

# SEND policy

## Collyhurst Nursery School



Approved by:

[Name]

Date: [Date]

Last reviewed on:

October 2023

Next review due by:

October 2026

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

### Background

**The EYFS Statutory framework states that:**

- 3.68. Providers must have arrangements in place to support children with SEN or disabilities. Maintained schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs Code of Practice. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO. Childminders are encouraged to identify a person to act as a SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share the role between them.

**We recognise that:**

- Every child is unique, is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn and develop in different ways and at different rates including children with special educational needs and disabilities.
- Children learn to be strong and independent when they experience strong, positive relationships.
- Children develop well in enabling environments, which respond to their individual needs and where there is a strong partnership between practitioners and parents and carers.

**Aims:**

- 1. To promote inclusive practice.
- 2. To ensure a balance between direct teaching and practice of sequential knowledge and skills, and ample provision access. Quality learning through play is supported by adult interaction, following a child-

led planning model which enables the development of cumulative knowledge and skills across the EYFS prime and specific areas and to develop high levels of involvement and well-being.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Nicola Burton ([n.burton@collyhurst.manchester.sch.uk](mailto:n.burton@collyhurst.manchester.sch.uk))

They will:

- Work with the head of school and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## 4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head of school and SENCO to determine the strategic development of the SEN policy and provision in the school

## 4.3 The head of school

The head of school will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4 Classroom teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

# 5. SEN information report

## 5.1 The kinds of SEN that are provided for

Our nursery school currently provides additional and/or different provision for a range of needs, including children who are being assessed for:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

Class teachers will discuss any concerns with the SENDCo/ Deputy Head. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and children will receive an Individual Progress Plan.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

At Collyhurst all children are assessed as part of their daily routine in line with the requirements of the EYFS; sometimes this may highlight that a child has learning, language, physical or sensory needs. Parents may also raise concerns about their child's development at the induction meeting and with parents consent this will be recorded on CPOM's and will be reviewed by parents and key persons. All children develop differently, at different rates and in different areas and therefore the curriculum is differentiated to meet the needs of all children.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to following a meeting/call to discuss with the parents. Children will attend stay and play sessions at their new settings and parents will have an opportunity to support with this until their child is settled.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

WELLCOMM screening and interventions

Any interventions requested by external professionals such as SALT, Physiotherapists, Occupational Therapists.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met as stated in our accessibility plan which can be accessed via the website:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing and ensuring that the rooms are set up appropriately for all children to access promoting independence.
- Using recommended aids, such as; visual timetables, larger font, Visual aids etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Appropriate training for staff.
- All enhancement activities are planned to ensure they are accessible to all.

## **5.8 Additional support for learning**

We have 12 teaching assistants who are trained to deliver interventions such as WELLCOMM.

Teaching assistants will support pupils on a 1:1 basis when interventions are completed or when a child has a significant need and requires support to keep them space.

Teaching assistants will support pupils in small groups when completing interventions and recording progress.

We work with the following agencies to provide support for pupils with SEN:

- **Speech and Language Support Service**

- Educational Psychology Service
- Rodney house outreach Service
- Lancastrian Outreach Service

## 5.9 Expertise and training of staff

We have a team of 8 teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Universal Speech and Language training, child centred approach, various referrals and Assess Plan Do Review cycles. Some staff had a refresher on their WELLCOMM training as well as some staff completing the training for the first time. A member of staff has also completed an Autism awareness course.

Whole staff team have received SEMH training and Social Communication Training from the RHOSEY Outreach Team

We use specialist staff for children with sensory needs, physical needs and some Speech and Language support.

## 5.10 Securing equipment and facilities

It is hoped that for children with a high level of need adaptations would be discussed before placement begins. In certain circumstances a child's start date may be delayed until the appropriate training, risk assessments, plans and equipment are in place. The only reason delay would occur is if there is a risk to health and safety; the health and safety of the children and staff are paramount.

Any necessary equipment would be sought once the necessary funding is in place such as specialist equipment.

We would seek advice from the Lancastrian Outreach Service or the child's professionals on assessments for such equipment.

## 5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term by using their Individual Progress Plans (IPP).
- Reviewing the impact of interventions after 7/8 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## 5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in any additional activities because of their SEN or disability.

- We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, now and next, objects of reference.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, visuals and hands on practical experiences.
- Collyhurst Nursery School is fully committed to policy and practice which enables the inclusion of children irrespective of their Special Educational Needs and Disabilities (SEND) and will allow all children to fulfil their potential.
- At Collyhurst Nursery school all children are entitled to and enjoy a broad, balanced curriculum which is matched to their individual needs, age and stage of development. All of our curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to take part in sports day/school plays/forest school/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- We seek advice from the Sensory Support Service and Physiotherapy Service to create accessibility plans and risk assessments for individual children's needs.
- Our Accessibility plan is shared on the school website (<https://www.collyhurst.manchester.sch.uk>) and covers:
  - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
  - Improving the availability of accessible information to disabled pupils

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to join in and play with others in teacher lead activities.
- Pupils with SEN are also encouraged to be part of any intervention groups working on sharing and playing with peers.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

#### **Speech and Language Support Service**

The nursery will invite Speech and Language Support Service to visit the Centre to attend our 'Stay and Play' and offer support for our parents who may have early concerns. In the Nursery School we use Wellcomm language screening with children to help us to identify any communication concerns at the earliest point. Where there are concerns we liaise with parents, then invite parents to attend a Parent and Child communication group at the centre or make a referral for assessment. Additional intervention activities will be promoted regularly, and children will be rescreened after six months. A therapist may then visit to provide input for regular sessions throughout the year and reports are sent to the Nursery as well as to parents to ensure we are supporting in the most appropriate ways for each child with identified needs.

#### **Educational Psychology Service**



The School/ Centre requests Educational Psychologist (through RHOSEY pathway) for those children we expect will need further support and interventions in the Nursery class and once they leave the Nursery school. The Educational Psychologist will advise the SENDCOs and support the Key persons of those children who have been identified as requiring extra support. Where appropriate and with parental permission observations are carried out and advice given regarding interventions for children.

The School/Centre also has informal links with local health visitors who can offer information and advice about a range of issues. Outside Agencies are not approached without prior parental consent.

### **5.15 Complaints about SEN provision**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the child's key person. If unresolved they will be dealt with by the SENDCO. In the case of continuing unresolved complaint, the issue should be referred to the Interim Executive Headteacher and if necessary to the Governing Body following the school's complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

If parents require additional support and impartial advice regarding their Child's SEND or additional needs they can contact the Independent advisory service. As a school, we encourage parents to this if they require further support.

**Parent Confidential Helpline:** 0161 209 8356

Information, Advice and Support (IAS) Manchester  
Hulme District Office,  
323 Stretford Road,  
Hulme  
M15 4UW

### **5.17 Contact details for raising concerns**

SENDCo – Nicola Burton

Interim Head of School - Nicola Burton

Interim Executive Head Teacher - Phillippa Reed

[admin@collyhurst.manchester.sch.uk](mailto:admin@collyhurst.manchester.sch.uk)

### **5.18 The local authority local offer**

Our contribution to the local offer is included on the website including the Children's Centre offer.

Our local authority's local offer is published here:

[https://www.manchester.gov.uk/info/500132/special\\_educational\\_needs/6181/our\\_local\\_offer\\_for\\_children\\_and\\_young\\_people\\_with\\_sen\\_and\\_disabilities](https://www.manchester.gov.uk/info/500132/special_educational_needs/6181/our_local_offer_for_children_and_young_people_with_sen_and_disabilities)

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy