND governor

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

Work with the Head Teacher and SENCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

The progress and development of every child in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCo review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEND policy

5. SEND information report

5.1 The local authority local offer

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEND in the local area.

Newham's Local Offer is available on the *Newham Website* and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

This is the Local offer for Edith Kerrison Nursery School and Children's Centre. It describes the arrangements we make that are 'additional and different' for pupils with SEND. This information has been produced together with parents/carers and our children and will be reviewed annually. The following

information outlines the support and provision pupils with SEND can expect at Edith Kerrison Nursery School and Children's Centre.

At Edith Kerrison we believe that all children are entitled to have their needs met and to have access to high quality teaching.

Our School and Children's Centre offer:

ALL children will access:

- High quality teaching and learning
- An interesting, creative, culturally inclusive differentiated curriculum
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Assessment for learning
- Personalised target setting
- A nurturing environment
- Educational visits

Some children with additional SEND needs will access:

- Targeted interventions and support matched to needs: speech and language, music or social skills groups
- Individualized target setting
- Personalized progress tracking and assessment of needs
- Access to additional adult support for specific tasks
- A **few** children with complex or significant needs will access:
- A personalised timetable
- Access to evidence based specialist programmes
- Access to specialist services and therapists
- High levels of adult support and small group working

5.2 The kinds of SEND that are provided for

Our school and Centre 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

5.3 Identifying pupils with SEND and assessing their needs

- We have systems in place to ensure early identification of children's Special Educational Needs which may include a Disability (SEND). These are:
- Babies and infants who attend the children's centre may show very early signs that they have SEND. The children's centre team will work in partnership with the family to provide support and guidance. On occasions, they will help the family access other services for example help parents with Early Notification while working in partnership with health.
- Children starting a two or three-year-old place may already be known to have SEND. Information about SEND children are shared by parents or outside agencies prior to admission. If the nature of SEND requires special arrangements to be made we will work closely in partnership with parents and relevant services to ensure smooth transition.
- If you have any concerns about your child's development or you think your child has SEND after your child has started please share your worries with your child's key person. If the concerns cannot be resolved quickly, the concerns are shared with the class teacher and the SENDCO. We will work with you to help support your child. This will mean planning what to do next and how together we can help your child. On occasions, we may plan for your child to access other services, for example to see the occupational therapist if they are unsteady when walking.

If we have concerns that your child has SEND we will:

- observe her/him
- carry out assessments and track progress
- share our concerns with you
- Concerns usually arise when your child is not making the same progress as other pupils in a particular aspect of development, for example s/he is not using any words at the age of two.

5.4 Consulting and involving pupils and parents

We are child and family centered so you can expect that significant plans and decisions will be made together with parents.

- Through the key persons' system, we have informal daily contact with parents. As soon as we have any concerns about any aspect of your child's development, we will discuss this with you to decide how your child can be best supported.
- If we think your child would be helped by another agency (for example health visitor, speech therapist) we will seek your approval first to request your permission in writing.
- Where appropriate, Individual Support Plans will be shared with parents. Parents will be involved at termly pupil's progress meetings and consulted when next steps are planned for their child.
- We will work together with the parents to help plan next stages for their child. Should this be necessary, the SENDCO can facilitate visits to other settings and schools so that parents can make fully informed choices at times of transition, for example to a reception place.
- Should at any stage the family of a child with SEND wish to have support as they begin to learn about life with a child with SEND, the SENCO will arrange this through the Parents' Advisory Centre or inform them of local support groups such as SENDIASS, for parents of children with complex needs, communication difficulties and behaviour difficulties.
- We offer a range of workshops for parents where ideas from other parents and professionals can be shared and we can all learn together, for example Bin the Bottle, Triple P – a positive parenting programme; schemas – learning about children who have repetitive play patterns and Little Champions.

5.5 Assessing and reviewing pupils' progress towards outcomes

At Edith Kerrison Nursery School we expect all children, including those with SEND, to make good progress in all areas of the Early Years Foundation Stage curriculum. We follow the graduated approach and the four-part cycle of assess plan, do, review. The class teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on

- The Key person and class teacher's assessment and experience of the child
- The Views and experience of parents
- Their previous progress, attainment and behaviour
- Other key person and teacher assessments where relevant
- The individuals development in comparison to their peers
- The child's own views
- Advice from external support services if relevant

We use *Development Maters in the EYFS* to assess progress over time for all children in our setting.

