



Special Educational Needs & Disability (SEND) Policy

Document Review:	HT/SENDCo
Responsibility for Policy:	C&L Committee
Approved:	Autumn Term 2023 (26/10/2023)
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For the purpose of this policy Guildford Nursery School will be referred to as GNS. When we say “parent” we mean “parents and carers”.

Introduction

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 GNS educates children from the local community whatever their background or ability. We welcome children with disabilities and/or special educational needs (referred to hereafter as ‘special needs’) and their families. We appreciate their contributions and recognise that they enrich the learning environment for all the children and adults in GNS.

Aim

All children, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress. Every member of teaching staff is a teacher of every child, including those with SEND. We provide a rich and varied learning environment that allows individuals to develop their skills and abilities to their full potential; meeting or exceeding high expectations set for them based on their starting points and age.

Objectives

1. To identify children with special educational needs and disability (SEND) and support them at the earliest opportunity.
2. To plan, assess and review as appropriate so that realistic and challenging targets are set.
3. To involve parents of children with SEND and work in partnership to ensure appropriate provision, involving outside agencies and other professionals when needed.
4. To work within the guidance provided in the SEND Code of Practice (July 2014).
5. To provide a Special Educational Needs Coordinator (SENCo) to ensure all points in this policy are upheld.
6. To provide regular training and development for all staff working with children who have SEND.

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 SEND.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

Definition of SEND

A child has SEND if they have a learning difficulty or disability that 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 other children of the same age or
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for other children of the same age

A child with a medical condition does not automatically have special educational needs.

Special educational provision is provision that is different from or additional to the educational provision made for children of the same age.

Key Roles and Responsibilities

The Inclusion Lead (SENCo) is Helen Moyes

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The SENCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in GNS.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care plans (EHCP).
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of GNS'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 headteacher and governing body to ensure that GNS meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure GNS keeps the records of all children with SEND up to date.

The SEND governor is Mary Kelly.

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within GNS and update the governing body on this.
- Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in GNS.

The Headteacher is Sally Cave.

The Headteacher will:

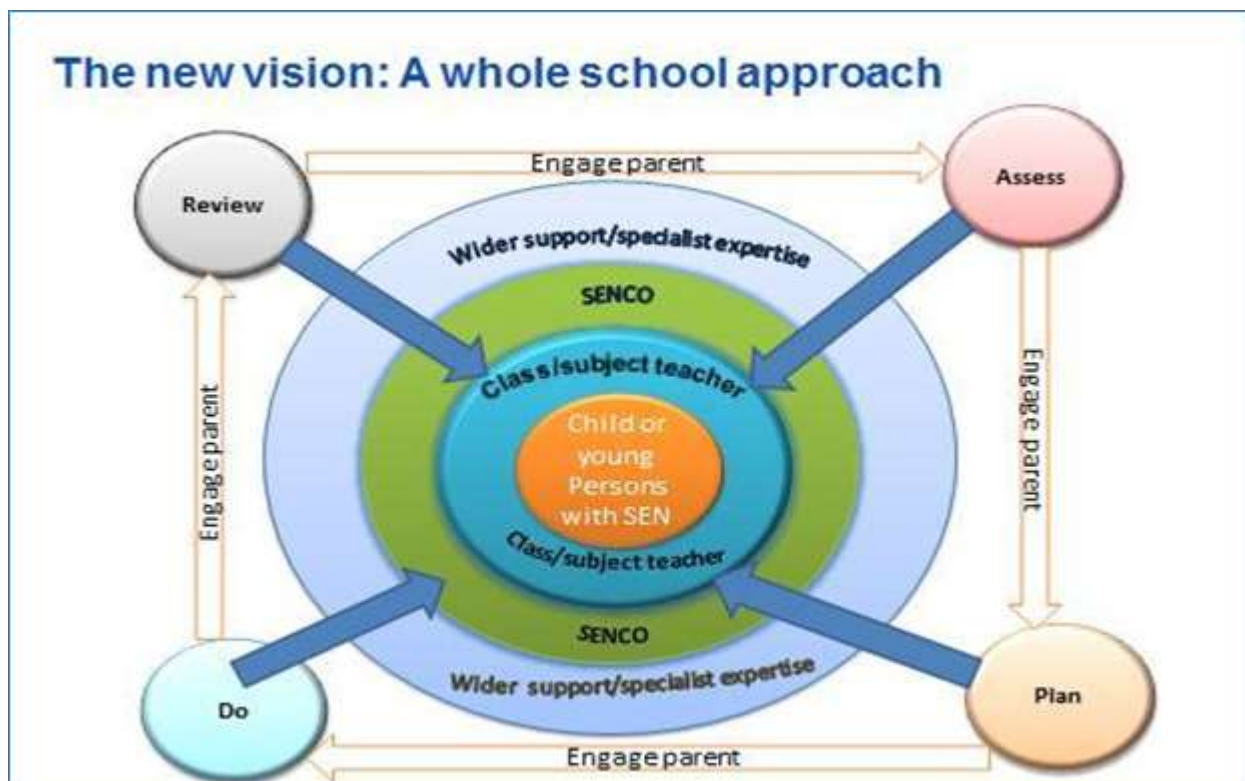
- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in GNS.
- Have overall responsibility for the provision and progress of children with SEND and/or a disability.

Teachers

Each teacher is responsible for:

- The progress and development of every child 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 classroom teaching.
- Working with the SENCo to review each child's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

A Graduated Approach to SEND Support



High quality teaching, differentiated for individual children, is the first step in responding to children who have, or may have, SEND. All teachers and Early Years Educators provide differentiated expectations for all children and good quality personalised teaching. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. High quality teaching which is provided for all children at GNS is detailed in the SEND Information Report.

Assess

The child's Key Person will carry out formal and informal assessments regularly and where there is little or no improvement in the child's progress, advice will be sought from the SENCo and discussion held

with the parent/carer. All children are assessed every term using the Early Years Outcomes. More specialised assessment may be used in liaison with the SENCo (e.g. Ann Locke Development Profile). When a child continues to experience difficulties, this is shared with the SENCo and a discussion held with parent/carers to analyse the child's needs and devise an action plan. If appropriate, permission is sought to refer to an outside professional for further advice.

Plan

Where SEND Support is required, the Key Person and SENCo with the parent/carer will put together an **Individual Support Plan (ISP)** outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the child will be shared with them using child friendly language when appropriate. All staff who work with the child will be made aware of the ISP. Parents will be asked to share in the monitoring of progress through any home learning. At the first stage of **SEND support**, the child's needs are categorised as **Setting Support**. When outside professionals are involved with a child, their needs are categorised as **Specialist Support**.

Do

The child's Key Person remains responsible for working with the child on a daily basis and overseeing the implementation of the agreed targets by all staff as part of SEND support. The SENCo will support the Key Person in continued assessment and review of the child's responses and advise on further support as necessary. The SENCo and Key Person will liaise with the parents regularly to ensure that all decisions relating to their child are made together.

Review

Effectiveness of support and impact on the child's progress is reviewed in line with an agreed date – usually half a term or a term after setting the targets. Parents will be encouraged to participate in this review and decisions made in partnership about how to move forward with support for the child. If a child continues to make less than expected progress, staff will consider involving appropriate specialist support from outside professionals. This will be fully discussed with parents and the decision made in partnership. The SENCo will support the Key Person in continued assessment and review of the child's responses and advise on further support as necessary, liaising with outside professionals where needed. The SENCo will coordinate and lead individual Key People to follow the graduated response to ensure the impact and effectiveness of SEND support on the child's progress. Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment which may lead to the local authority issuing an **Education, Health and Care Plan (EHCP)**. Where a child has an EHCP or Statement of SEND, it must be reviewed by the local authority at least every 12 months, for a child under 5 years, this will be done initially within the first 6 months.

Managing the needs of children on the SEND Register

Children who are receiving SEND support will be monitored at least every 3 months. They will be categorised according to the level of support they are receiving (Setting Support, Specialist Support, EHCP) and entered onto the SEND Register. Parent/carers will be consulted when it is felt necessary to place a child on the SEND Register and fully included in the planning and reviewing process. After a review, if it is felt the child has made significant progress, an agreement will be made to remove their name from the register and to scale back the level of SEND support.

Monitoring and evaluation of SEND

The SEND Governor will offer support and challenge the SENCo through termly discussion/meetings and joint monitoring visits in GNS to discuss strategic changes and developments. The Senior Leadership Team (SLT) and Governors review SEND funding and budget at least every 12 months. The SENCo reports to the headteacher to discuss progress, developments and challenges which the headteacher will discuss at SLT meetings as necessary. The SLT review the Development Plan every

year, in consultation with all staff and consider SEND provision as part of this process. GNS carries out an annual parent survey and acts on feedback to ensure continuous improvement. OFSTED assess SEND provision as part of their inspection process, usually every 4 years. The most recent Nursery School (Section 5) Inspection report can be found via our website:
<http://www.guildfordnscs.surrey.sch.uk>.

Storing and Managing Information

All documentation relating to children on the SEND Register is stored securely and is accessible only to staff through GNS's computer system. All hard copies of reports and assessments are secured in a locked filing cabinet in staff-only areas. Key documents relating to children who have received SEND support whilst at GNS are kept in a locked 'Archive' area at our Hazel Avenue site until the child turns 25 years of age. Any documents not needed for archive are shredded.

Comments, compliments and complaints

A parent who wishes to discuss their child's needs and how these are being met may consult the key person, class teacher, SENCo and the Headteacher.

If necessary parents may follow our complaints procedure which is available on our website and at reception.

If a parent is not satisfied with the outcome of a formal request to the Local Authority to carry out Education, Health & Care assessment they may appeal to an SEND tribunal.

Support is available from:

Surrey Parent Partnership <http://www.surreyparentpartnership.org.uk/>

Early Support Service <http://new.surreycc.gov.uk/earlysupport>

Links with other policies and documents

This policy links to our policies on:

- Medical needs policy
- Promoting positive behaviour policy
- Safeguarding and child protection policy