

1 Introduction

- 1.1** This school provides a broad and balanced curriculum for all children. The National Curriculum and Early Years Foundation Stage Framework is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have learning and assessment requirements that could create barriers to learning. When planning, teachers aim to set suitable learning challenges, respond to pupil's diverse learning needs, and overcome potential barriers to learning and assessments.

The Local Offer (at the end of this Policy) gives children and young people with special educational needs or disabilities and their families information about what support services are available at Springmead School.

- 1.2** These requirements are likely to arise as a result of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3** Children may have special educational needs and disabilities either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

We have regard for the DfES Special Educational Needs and Disabilities Code of Practice (2014).

2 Aims and objectives

- 2.1** The aims of this policy are:
- to create an environment that meets the special educational needs and disabilities of each child;
 - to ensure that the special educational needs and disabilities of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities;
 - to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion (see also inclusion policy, equal opportunities policy and accessibility plan)

- 3.1** Through appropriate curricular provision, we respect the fact that children
- have different educational and behavioural needs and aspirations;

- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 All the teachers in the school are teachers of children with special educational needs. They respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs and disability

4.1 The role of the SENDCo

- to manage the day-to-day operation of the policy;
- to coordinate provision and ensure that relevant information about individual pupils with SEND is collected, recorded and updated (e.g. SEND register);
- coordinate provision of pupil passports, provision maps and individual target sheets where appropriate;
- ensure all practitioners in the setting understand their responsibilities to children with SEND and the school's approach to identifying and meeting needs;
- develop and disseminate good practice;
- support and advise colleagues;
- act as the link with parents;
- maintain resources and a range of teaching materials to enable appropriate provision to be made;
- act as a link with external agencies and other support agencies;
- manage the completion of documentation required by outside agencies;
- monitor and evaluate the SEND provision and report to the Headteacher;
- work with the Headteacher on the strategic development of the policy and provision

5 The role of the Headteacher

5.1 The Headteacher aims to secure the necessary provision for any pupil identified as having special educational needs. The Headteacher ensures that all teachers are aware of the importance of providing for these children.

- 5.2 The Headteacher have decided that children with special educational needs will be admitted to the school in line with the school's agreed Terms and Conditions of Admission provided that we can meet their physical, educational, emotional and behavioural needs at the school.

6 Allocation of resources

- 6.1 The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school in discussion with the Headteacher.
- 6.2 The Headteacher and the SENDCo meet to discuss budgeting issues related to Special Educational Needs.

7 Identification of pupils needs – A Graduated Approach

- 7.1 For some children SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.
- 7.2 Nursery staff, supported by the leadership team and SENDCo make regular assessments of progress for all pupils. This seeks to identify pupils making less than expected progress given their age and individual circumstances.
- 7.3 This can be characterised by progress which:
- 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 pupils and their peers;
 - widens the attainment gap
- 7.4 Once a pupil has been identified as possibly having SEND they will be closely monitored by Nursery staff in order to gauge their level of learning and possible difficulties. A record of concern will be completed by the Nursery Manager and shared with the SENDCo.

8. Quality Teaching First (wave 1)

- 8.1 High quality teaching, adapted for individual pupils, is the first step in responding to pupils who may have SEND. The Nursery Manager, together

with the Nursery staff will take steps to provide adapted and/or differentiated learning opportunities to aid the pupil's progress. A record of the adaptations being made will be kept.

- 8.2 The SENDCo will be consulted as needed for support and advice.
- 8.3 The Nursery Manager will keep parents informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with the school.
- 8.4 Pupil progress meetings between the Nursery Manager and school SENDCo are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- 8.5 Summative and formative assessments will be carried out as appropriate.

9. School Support (wave 2 and wave 3)

This recognises pupils who are identified as *requiring additional and different* help in addition to QTF (Wave 1 support). This level of support takes the form of a four-part cycle (Assess, Plan, Do, Review)

- 9.1 **Areas of Need** There are 4 main areas of need:
 - Communication and interaction – including speech and language needs, social interaction, ASD;
 - Cognition and Learning – including specific learning difficulties such as dyslexia, dyspraxia and dyscalculia;
 - Social, Emotional and Mental Well-being – including ADD, ADHD and disruptive behaviour;
 - Sensory and Physical needs – including vision and hearing difficulties, fine and gross motor developmental delays and other physical disabilities
- 9.2 **Assess**
Earlier decisions and actions are revisited, refined and revised. Further diagnostic and standardised tests may be carried out. Parents' views and experiences are sought. Assessments from external agencies may be sought.
- 9.3 **Plan**
Where it is decided to provide additional SEND support, the Nursery Manager, together with parents will agree the outcomes they are seeking, interventions and support to be put in place, the expected impact on progress, development or behaviour and set a date for review. An individual pupil profile may be written to inform teachers of additional needs and suggest strategies to support the pupil.

9.4 Do

In Class Support/Specific Booster Support (Wave 2 support)

Where needed and appropriate, individual in-class support and/or small group support will be put in place. The Nursery Manager will review strategies used and record them in their planning.

Specialist individual provisions (Wave 3 support)

At Springmead, 1-1 intervention is considered where a pupil is not making progress despite QTF and in-class support and/or is around 2 years or more below their peers in a particular learning area. Individual target sheets are drawn up which will assist the pupil to progress in their learning. They are on-going, working documents. As targets are achieved, new ones are added.

9.5 This level of support is charged as an extra.

9.6 Where it is decided that additional SEND provision is necessary, the pupil will be recorded on the SEND Register.

9.7 Review

The progress of students with SEND is measured and monitored through staff and parent observation and tracking.

10 Education, Health and Care (EHCP) Plans issued by the Local Authority

10.1 EHCPs can be requested for pupils who demonstrate severe, long-term and/or complex needs and have had considerable input from school and other educational professionals to meet their needs. There needs to be substantial levels of evidence for a Local Authority to agree to issue an EHCP. If issued, the Local Authority are responsible for the SEND provision detailed in the EHCP.

11. Access to the curriculum

11.1 All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement

11.2 Nursery staff use a range of strategies to meet children's special educational needs. Sessions have clear learning objectives, we adapt and differentiate activities appropriately, and we use assessment to inform the next stage of learning.

11.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Every effort will be

made to educate pupils with SEND alongside their peers in the classroom setting. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

12 Partnership with parents

- 12.1 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.
- 12.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. The school will actively seek the involvement of parents in the education of their children. It is recognised that this is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.
- 12.3 We have regular meetings to share the progress of special needs children with their parents. Parents are fully involved in any decision to seek outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- 12.4 Parents are required to declare any learning difficulties/disabilities their child may have on registration. Further details regarding admissions to the school can be found in the Admissions Policy.

13 Monitoring and evaluation

- 13.1 The Nursery Manager together with the school SENDCo monitors the movement of children within the SEND system in the Nursery.

14 SEND & Safeguarding

- 14.1 As a school and staff we recognise the barriers that may exist to identifying safeguarding concerns in children with SEND. Our Nursety Manager, SENDCo, Class Teachers and DSL work together to show extra vigilance, offer support to parents and give training to all staff.

15 Monitoring and review

This policy is the Headteacher's ongoing responsibility and its effectiveness is reviewed annually in consultation with the staff.

EYFS SENDCO is Caroline Miller supported by Shirley Offer

Special Educational Needs and Disability Offer for children in receipt of the Early Years Grant in the Nursery and Reception classes

At Springmead we want children to achieve the best possible start in life. It is vital that children get the help they need as quickly as possible. Springmead School is an inclusive school which offers a wide range of provision to support children with special educational needs and disabilities.

Our provision to support Personal, Social and Emotional Development:

- Children have access to a supportive environment with experienced, qualified staff.
- We have an inspiring range of outdoor provision, including our own self contained outdoor classroom, our sports field, our garden, the main school playground and our beautiful village location.
- Our unique weekly Go Explore programme that includes study of the natural world, plantlore and bushcraft activities.
- Key group time, one to one and small group work
- We plan and provide for children's individual interests: resources are updated regularly
- High ratio of staff to children

Our provision to support speech and language needs:

- We provide a language rich environment
- We provide language enrichment groups for identified children
- We have facilities for speech therapy sessions to take place in school
- We use Somerset Total Communication and visual strategies when appropriate
- We refer children to the Speech and Language therapy service if required.
- We will support and deliver a Speech and Language programme if required with support provided by a Nursery nurse or Teaching Assistant.

Our provision to support Occupational Therapy or Physiotherapy needs:

- We support referrals to these services and work with them to provide resources or implement programmes as required.