Where appropriate, we use the *Developmental Journal and/or B Squared*, which adapts *Development Maters* to make it more suitable for recording the small but significant steps of progress made by young children with special educational needs.

Staff in the Children's Centre get to know some children very well before they start Nursery School. Some written information is kept on children who attend Children Centre sessions and Pre-School sessions who are known to the Best Start in Life practitioner. All of this formal and informal information is shared with the key person before the child starts nursery and is then included in the child's individual file.

Parents contribute to the record system formally at the home visit, after 10 days and at the termly progress meetings. All children's records are updated regularly, reviewed termly with senior staff, and shared with parents.

The school provision map sets out all of the provision in place to meet the different needs of children on roll. It is closely reviewed termly by the SENDCo and is shared with parents. As this system involves contributions from discussions with parents, it enables early identification of need and offers the means to monitor the development and progress of all children.

Concerns about progress can be raised by the parent or the key person at any of these meetings or at an informal meeting with the parents at any time. The progress of all children is monitored throughout their nursery experience. Any children who are falling significantly below their cohort or who are making limited progress will be identified in this way and appropriate action taken.

Every child has a *Learning Profile* of photographs from home and of their time in nursery. Staff share the books with children and parents on a regular basis. They can be particularly useful for children who are not yet communicating verbally as children are able to point to photographs and share the books with staff, parents and other children. We also have an online learning profile for parents called Tapestry, parents can see videos and other observations of their child using their phones or laptops. Each parent has their own unique login and they can upload video or comment on their child's observations.

Parents are invited to attend workshops to get involved in their child's learning. At these workshops video clips recording children's learning are shared with parents. This helps to make learning more visible and gives parents and professionals the opportunity to discuss the learning taking place.

5.6 Supporting children with transitions

Starting nursery (two and three year olds):

- Parents' meeting with the head teacher
- Home visits
- Pre-school sessions
- We liaise with other providers that may have already supported the child
- Settling in- children will be supported on admission through their key person/class teacher/ SENCO

Starting Reception:

When children enter the primary school in the Reception class we ensure that each child is prepared.

There will be an individual program developed which will included:

- visits to their new school
- visits to Edith Kerrison by their new reception teacher
- meetings between key staff and parents
- transition books are made to share at school and at home
- all relevant documents are shared with the new setting

Transition from the nursery School to Primary School is given a high priority. In addition to the wide program of activities for all, extra visits are arranged for children with special needs.

The Nursery holds Child Centered reviews before transition for al children who have high needs funding and for any other children who have a particular area of need. Parents, school staff, outside agencies and representatives from the receiving school are invited. Participation from receiving schools is vital at this stage. The SENDCo works closely with SENDCo's of receiving schools and passes on all relevant information relating to all children with SEND who are transferring to Primary School.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children

Teachers and key persons work closely with parents to ensure that every child is supported in their learning and development as a valued individual. Sessions are well planned and delivered and include a range of tasks and ways of working to give all children opportunities to do well.

Targeted support:

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 the next steps planned for.

- When your child has been identified with additional needs, their work is differentiated by their teacher to help them access the curriculum. We use a range of strategies and resources to ensure that every child is able to learn at their own level
- More focused interventions include small group or individual work including:
 - Language group- Box Clever-for children with language and communication needs
 - Music Interaction- focus on development of listening skills, confidence and enjoyment
 - Rocking and Rolling - for children with physical needs, Sensory Play and Attention Bucket – for children with Autism
 - ShREC approach – shared attention, respond, expand, conversation, with verbal and non-verbal children

Specialist support:

Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs at Edith Kerrison Nursery School, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- The Speech and Language Therapy Service
- The Occupational Therapy Service for Pupils (OTs)
- Child and Family Consultation Service (CFCS)
- The Child Development Clinic (CDC)
- The Educational Psychology Service (EPS)
- The Behaviour Support Service (BSS)
- The Language Communication and Interaction Service (LCIS)
- Services for the Hearing or Visually Impaired
- Complex Needs and Dyslexia Service (CNDS)

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- To begin with we use observations including video recording, parents knowledge and, where appropriate, outside professionals to identify where your child's starting point is.
- We then identify possible strategies to be implemented for the next steps in their learning.

