

Castle Vale Nursery School & Children's Centre

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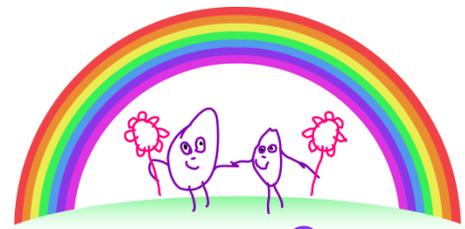
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Castle Vale

Nursery School & Children's Centre

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Special Education Needs, Disability and Inclusion Policy

Review Date : January 2018

Introduction: Relevant legislation

This policy is written in line with the **Special Educational Needs and Disability Code of Practise (SEND CoP 2014)** which became statutory in September, 2014 and was updated in January, 2015. It is available at www.gov.uk/government/uploads/system/uploads/attachment_data/file/319639/CodeofPractice-Final-10June2014.pdf

It also seeks guidance from *Children and Families Act 2014*, *Children Act 1989 and 2004*, and the *Equality Act 2010 (including disability equality duty under s149)* and associated regulations. The regulations associated with the Children and Family Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

Aims:

At Castle Vale we believe that all children are entitled to have their individual needs appropriately supported and met in order to achieve the highest possible standards and develop in all areas of the foundation stage. This encourages independence, self-discipline and community responsibility in a caring, supportive and secure learning environment. Adaptations are sometimes necessary to accommodate a child with Special Educational Needs and Disabilities (but we believe in a "can do" approach where positive solutions are sought to ensure children with SEND are treated equally and can learn alongside their peers.) Parental involvement is considered of paramount importance so regular meetings and contact is made with parents.

Children and young people with SEND may need extra help because of a range of needs. The 0-25 SEND Code of Practice (Sep 2014) states that "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

At Castle Vale Nursery School and Children's Centre we are committed to inclusive practice because we believe that all children are entitled to have their individual needs appropriately supported in order to participate fully in our nursery, which we feel is Every Child's Right...

[Right 29 - Education must develop every child's personality, talents and abilities to the full](#)
[Article 23 - You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.](#)

The code of practice specifies that children will have needs and requirements which are likely to fall into at least one or more of the following Four Areas of Need:

- Communicating and interacting
- Cognition & learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Castle Vale, the SENCo team (Special Educational Needs Coordinators) in consultation with keyworkers, parents, professionals and a secure knowledge of the child will make a comprehensive plan to meet each child's needs and ensure they are able to make progress towards their individual targets.

We recognise that all these factors must be taken into account when teaching and caring for all the children in our setting. We believe it is crucial that the right help is given at the earliest stage possible in a child's life. We work together as a staff team and aim to build positive partnerships with parents and outside agencies in order to meet each child's needs.

At Castle Vale we work with a range of services:

- Educational Psychology – Dr Heather Ball
- Communication and Autism Team – Jas Bhogal
- Speech and Language Therapy- Catherine Steele
- Family Support – Castle Vale Family Support Team
- Early Support – Karen Vincent (Castle Vale)
- SENAR – School Principal Officer - Rita Patel

CDC

Health Visitors

Physiotherapists

Hearing Impairment

Visual Impairment

Practitioners from other schools

Occupational Therapy

Early Support Service

The SENCo (Special Educational Needs Coordinators) team at Castle Vale are Helen Brennan and Debra Norman. They are responsible in the setting for coordinating the day to day provision of education for pupils with SEND. Bob Lee is our SEN representative on the governing body.

The Key Responsibilities of the SENCo

- Liaise with parents, offering advice and support and ensuring they are closely involved in any actions in connection with their child with SEND.
- Liaise with other professionals and agencies- making referrals as and when necessary.
- Is a key point of contact with external agencies, especially the local authority and its support services.
- Advise and support other practitioners in the setting, ensuring they fully understand their responsibilities to children with SEND and that the appropriate provision is put in place.
- Ensure that the "graduated approach" with four stages (assess, plan, do and review) is adopted.
- Ensure that background information is collected recorded and updated.
- Take the lead in further assessment of the child's strengths and areas of need to guide future planning to meet the child's needs.
- Take the lead in monitoring and reviewing any action taken to support the child and ensure appropriate records are kept.
- To apply for and secure any relevant funding.
- To liaise with Birmingham Local Authority (SENAR) to begin the process of an Education, Health and Care assessment and plan (EHCP).
- Ensure that transition to another setting is planned and that children with SEND and their families are fully prepared.
- Contributes to Early Help Assessment, Family Plan Reviews and My SEN and Early Support Plans.
- Work with the Head teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Partnership with Parents

