



# MARTENSCROFT

## NURSERY SCHOOL & CHILDREN'S CENTRES

### SEND Policy:

(Special Educational Needs & Disability)

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### SEND Named People:



<b>SENDCo:</b>	Kathryn Dunn
<b>Deputy SENDCo:</b>	Jane Rogers
<b>SEND Link Governor:</b>	Christina Macrae



# MARTENSCROFT

## NURSERY SCHOOL & CHILDREN'S CENTRES

### INTRODUCTION

Martenscroft Nursery School and Children's Centre is a Rights Respecting School, based upon the Convention for the Rights of the Child. The rights within this convention include a child's right to education, health, being heard and experiencing a safe and secure childhood. We believe that it is important that all children, families and the school community are aware of these rights and respect them for themselves and for others.

Article 23 of the convention states that a child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Martenscroft 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 Martenscroft all children are entitled to and enjoy a broad, balanced curriculum which is matched to their individual needs, age and stage of development.

#### **Definition of SEND**

The Children and Families Act 2014 states that: A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20). A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or



# MARTENSCROFT

## NURSERY SCHOOL & CHILDREN'S CENTRES

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A pupil under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21). This definition of SEN is the same as the definition of SEN in the Education Act 1996.

### SCHOOL AIMS

This SEND policy details how all staff at Martenscroft will work to ensure that the necessary provision and support is made for any child who has special educational needs, in order that they receive their full educational entitlement and are given equal access to a range of stimulating learning opportunities, across the whole curriculum.

### Strategies:

- Skills and attainment are assessed on entry building on information from parents and/or other settings. Key people supported by the Senior Leadership Team make regular assessments of progress.



# MARTENSCROFT

## NURSERY SCHOOL & CHILDREN'S CENTRES

- The strengths and successes of all children will be recognised and celebrated within the centre, allowing all children to build a positive self-image.
- High quality planning and teaching will ensure that the activities and experiences offered within the nursery are of an inclusive nature providing curriculum access for all and build on the needs and strengths of all the children.
- All staff within the school have collective responsibility for the planning, organisation and provision of appropriate care and education for children with individual and special needs. Staff are expected to show a positive and sensitive attitude to children and families at all times.
- A joint partnership approach is taken to supporting both the child and the family. Partnership with parents and carers plays a key role in enabling children with SEND to achieve their potential. The staff at Martenscroft recognise that parents hold key information, knowledge and experience which will help define their child's needs and the best way of supporting them. It is therefore our aim to value and support parents and carers of children with special educational needs at every stage.
- We also work in partnership with a variety of outside agencies to ensure there is a high quality integrated approach to meeting the needs of all vulnerable learners.
- We work within the framework of the revised Code of Practice for Special Educational Needs, 2014 which sets out the procedures for the early identification of SEND and a set of graduated responses to ensure that the individual needs of children are met.

### Identification of Special Educational Needs:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Monitoring of individual children's



# MARTENSCROFT

## NURSERY SCHOOL & CHILDREN'S CENTRES

progress throughout their time at Martenscroft is integral to the learning process. Children's development is measured against the Early Years Foundation Stage document. If a child's needs cannot be met through quality first teaching and differentiation, careful observations and assessments, that a child appears not to be making appropriate progress for their age, the pupil may be identified as having SEND. Children will follow a staged model of Special Educational Needs.

### The Staged Model of Special Needs

A graduated approach will be taken in developing provision for children with additional needs.

High quality differentiated teaching is the first response. If there are continued areas for development extra support and strategies will be put in place. There will be clearly identified outcomes which are regularly reviewed to ensure support is matched to need. Planning will take into account;

- The provision to be put in place
- A learning plan made up of short-term individual targets set for the child
- The outcome of any action taken
- evaluating the impact and effectiveness of programmes and interventions

If a pupil continues to make less than expected progress it may be decided to provide a pupil with SEND support. Where a pupil is identified as having SEND, effective provision will be put in place using a more targeted approach, more frequent reviews and more specialist expertise to match provision to need, this may include a request for the Early Years SEND Pathway

Where it is decided to provide a pupil with SEND support parents will be notified.

We may involve specialists at any point to advise on early identification and appropriate intervention.



# MARTENSCROFT

## NURSERY SCHOOL & CHILDREN'S CENTRES

### Request for an Education, Health and Care Needs Assessment:

For a few children the school SEND support will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the SENDCo and Learning Support Officer, in consultation with the parents and carers plus any agencies involved, to consider requesting an Education, Health and Care needs assessment. This assessment will indicate if the pupils needs can be met in school or if further support is required resulting in an Education, Health and Care plan. The purpose of a plan is to make provision for the needs of the child to secure the best outcomes across education, health and social care and as they get older prepare them for adulthood.

**Education, Health and Care Plan (EHC):** If the LA decides there is sufficient need for assessment, further evidence will need to be collected by the nursery. The SENDCo in consultation with staff, parents and carers and outside specialists will write a full assessment. The LEA considers whether there is evidence that despite interventions the child has not made expected progress. The decision to proceed with an EHC assessment and the notification to parents of the decision must be made within a maximum of six weeks from receiving the request for assessment. If a decision is made not to proceed there is the right of appeal.

### Leadership and Management:

The Head teacher and Governing Body delegate the day to day implementation of this policy to the SENDCo and deputy SENDCo. They are responsible for reporting regularly to the Head teacher and governor with responsibility for SEND, on the effectiveness of this policy and the achievement and progress of children with SEND.

The head teacher is responsible for monitoring and evaluating the progress of all children and making strategic decisions which will maximise their opportunity to learn.



# MARTENSCROFT

## NURSERY SCHOOL & CHILDREN'S CENTRES

The SENDCo and deputy SENDCo hold responsibility for

- ensuring liaison with parents and other professionals in respect of children with special educational needs.
- advising and supporting practitioners in the setting.
- co-ordinating all provision for children with SEND ensuring appropriate records are kept.
- ensuring that relevant information about individual children with special educational needs is collected, recorded and updated including overseeing the smooth running of transition arrangements.

All staff within Martenscroft have a collective responsibility for ensuring the highest quality of care and education for all children including those with identified special educational needs.

### Confidentiality

All information on each individual child will be kept confidentially within the centre.

### Staff Training and Development

Training is offered both in-house and through other providers to ensure the staff team is qualified and confident in planning and supporting children with a range of special educational needs.

### Admission and Transition

No child will be refused admission to school on the basis of Special Educational Needs. The school works hard to design and support carefully managed transition procedures for children at times of transition. This involves direct liaison with other settings to share appropriate reports. Parents and carers are involved at every stage of the process.

### Complaints

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 or Learning Support Officer. In the case of continuing unresolved complaint the issue should be referred to the Head Teacher and if necessary to the Governing Body following the school's complaints procedure.