We use a range of approaches to teaching that support individual children and their learning styles. For example

- We modify the learning environment to meet the needs of the your child, for example we can provide an adjustable height chair if required
- We focus on active learning, for example children can self- select from a range of resources that will help the next steps
- We use a multi-sensory approach, for example picture cues to help children communicate and make decisions.

Our teachers and support staff are trained in a variety of different approaches which means that we are able to adapt to a range of SEND needs including:

- Autistic Spectrum Disorder
- Speech, Language and Communication Needs
- Social and Emotional Difficulties
- Our staff are trained in Sign-along
- Moving and Handling for children with PMLD

Continuing Professional Development (CPD) for all staff is planned and agreed by the Leadership Team and supports meeting the School and Children's Centre Development Plan targets. We also ensure that if we do not have staff with appropriate skills and knowledge that appropriate training takes place as soon as possible. The SENDCO holds the National Award for Special Educational Needs Coordination qualification, that is mandatory. Staff receive training in the following ways:

- In-house training
- LA training
- Induction for new staff and NQTs
- Advice on strategies etc. by advisory teachers and therapists
- Training from outside agencies or providers

5.9 Equipment and Resources we use to give extra support

- We use visual timetables and Sign-along to support communication
- We have a well-adapted building and grounds. The school is fully accessible including all classrooms and our garden area. The majority of the outdoor space is accessible by wheelchair. The school works closely with multi-disciplinary professionals to ensure the environment is not only accessible but also effective in moving children's learning forward.
- We use a wide range of differentiated resources to support each child's individual needs. Assessments of children's needs are conducted through the involvement of both professionals and parents and subsequently resources are acquired to enhance the learning of the children.
- We have employed a part time SEND specialist teacher who works closely with key persons and SENDCO to provide targeted sensory curriculum for all children with SEND.

5.10 Other activities available for children with SEND in addition to the curriculum

All children irrespective of need have the opportunity to attend school trips. Children with SEND are supported by specialist staff, parents/carers and an effective adult child ratio.

Most trips are planned incorporating children's interests and needs. The school works with parents/carers to plan and carry school trips.

Children and families are given opportunities to reflect on such trips through use of photographs and narrative observations.

We also provide additional experiences through a range of sessions offered by our Children's Centre

5.11 Securing equipment and facilities

Children in need of increased support may be allocated high needs funding. These allocations will be notified to the local authority. If funding is agreed, then the school will liaise with the child's parents on how best to use the funding to support the child's needs.

Annual reviews take place for children who receive High Needs Funding, involving parents, teacher, SENDCo and appropriate external agencies which allow the Local Education Authority to continue to monitor the progress of children.

The SENCo holds a budget for children with SEND. The budget is used for: staffing, Resources, staff Cover and Professional Development.

5.12 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at key assessment points (see Assessment Policy)
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with High Needs/ EHC plans

5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All children irrespective of need have the opportunity to attend school trips. Children with SEND are supported by specialist staff, parents/carers and an effective adult child ratio.

Most trips are planned incorporating children's interests and needs. The school works with parents/carers to plan and carry school trips.

Children and families are given opportunities to reflect on such trips through use of photographs and narrative observations.

We also provide additional experiences through a range of sessions offered by our Children's Centre

No child is ever excluded from taking part in these activities because of their SEND or disability.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo, Children's Centre Manager or Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details for raising concerns

The first point of contact should be your child's key person or Best Start in Life Practitioner. Concerns are almost always resolved informally. Parents are welcome to raise concerns or issues directly with the SENDCo or the Head Teacher, as necessary. We have a complaints Policy which is available on our website and from reception.

6. Monitoring arrangements

This policy and information report will be reviewed by our SENDCo **every 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.

7. Links with other policies and documents

- This policy links to our policies on:
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions