



Chestnut Nursery
School

Chestnut Nursery School

SEND Policy to promote the successful inclusion of pupils with special educational needs at Chestnut Nursery School.

At Chestnut Nursery School, we are committed to offering an inclusive curriculum. (See Inclusion Policy)

All children have the right to full access to Early Years education through the foundation stage curriculum.

The specific objectives of our SEND policy are as follows:

- We are committed to early identification of children with special educational needs and adopting clear and open procedures.
- We are committed to working in partnership with parents/carers and ensuring parents/carers are informed and fully involved in decisions.
- To ensure that children express, where possible, their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate.

The named SEND co-ordinator is Katharine Pringle. A member of the governing body, Marina Aschavin, takes a special interest in SEND but the governing body as a whole is responsible for making provision for children with special educational needs.

The governing body adheres to the Local Authority admissions criteria (see Admissions Policy) and will not discriminate against children with special education needs or disabilities – no one is excluded. Parents or carers seeking the admission of a child with special educational needs or disabilities are advised to contact us as soon as possible so that any appropriate measures can be put in place.

SEND Team

One of our Team has responsibility for Speech & Language, and two are THRIVE trained. Alongside the SENCO, they make up the SEND team.

Identification and Assessment of SEND

The School is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2015. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the child is not making the expected progress, the keyworkers will consult with the SENDCO to decide whether provision would be universal, targeted or specialist. There is no need for children to be registered or identified as having special educational needs unless the school is taking additional or different action.

We are using the Devon Assess/Plan/Do/Review response which are recorded on School plans (IEP) or on Right for Children. This will be written by the SENDCO team, but always in consultation with parents or carers. It may also involve consultation and advice from external agencies.

The IEP will set targets for the child and will detail:

- o The short-term, smart targets set for or by the child
- o The teaching strategies to be used
- o The provision to be put in place
- o When the plan is to be reviewed
- o Success and/or exit criteria

The IEP will be reviewed at least every six months and the outcomes will be recorded. Children will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in the target setting and review process.

If the School has evidence that a child is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Education Health & Care Plans (EHCP)

Education Health & Care Plans are available to children who need more support to meet their needs. An EHCP sets out a child's educational, health and care needs and the extra support required to meet them.

Education Health and Care Plans are reviewed annually, and are recorded on the Local Authority Hub. Planning for this will be started prior to the child starting primary school. The School will signpost parents to the correct support and services.

External Support Services

These play an important part in helping the school identify, assess and make provision for children with SEND:

- The School will refer for external support services- Speech and Language Therapy, Nursery Plus, Educational Psychologist, Communication and Interaction Team, Early Help
- In addition, the School may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- Monthly liaison/planning meetings with the SEND team are held
- Transition and enhanced transition are planned with the local schools including meeting the SENDCO for when children transfer to primary.
- Specialist services contribute to the reviews of children with significant difficulties.
- We will call appropriate "Team Around the Family" meetings when necessary.

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On Behalf of the Governing body
Renewed date: March 2025
Next renewal date: March 2026

Chestnut Nursery School

Procedure for reporting SEND

Initial Identification

Where staff have a concern about a particular child they should:

- o Make observations
- o Talk to parents/carers
- o Discuss their concerns with the SENDCO
- o Observe the child to obtain further information about the nature of the concern
- o SENDCO will then ensure the child receives correct provision - universal, targeted, specialist
- o IEP written by keyworker and SENCO collaboratively
- o IEP reviewed
- o Reports from outside agencies, meetings etc to be given to SENCO to inform IEP's.

Where children come into Nursery with existing needs or a diagnosis:

- o SENCO to ensure relevant support is available
- o SENCO to ensure that all relevant supporting paperwork is obtained and to apply for additional funding if required
- o SENCO to brief keyworker/other staff about the particular needs of the child
- o SENCO to ensure IEP's are kept up to date
- o SENCO/keyworker to attend meetings, conferences as appropriate
- o If they already have an EHCP SENCO through the consultation process, ensure their needs can be met.