

West Exe Nursery School

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

At West Exe 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, where possible, 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, Lead Teacher, a member of the governing body, Catherine Farnell, 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 adheres to LEA admissions criteria (see Admissions Policy) and will not discriminate against pupils with special education needs or disabilities. Parents or carers seeking the admission of a child with special educational needs or disabilities are advised to contact us as soon as possible so that any measures can be put in place.

One of our LSA's has additional responsibility for Speech & Language. 4 Members of staff are thrived trained. We also employ additional Inclusion

Workers to work alongside the nursery team. All these adults make up the SEND team.

Identification and Assessment of special educational needs

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs 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 keyworkers will consult with the SENCO to decide whether provision would be universal, targeted or specialist. 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.

We are using the Devon Assess/Plan /Do /Review response which are recorded on School plans (IEP) or on Right for Children. This will be written by the SENCO team, but always in consultation with children, 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. 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.

Education Health and Care Plans are 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 if appropriate with the age of our pupils. 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 will refer for external support services- Speech and Language Therapy, Nursery Plus, Educational Psychologist, Interaction Communication Team
- In addition, the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- Fortnightly liaison/planning meetings with the SEN team are held
- Transition and enhanced transition are planned with the local schools including meeting the SENCO for when children transfer to primary.
- Specialist services contributes to the reviews of children with significant difficulties.
- We will call appropriate "Team Around the Family" meetings when necessary.

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On Behalf of the Governing body

Renewed date:
Next renewal date:

West Exe 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
- SENCO will then ensure the child receives correct provision -universal, targeted, specialist
- IEP written by keyworker and SENCO collaboratively
- IEP reviewed
- 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 the particular needs of the child
- SENCO to ensure IEP's are kept up to date
- SENCO/keyworker to attend meetings, conferences as appropriate