Nexus Education Schools Trust

Special Education Needs and Disabilities Inclusion Policy

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our nursery fully implement national legislation and guidance regarding pupils with SEND
- Set out how our nursery will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of nursery life so they can engage in the activities of the nursery alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents/carers or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents/carers or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our nursery, we consider it essential that the curriculum offer to all our pupils is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve the full potential. This encompasses the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This 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 nurseries' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and nurseries' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the nurseries' duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the nurseries' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of

opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The Nest Admissions Policy, which sets out the nursery's obligation to admit all pupils whose education, health and care (EHC) plan names the nurseries, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our nursery we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the nurseries environment to make sure that pupils with SEND are included in all aspects of nursery life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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 nurseries

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 nurseries.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The nurseries will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

Our NEST Nursery has a named SENCo.

They will:

- Inform any parents/carers/carers that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the NEST Nurseries Lead to determine the strategic development of the SEND policy and provision in the nurseries
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers/carers, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Offer advice on the deployment of the nursery's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- With the Nursery Lead, liaise with potential next providers of education to make sure that the pupil and their parents/carers/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different nursery or institution: make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, nurseries or institution in a timely manner
- Work with the Nursery Lead and the Trust Board to make sure the nursery meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the nursery keeps its records of all pupils with SEND up to date and accurate
- With the Nursery Lead, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the nursery's plan for continuous professional development
- With the Nursery Lead, regularly review and evaluate the breadth and impact of the SEND support the nursery offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the nursery's SEND information report and any updates to this policy
- With the Nursery Lead and teaching staff, identify any patterns in the nursery's identification of SEND, both within the nursery and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The NEST Nurseries Lead

The NEST Nurseries Lead will:

- Make sure that there is a designated SENCO for the nursery and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Work with the SENCO and NEST Nursery Team to determine the strategic development of the SEND policy and provision within the nursery.

- Work with the SENCO to make sure the nursery meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the nursery's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the nursery's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the nursery offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the nursery's identification of SEND and use these to reflect on and reinforce the quality of teaching

6.3 NEST Nursery Staff

Each member of the nursery team is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their key worker group
- Working closely with any specialist staff to plan and assess the impact of support and interventions, and consider 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 SEND policy and the SEND information report
- Communicating with parents/carers/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the nursery
    - Listen to the parents/carers/carers' concerns and agree their aspirations for the pupil

6.4 Parents/carers or carers

Parents/carers or carers should inform the nursery if they have any concerns about their child's progress or development.

Parents/carers or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside nursery and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with nurse staryff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The nursery will take into account the views of the parent or carer in any decisions made about the pupil.

6.5 The child

The child will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support in an age appropriate way.

7. SEND information report

The Nursery publishes an SEN information report on its website, which sets out how this policy is implemented in the nursery.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each child's current skills and levels of attainment when they start at the nursery. This will build on information from previous settings, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the nursery may need to make.

NEST Nursery staff will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

When staff identify an area where a child is making slow progress, they will target the child's area of weakness with differentiated, high-quality teaching. If progress does not improve, they will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the child's parents/carers or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for children whose first language is not English.

When deciding whether the child needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the and child and their parents/carers/carers. 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.

If a child is joining the nursery, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the nursery will work in a multi-agency way to make sure we get relevant information before the child starts at nursery, so support can be put in place as early as possible.

8.2 Consulting and involving children and parents/carers

The nursery will put the child and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the parents/carers/carers. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account any concerns the parents/carers/carers have
- 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 child's record and given to parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEND support

Once a child has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The child's key worker and the SENCO will carry out a clear analysis of the child's needs. The views of the child and their parents/carers/carers will be taken into account. The nursery may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the child's need. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers/carers and where appropriate the child, the key worker and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and will be made accessible to staff in an individual education plan.

Parents/carers/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The key worker and nursery teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the child. They will work closely with any specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the staff in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and child
- The level of progress the child has made towards their outcomes
- The views of staff who work with the child

The key worker, nursery teacher and the SENCO will revise the outcomes and support in light of the child's progress and development, and in consultation with parents/carers/carers and the child where appropriate.

8.4 Levels of support

Nursery-based SEND provision

Children receiving SEND provision will be placed on the NEST Nursery SEND register. These children have needs that can be met by the nursery through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these children is funded through the Local Authority's SEND top up funding.

Education, health and care (EHC) plan

Children who need more support than is available through the nursery-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

The provision for these children will be funded from the LA (from the high-level needs funding block of the dedicated nursery's grant).

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for with children by:

- Tracking children's progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from parents/carers and the child.

9. Expertise and training of staff

Training will regularly be provided to nursery staff. The NEST Nurseries Lead and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the nursery's plan for continuous professional development.

10. Links with external professional agencies

Our nursery recognises that they won't be able to meet all the needs of every child. Whenever necessary the nursery will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists

- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

The DDA (The Disability Discrimination Act) as amended by the SEN and Disability Act 2001, placed a duty on all Early Years Settings and Local Authorities to plan to increase, over time, the accessibility of Early Years for disabled pupils. Please see Accessibility Policy.

11.1 Admission arrangements

Children with an Education, Health and Care Plan (EHCP) are dealt with under a separate process by the Special Educational Needs team. All pupils with an Education Health Care Plan naming a Nest nursery will be considered.

12. Complaints about SEND provision

Where parents/carers have concerns about our nursey's SEND provision, they should first raise their concerns informally with the Nest Nurseries Lead. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally. They will be handled in line with the nursery's complaints policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the nursery community
- Comments and feedback from pupils and their parents/carers

13.2 Monitoring the policy

This policy will be reviewed by the Nest Nursery Lead and SENCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report/local offer
- Accessibility plan

- Supporting pupils with medical conditions policy
- Safeguarding / child protection policy
- Complaints policy