Our strategies to reduce anxiety, build positive relationships between parents and the school and support transition into the nursery or main school:

- We operate an open door policy for parents. The Nursery Manager and Reception Teacher are available to meet before and after school and we are also happy to speak over the phone. Parents have email contact addresses and we hold three parents consultations over the year as well as a Meet the Teacher evening at the beginning of the Autumn Term.
- We support children's move to other local schools. We encourage their staff to visit children in our setting.
- We hold weekly coffee mornings for our parents where members of staff are present.
- We hold free weekly Baby Explore sessions for parents to attend with their children whilst they are considering nursery provision to enable parents and children to have their questions answered and feel comfortable with our staff, provision and our setting.

<ul style="list-style-type: none"> • Home visits are arranged if it is felt a child will need extra support. • After registering, children and their parents are invited to play in a nursery session the term before they start. • Children starting in the Reception class are invited to play sessions in the Summer term to get to know their class teacher and teaching assistant to enable them to be comfortable in their new classroom. • The class teacher will visit children in their nursery during the Summer Term. • We have a maximum of 17 children in a class with a class teacher and a teaching assistant.
<p>Our strategies to support and develop English:</p> <ul style="list-style-type: none"> • Small class sizes – maximum of 17 children in a class. • Small group work or one to one sessions for catch –up if appropriate • We use Letters and Sounds from the Nursery into Reception. • Use of different teaching styles and approaches • Differentiated curriculum planning – activities, delivery, outcomes
<p>Our strategies to support behavioural needs:</p> <ul style="list-style-type: none"> • We use our school behaviour policy which is available to view on our website. • We use behaviour logs – ABCC charts to understand children’s behaviour. • We have ‘quiet areas’ in both the Nursery and Reception classrooms. These are used as required. • We have individual and class ‘positive behaviour’ programmes in place. • We use visual timetables to ensure children are aware of what is happening now and what is next.
<p>Our strategies to develop and support mathematics:</p> <ul style="list-style-type: none"> • Small class sizes – maximum of 17 children in a class. • Small group work or one to one sessions for catch –up if appropriate • Use of different teaching styles and approaches • Differentiated curriculum planning – activities, delivery, outcome
<p>Our provision to support access to the curriculum:</p> <ul style="list-style-type: none"> • Small class sizes – maximum of 17 children in a class. • Staff attend regular training updates in SEND. • We offer small group work or individual sessions for catch –up if appropriate • We make alterations to classroom environment to support individual physical and medical needs • Children take part in Raring To Go exercises to support them to be ready to access the curriculum • Staff use behaviour logs (A.B.C.C.) to help them address a child’s needs • We may use separate seating areas if required. • The use of visual prompts and displays is encouraged • Appropriate use of ICT • We provide extra adult or nursery nurse support whenever possible • We give time or support before a response is required; personal thinking time, partner talk, hints etc • We explicitly check for understanding of instructions

<ul style="list-style-type: none"> • We use mixed ability collaborative small-group work when required • We may use pre-teaching of concepts • We use different teaching styles and approaches as appropriate • We offer differentiated curriculum planning – activities, delivery, outcome
<p>Our strategies to develop independent learning:</p> <ul style="list-style-type: none"> • Pre-teaching of concepts • Using mixed ability collaborative small-group work • Individualised success criteria • Use of visual timetable
<p>Our support and provision at unstructured times of the day including personal care:</p> <ul style="list-style-type: none"> • Use of regular staffing and handover times at break and lunchtimes. • Lunchtime clubs.
<p>Our planning and assessment:</p> <ul style="list-style-type: none"> • We use Provision maps, individual target sheets and personal pupil profiles as appropriate. • We work with children and parents to produce individual targets and review them regularly.
<p>Our provision for liaison and communication with other professionals and parents including attendance at meetings and preparation of reports:</p> <ul style="list-style-type: none"> • Our Special Education Needs Co-ordinator Caroline Miller is qualified in teaching children with special needs including specific learning difficulties. • We liaise with a range of professionals for example Educational psychologists, the Autism Support Team, Speech and Language Therapists, CAMHs and Portage. • We provide regular meetings for parents to discuss their child's needs and progress. • We provide explanations of professional reports if required. • We use meetings, parents consultations, email, our home school diary and phone calls to ensure
<p>Our provision for medical interventions:</p> <ul style="list-style-type: none"> • We have strategies and procedures for supporting children with medical and allergy needs.