

# **Special Educational Needs & Disabilities & Inclusive Education Policy**

Updated: November 2023

Review: November 2024

## **Introduction**

Staff and governors at Oliver Thomas Nursery School and Children's Centre implements the 2013 Code of Practice for Special Education Needs and Disabilities (SEND) and subscribes to the London Borough of Newham's Special Educational Needs and Disability Local Offer ([www.families.newham.gov.uk](http://www.families.newham.gov.uk)).

At Oliver Thomas Nursery School, we believe that early education is of crucial importance for children with Special Educational Needs and Disabilities (SEND) and endorse the right of these children to be educated in mainstream school.

All staff can expect to teach children with special educational needs and the school educates children from the local community, whatever their background or ability.

We welcome children with disabilities and/or special educational needs and their families. We appreciate their contributions and recognise that they enrich the learning environment for all the children and adults in our school.

### **Guiding Principles of the Policy**

A child has special educational needs if she or he 'has significant learning difficulties in comparison to the majority of children of the same age', or if 'she or he has a disability which prevents or hinders them from using educational facilities generally provided for children of the same age'.

Special Education Provision is provision which is additional to or different from the educational provision made for children of the same age in mainstream schools. All involved in the education of the child – parents / carers, teachers, school nurses, early years educators, TA's, non-teaching staff, governors and outside agencies – should share their knowledge and understanding of the child and work in partnership for the good of the child.

Oliver Thomas' allocation of resources for SEND reflects the various levels of need experienced by our children. All children are valued individuals with unique interests and strengths, and should be given opportunities to reach their full potential educationally, emotionally and physically.

All staff within the school actively seek the successful inclusion of all children, and early intervention is established through close collaboration between the school, parents / carers and outside agencies.

## **Aim and Objectives of the Policy**

This Policy will:

- State clearly the entitlement for children with SEND at Oliver Thomas School
- Enable early identification of those children with SEND either by parents / carers, staff or outside agencies
- Outline procedures within the school once children's' needs have been identified
- Promote and maintain effective communication between all those involved
- Monitor effectively practices to assess the child's progress and access to the curriculum
- Raise the profile of SEND practices and their role in creating an inclusive setting

## **The Role of the Special Educational Needs Coordinator (SENDCo)**

The designated person for co-ordinating SEND is Johanna Edwards. The Role includes:

- The day-to-day operation of SEND Inclusive Education Policy.
- Maintaining the SEND register and overseeing the records of all children with SEND including Early Notifications to inform the Borough of children attending the School who have a special educational need.
- Liaising with, advising and supporting all staff and children.
- Co-ordinating provision for children with SEND both internally and externally.
- Liaising with parents / carers, involving them in supporting their children and understanding the SEND policy.
- Contributing to in-service training for all staff and identifying training needs.
- Liaising with external agencies including the Child Development Service, Educational Psychology Service, other support agencies and LEA officers and facilitating their work within the school.
- Liaising with all staff regarding attainment, assessment and progress.
- Ensuring that on-going observation and assessment provide regular feedback to all staff and parents/carers about the children's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the children's learning.
- Monitoring the provision for children on the Code of Practice in terms of planning, delivery and Support Plans when appropriate.
- Attending Newham SENDCo meetings and disseminating information to staff
- Liaising with SEND Inclusion Link Governor.
- Raising awareness of the SEND policy in the school.
- Linking with schools to ensure smooth transition.
- Arranging and chairing meetings including termly target reviews, annual reviews and Support Plan meetings.

- Co-ordinating the audit and review of SEND policy, procedures and practices in the light of changes to The Code of Practice and Government legislation and borough guidelines.
- Consulting with the Head Teacher on the use of SEND funding.
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## Identification

### Initial Concern

At any point through the academic year, staff will raise concerns around individual children with the SENDCo, either during the school day or at the weekly staff and planning meetings. From here the process is:

1. Key person or teacher will have a discussion with parents around their concerns and gather information and reports parents may already have from outside agencies such as Speech and Language Therapist, Child Development Service and NHS professionals.
2. If parents agree, the SENDCo will carry out an observation of the child
3. Key person and SENDCo meet to discuss the observation findings. This process highlights any key areas of need for the child alongside targeted strategies and intervention groups which should be implemented.
4. Following discussion and agreement with parents, actions are agreed and put in place.

