

West Exe Children's Centre Nursery School

SEN Policy to promote the successful inclusion of pupils with special educational needs at West Exe Children's Centre Nursery School.

At West Exe Children's Centre Nursery school we are committed to offering an inclusive curriculum. (See Inclusion Policy)

All children have the right to full access to Early Years Education through the foundation stage curriculum.

The specific objectives of our SEN policy are as follows:

- We are committed to early identification of pupils with special educational needs and adopting clear and open procedures.
- We are committed to working in partnership with parents/carers and ensuring parents/carers are informed and fully involved in decisions.
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate.

The named SEN co-ordinator is Katharine Pringle, Senior Teacher, a member of the governing body, Elaine Ellis takes a special interest in SEN but the governing body as a whole is responsible for making provision for pupils with special educational needs.

The governing body has agreed with the LEA admissions criteria (see Admissions Policy) which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Strategy which is appended to this policy.

One of our LSA's has additional responsibility for Speech & Language and runs a nurture group. We also employ additional Inclusion Workers to work alongside the nursery team.

Identification and Assessment of special educational needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and/or different provision is necessary (Appendix D Triggers for School Action and School Action Plus). There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the school's medical register.

Provision/action that is additional to or different from that available to all will be recorded in an IEP. (Appendix E sample IEP). This will often be written by teachers with the SENCO but always in consultation with pupils, parents or carers. It may also involve consultation and advice from external agencies.

The IEP will set targets for the pupil and will detail:

- The short term targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria

The IEP will be reviewed at least every six months and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in the target setting and review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at School Action, we may seek further advice and support from outside professionals (Appendix D triggers for School Action Plus). These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents

will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have statements of SEN, as well as the review of their IEP's, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. The school will signpost parents to the correct support and services.

External Support Services

These play an important part in helping the school identify, assess and make provision for pupils with special education needs:

- The school receives regular visits from the Educational Psychologist for the area.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- Weekly liaison meetings with the family are held to ensure a smooth start to school for children in the foundation Stage.
- The Speech & Language therapist contributes to the reviews of children with significant speech and language difficulties.
- We will call appropriate Team Around The Child meetings when necessary.

.....
On Behalf of the Governing body

Renewed date:

Next renewal date:

West Exe Children's Centre Nursery School

Procedure for reporting SEN

Initial Identification

Where staff have a concern about a particular child they should:

- Discuss their concerns with the SENCO
- Observe the child to obtain further information about the nature of the concern
- Follow up the observations by discussing with the SENCO again
- Talk to parents/carers where this is agreed (with SENCO if agreed)
- SENCO will then ensure the child is placed on Early Years Action
- IEP written by keyworker and SENCO collaboratively
- IEP reviewed - SENCO to ensure child is placed on Early Years Plus
- Continue with IEP/review cycle
- Reports from outside agencies, meetings etc to be given to SENCO to inform IEP's.

Where children come into Nursery with an existing diagnosis:

- SENCO to ensure that all relevant supporting paperwork is obtained
- SENCO to brief keyworker/other staff about particular needs of the child
- SENCO to ensure IEP's are kept up to date
- SENCO/keyworker to attend meetings, conferences as appropriate