We acknowledge the importance of the role of parents/carers and the contribution they make as their child's first educators. We are uniquely placed to build on informal opportunities for contact and to ensure regular communication to support the needs of the child. This will be achieved by developing relationships with parents/carers that will:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- make their views known about how their child is educated.
- have access to information, advice and support during assessment and any related decision making processes about special educational provision (0-25 SEND Code of Practice September 2014)

Successful partnerships will take account of:

- Sharing information: verbal, written, and through records
- Setting up convenient times and places to meet
- Making sure the meeting place is comfortable and welcoming
- Nature of contact: informal sharing of information and more formal meetings eg. when planning/reviewing children's development and progress
- Supporting parents and children to achieve their outcomes
- Need for interpreters if required
- Confidentiality issues
- Complaints procedure

Admission Arrangements:

As a setting, which aims to be inclusive and non-discriminatory, children are welcomed and admitted according to the Nursery School Admission Policy, irrespective of any disabilities or previously identified special needs. We are committed to include all children in all aspects of Castle Vale's life and the local community regardless of their individual needs.

A home visit, prior to a child starting nursery, is offered to all parents/ carers as part of the admissions process at Castle Vale. Parents, carers and children are made welcome and encouraged to visit the nursery prior to admission if they wish to do so.

When additional resources (whether human or physical,) are necessary to support individual needs, these will be provided or requested as appropriate. We adopt a flexible approach through consultation with parents prior to admission, agree settling in procedures in order to ensure both the setting and staff are ready to successfully include the individual child.

'Settling in' arrangements for children are flexible and advice sought if a Care Plan or Management Plan needs to be completed. This is done prior to admission, for each child, in order for individual needs to be specifically met and all staff to be informed.

Identification and Assessment

Staff at Castle Vale use the 'assess, plan, do, review' model to ensure that all children get the right teaching and learning to help them reach their full potential. The SEN Code of practice (2014) promotes this approach for children with special educational needs so that they make progress and successfully access the curriculum.

Four Stages of SEND support at Castle Vale are:

Assess: Your child's difficulties will be assessed so that the right support can be provided. Developmental checklists and curriculum based assessment are used to gain additional information.

Plan: With parental involvement the nursery will agree the outcomes that the SEN support is intended to achieve – how your child will benefit from the support.

Do: the nursery will put the planned support in place. Your child's Key Person will remain responsible for working with your child but the SENCO and any specialist staff involved will work closely to track progress and effectiveness of the support

Review: The support your child receives should be reviewed at the time agreed in the plan.

Castle Vale has identified these strategies as beneficial for all children and has adopted them as a whole school approach.

The strategies are:

- Visual timetables
- Photographs of routines, objects and staff
- Makaton Signs
- Differentiated Support –learning groups, one to one (through ISEY), or small groups
- Language Groups – specific to targets
- Nurture Groups – specific to targets
- Small group work focused on targets

Facilities

The Equalities Act 2010 places a legal obligation on our setting to make reasonable adaptations.

Therefore we may need to provide certain adaptations or specialist equipment to address individual needs. To ensure full access for parents/ carers, staff and children, regular audits take place to consider changes to the environment. Appropriate funding is allocated as necessary.

Staffing

To ensure that the children receive a quality learning experience in our setting our staff are all qualified. Each child's primary support will be from their key worker who will liaise with other staff including the SENCO and SEN support staff where allocated. Provision for children with special educational needs is a matter for everyone in the setting. All staff require knowledge and awareness of the individual needs of the children in order to give consistency and continuity of education and care. Appropriate funding is allocated for additional support, relevant training and resources.