## Targets, Interventions and Assessment

### Support Plans

If it appears a child does have a special educational need, a Support Plan will be written. This is a Newham document and is completed with the SENDCo, key person and parents, and includes all relevant information about the child's specific need. This is gleaned from a clear understanding of where the child currently is and considers all assessments of the child from outside agencies such as NHS, Speech and Language and the Child Development Service.

At the Support Plan meeting intervention groups and strategies are decided upon. Also, three targets are chosen for the child which staff and parents can work on over the following half term. The targets will be within the most appropriate of the following areas:

- Communication and Language
- Social, Emotional and Mental Health
- Sensory and Physical
- Cognition

## Targets

The targets set are short term and SMART. Target review meetings are held every term; with the parents (three times a year). At the review meetings progress relating to the child's current targets is discussed and three new targets are set. Changes to the child's support may change following discussion.

## Intervention Groups

Children may be supported in any of the following intervention groups, depending on their area of need:

- Box Clever
- Magic Bucket (Attention Autism)
- Social Communication
- See and Learn
- Intensive Interaction
- Sensory Room
- Colourful Semantics
- ACI – Adult child interaction

Staff running the groups keep a register of attendance alongside recording any significant progress or challenges for the child within the sessions. Significant findings can be fed back to the class teacher or SENDCo if immediate action is needed, or during the half termly review meetings.

## Tracking progress

Tracking the progress of the child is a clear way of recognising when they are making good progress and / or when they need further support. The school does this in a number of ways:

- Support plan target setting and reviews
- Special books and observations – ongoing through the year
- B-squared – detailed online assessment tool covering the three main developmental areas: Communication and Language, PSED - Physical, Social and Emotional Development and Physical Development.
- LCIS targets – Set by LCIS specialist teachers and reviewed the following term.

## Medical needs

### Care Plans

During their time at the nursery some children may benefit from a care plan which identifies systems which the school will need to put in place to support any specific medical need such as:

- Feeding (gastronomy)
- Epilepsy
- Asthma
- Food allergies

These needs may be temporary or long term; they may be single needs or a variety of needs. The children concerned may or may not have a Support Plan. The child's needs will be recorded on their personal profile. When children have complex medical needs assistance should be sought, from the link Health Visitor or nursing team, to create a care plan. See Supporting Children with Medical Conditions Policy

### Outside Agencies

#### Speech and Language

The SENDCo may refer on to school's resident Speech and Language Therapist, Katie Clegg, who works at Oliver Thomas one day a week. With parental approval, Katie will carry out an assessment of the child, with parents present if necessary. Katie will feed back to parents, key staff and the SENDCo with further strategies to implement, and any formal identification of the child's speech and language needs. She will accompany the feedback with a written report (if the child is not already known to services), and make any necessary further referrals to the Child Development Service.

#### Complex Needs and Dyslexia Service

Oliver Thomas is supported throughout the year by CNDS. They support key children who are identified by this service. This support includes:

- Regular visits to the school to work with the children and key staff
- Liaising with the SENDCo to ensure the child is adequately supported in all areas
- Setting targets and assessing progress
- Attending Support Plan meetings
- Liaising with parents
- Working on EHCPs
- Supporting transition into Resource Provision settings

## **Language, Communication and Interaction Service (LCIS)**

LCIS are the outreach specialist service in Newham for children with Autism and Communication/language needs. Referrals are made through an Early Notification. LCIS may become involved with a child if school feel their input is appropriate and parents agree. Specialist advice is given and targets are set to be reviewed the following term. They may support transition into resource provision settings for identified children.

## **Child Development Service**

Referrals can be made by the SENDCo to CDS for assessments of a child by a paediatrician, Speech and Language Therapist, Occupational Therapist and / or Educational Psychologist. They are the service who will identify a child as having Autism Spectrum Disorder. The process can take up to two years.

## **Monitoring**

Monitoring of Intervention groups and teaching across the school necessary to ensure effective practise and consistency. The school do this through:

- Inclusive Classroom Profile Audit (ICP)
- Special Book Scrutinies
- Room audits; ITERS & ECERS
- Teaching and learning: adult – child interactions
- Weekly planning meetings
- Two year old checks and child progress reviews
- Termly observations of Intervention groups and Key person one to one support by either Katie Clegg (S+L), or the SENDCo.

## **The Inclusive Classroom Profile Audit**

The ICP is a monitoring tool which looks in detail at Inclusive Practise across the nursery school setting. At Oliver Thomas School, it is carried out once a year by the SENDCo and Ramzana Hameed (Class Teacher). Key findings are fed back to the Head Teacher and all staff and any recommendations can be implemented.

## **Newham Borough Requirements**

Alongside our identification within the school, the SENDCo has responsibility for initiating systems around the child which will continue with them into the next phase of their

education at primary school. This includes completing an Early Notification and supporting parents with an EHCP application.

### **Early Notification**

Once the school have identified a child as having a special educational need, with parental approval, they will submit an Early Notification to Newham Borough. This process consolidates all evidence around the child's need and will trigger any relevant referrals to outside agencies, such as Language, Communication and Interaction Service (LCIS – Autism Specialists), Complex Needs and Dyslexia (CNDS) or Sensory Service.

Our two year old checks work as an internal early notification system, alerting the SENDCo to any special needs a child may have.

### **Educational Health Care Plan (EHCP)**

If it is felt a child meets the criteria for an Educational and Health Care Plan (EHCP) either:

- a letter is sent to parents for them to initiate the process for their child or
- the SENCo completes and submits the EHCP application on behalf of the family

This can be done at any point throughout the academic year. For those parents applying for a place in a Resource Provision it is necessary to complete in the Autumn term.

## **Whole school**

### **Children Participation**

The school recognises that it is good practice for children to express their opinion and to have input into their education. Children should be included in the target setting and review process as much as possible. Depending on the child's needs this can be done by eliciting their voice through a parent/carer, monitoring and acting upon specific interests or physical goals, special book conferencing or gathering their opinions of their achievements when watching back their personal movies.

### **Admission Arrangements**

Applications for a nursery school place follow the usual school application process as outlined in the Newham document, Starting Primary School ([www.newham.gov.uk](http://www.newham.gov.uk)). Children with special educational needs assessed by the Local Authority 0-25 SEND service will be given priority. See Admissions Policy



## **Transition to Primary School**

Prior to transition to primary school and Resource Provision Settings, the SENDCo liaises with appropriate staff at the various schools. Where appropriate, particular children have transition programmes to facilitate their transfer. This may involve extra visits and familiarisation with staff.

## **Staff Development & Training**

The school endeavours to promote good inclusive practices and provide appropriate INSET for all staff. Wherever possible, staff receive specialist training appropriate to the needs of the children with whom they work. INSET may be delivered by the SENDCo, Speech and Language therapist or by outside agencies.

Support Staff have access to a range of courses offered by Newham and are encouraged to attend courses on a regular basis. All staff recognise the importance of training.

## **Equalities Policy and Access Strategy**

The school's Equalities Policy scheme outlines the importance of acknowledging the range of needs which may be considered 'disabling' and making appropriate accommodations to ensure all children and their families can be included within the school. The Access Strategy monitors accessibility and identifies areas for development. See the Equalities Information and Objectives also.

SEND Inclusion Policy Review The policy is reviewed annually to reflect changes within the school, changes in policy on a local level and changes in policy on a national level.

## **Management of the SEND Budget**

The SEND budget holder is Lorna Prynne. The budget is for:

- Resources
- Staff cover (teaching and non-teaching)
- Training

This policy was reviewed: November 2023

Next Review: November 2024