Children's needs are assessed and if additional support is required we seek supplementary funding to enable us to provide additional support, 1-1 if necessary.

Training

We recognise that staff need knowledge and understanding to fully include children successfully. Therefore we have an ongoing programme of in-service training for issues relating to special needs and inclusive practice. Each year this will be targeted towards meeting the needs of children in the year group. Training, wherever possible, will be for the whole staff but might also be on an individual or small group basis, depending on

staff needs, with provision for feedback and sharing information and staff expertise. Regular SEND meetings, which are coordinated by the SENCo team take place to ensure all staff have the relevant knowledge of the children and that the right package of care and education is provided.

We have a Speech and Language Therapist who advises the nursery about individual children, provides speech and language groups for children and works closely with parents and practitioners. The SENCo has completed a 6 day ASD (Autistic Spectrum Disorder) training course via Birmingham CAT Team (Communication & Autism Team) and staff have completed Tier 1 of this training.

Medical Needs

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support children with medical conditions. Where a child requires an individual health care plan then this is developed in partnership with parents and the relevant agencies or professionals responsible for the long term medical care of the child. We refer to statutory guidance supporting children in nursery/school with medical conditions (DfE, 2014).

Curriculum

Castle Vale uses the graduated approach as outlined in "The SEND Code of Practice (2014)" for the identification of provision for children with special educational needs. Teaching children with SEND is a whole school approach.

Universal – Quality First Teaching. Provision for all children where staff,

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge in the Early Years Foundation Stage
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

Targeted – Universal plus additional time limited, tailored intervention support programme to accelerate progress and enable children to work at age related expectations – not a special intervention for pupils with SEN.

Specialist – targeted individualised interventions for a small percentage of children who even with quality first teaching and support make little progress. They have been identified as having specific high level needs, and need extra structured support to fill gaps in their learning, remove barriers and accelerate progress. The SENCo will seek advice and involvement from specialist support services, either in house or external that will

- Provide specialist assessments
- Give advice on or provide an individualised and structured programme of support that is tailored to the specific difficulties (this may be delivered by the staff team or SENCo or in some cases the professional themselves)

For some children a specific main area of need plan is devised (e.g SALT). This intervention is monitored, assessed, reviewed and discussed with the parent and the SENCo in the regular parent consultation meetings.

"My SEN & Early Support Plan" (ESP) is completed identifying all the areas of need and the agencies involved. The SENCo liaises with the lead Early Support worker to review the ESP termly with the parents and professionals (if available), and complete other forms of assessment if required.

Education and Health Care Plan – If, despite a high level of support or intervention, the child has made little or no progress then a request for an EHCP will be submitted to the Local Authority.

The Learning Environment

Resources are used flexibly and specialist equipment is borrowed through support agencies or from families when required. Additional equipment may also be purchased to meet individual needs. Specialist resources including Makaton and Signs and Symbols via Communication in Print, are also used.

Regular meetings ensure that the environment and appropriate activities with any adaptations for children are planned. Furniture and equipment is laid out and available space used to support learning and promote confidence and independence. The play areas are designed so that all children can access a wide range of resources or facilities freely, independently or supported as needed. Staff consider children's individual learning targets when planning, and provide specific materials and equipment for children to play and learn with to enable them to achieve individualised objectives.

Risk factors are considered and checks made on a regular basis.

Transition

We have good links with our local schools and have links with other specialist settings. The SENCo contacts key staff of receiving schools prior to transition. When appropriate the school SENCo and a relevant member of staff from the receiving school are also invited to the final review. These links enable us to plan effectively in order to ensure continuity and progression for each child as they move through the education system.

Monitoring the Policy

The Special Needs and Inclusion Policy is embedded in day to day practice at Castle Vale and as such is a working policy and can change at any time through staff discussion. The SENCo will be responsible for leading an annual review of the document, keeping up to date with current legislation / guidance and managing any developments as directed by the Local Authority.

Other related documents and useful websites are:

Castle Vale Nursery School and Children's Centre
Local Offer 2018

My Care In Bham

<https://www.mycareinbirmingham.org.uk/>

SEN Code of Practice 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf