



Hart Hill Nursery School

## SEND Policy

Updated Autumn Term 2023

Ratified by Governors on

 12/14/23.

Signed \_\_\_\_\_

To be updated Autumn Term 2024



### **Rationale**

We have a commitment to promoting the social, emotional, intellectual and physical development of each child. All children are entitled to appropriate education, care and resources, both physical and human resources are provided to meet this entitlement.

### **Aims**

- To provide a broad, balanced, comprehensive and differentiated curriculum to meet the needs of each child
- To promote positive attitudes towards all children
- To foster a partnership with parents and carers, keeping them fully informed about their child's progress
- To collaborate with other professionals to provide a multi- professional approach
- To resource professional development for staff to provide relevant up to date expertise

### **Guidelines**

Hart Hill Nursery School will follow the principles of the Special Educational Needs and Disability Code of Practice 0 – 25 years (January 2015).

#### **1.0 Resourced Base Provision**

As part of Luton Borough's policy of Inclusive Education, the school is resourced to provide up to 12 full time equivalent places for pupils with severe and/or complex educational needs. The school does not have funding to support any child on a 1:1 basis.

If at all possible the school will always accept children with special educational needs and will apply to the local authority for additional resourced base funding if needed.

Children with SEND are supported by the whole class team which includes a Class Teacher/Room Lead, TA's/SEN TA's and the SENDCO.

#### **2.0 Additional hours/wrap-around care**

All children must be settled into their education place before extending their time beyond their free entitlement. There is no funding to provide 1:1 support for children in childcare.

#### **3.0 Roles and Responsibilities**

##### **3.1 SENDCO**

The Special Educational Needs and Disabilities Co-ordinator has a responsibility to:

- Ensure the SEND Information Report is updated and, alongside the Head teacher, is fully implemented
- Oversee the day to day operation of this policy
- Co-ordinate the day to day provision for children with SEND
- Hold regular SEND meetings with class teams to discuss progress of children with an identified SEND and new concerns. The SENDCO will discuss internal support available with

- the class team and parents. Referrals will be made (with parental consent) to external agencies for further specialist support if appropriate
- Ensure advice from external professionals is implemented and evidenced through Contracts of Education
  - Update the Special Education Needs and Disability section on the school's website
  - Liaise with parents
  - Provide some training for SEND and/or organise external training
  - Liaise with external agencies, LA support services, health and social services and voluntary bodies
  - Keep the Head Teacher fully informed of all issues related to SEND in the school
  - Ensure that all who are involved with children with SEND are given all relevant information via CPOMS. The information given to those working within school is confidential
  - Support staff with setting targets for Contracts of Education and be present at meetings with parents, where appropriate
  - Organise transition plan arrangements and will oversee the transition arrangements and the exchange of information with the child's new school
  - Lead staff meetings related to SEND with the whole school or class staff team as needed.
  - Gather and collate information in order to request for an Education Health and Care Plan for children where necessary
  - Present the SEND report to Governors termly

### **3.2 Governors**

The Governors' responsibility is to:

- Ensure that a high standard of provision is made for all children
- Appoint a "responsible person" from the Governing Body to monitor the provision of SEND
- Ensure that all children with SEND are fully included in activities where possible
- Undertake at least one visit a year to monitor the provision for SEND across the school

### **3.3 Class Teacher/Room Lead**

- To be aware of the procedures for identification, assessment and provision for children with SEND
- To work with the SENDCO to identify children who are 'significantly not on track' and/or have an identified special educational need and/or disability to ensure they are receiving a differentiated curriculum that meets their individual needs
- Build constructive relationships with parents
- To ensure that targets are set (in the child's Contract of Education) and addressed using advice from all professionals involved with the child alongside the SENDCO and parents
- To fully support the SEND TA and staff team in their work to support children with additional needs
- To complete reports to support EHC applications where necessary

### **3.4 Head Teacher**

It is the Head teacher's responsibility to support the management of the day to day provision for special educational needs.

- Keeping the Governing Body well informed about SEND within the school
- Work closely with the SENDCO to ensure the smooth running of the SEND provision
- Ensure the school has clear strategies for working with parents of children with SEND and that these strategies encourage involvement in their child's education

### **3.5 SEND TA**

Under the direction of the SENDCO and the class teacher fully support the development of the children with additional needs by

- To ensure that Contract of Education targets are set and addressed using advice from all professionals involved with the child alongside the SENDCO and Class Teacher
- Lead intervention groups across the school
- Advise and work alongside class teams to ensure children's individual needs are met
- Contribute to planning for the whole class and individual children's targets
- Contribute to the SEND planning through Sensory stories each half term

### **4.0 Admission Arrangements**

- Twelve full time equivalent (FTE) Resourced Base places are reserved for children who are allocated a place through the Resourced Panel.
- No child will be refused admission to the school on the grounds of disability, unless this is deemed a necessary action due to the number of resourced based children. Every effort is made to accommodate children's particular needs in conjunction with advice from the appropriate outside agencies.
- Where a space is not available, SEND stay and play run by the SENDCO and family workers will be offered in order to support the family with referrals and modelling interventions to support them at home while they are waiting for a space.
- On admission, the Head Teacher and SENDCO will allocate the child to a class- this may change when the child's needs have been assessed to ensure their needs are being met in the best environment for the child.
- In exceptional circumstances, it may be necessary to delay or restrict admission until suitable support, care plans or resources are secured.
- Prior to starting at Hart Hill, children with resourced places will be offered a home visit, with the class teacher, SENDCO and/or Family Worker.
- The school along with Parents/Carers and the Local Authority will ensure that each child attends a provision most suited to a child's needs

### **5.0 Accessibility**

- The school has an accessibility plan
- The school will ask each family about their physical information access requirements and will not discriminate on the grounds of disability or difference

## **6.0 Staffing**

- Our overall ratio key worker staff to children is 1:13 for 3- 4 year olds, and 1:5 for 2 year olds, although where possible this ratio is lower.
- Each Nursery class is led by a graduate teacher or room leader, supported by a class team of keyworkers
- The SENDCO supports the day to day management of the resourced base children and children with an identified SEND throughout the school
- The whole staff team supports the work of inclusion throughout the school.
- Staff are encouraged to visit other schools and have the opportunity to attend training courses which include identification of SEND and supporting children with individual needs.

## **7.0 Identification, assessment and record keeping**

- Children's progress across the whole curriculum is monitored continually. If a concern for a child's development has been raised the SENDCO is informed. The SENDCO will discuss internal support available with the class team and parents. Referrals will be made (with parental consent) to external agencies for further specialist support if necessary.
- Targets will be set on the child's Contract of Education and reviewed at least termly. If the child has been seen by an external agency, their advice will be included in the targets.
- If a child attending family worker run stay and play sessions appears to have additional needs, we will work sensitively and tactfully with the parents to support the needs of that child. We will help parents to access appropriate support from other agencies as well as accessing provisions available at Hart Hill.

### **7.1 Contracts of Education**

- All Contracts of Education will be drawn up as part of a collaborative process with parents
- Each child's key worker is responsible for writing targets on the Contract of Education, with the support of their class teacher and SENDCO if needed
- Advice, information and support will be taken from outside agencies and included in Contracts of Education
- The class teacher/room lead has overall responsibility for recording the teaching and learning specified in the Contract of Education
- The class teacher/room lead is responsible for ensuring the Contracts of Education are reviewed at least half termly

### **8.0 Allocation of Resources:**

- The budget for SEND provides a SENDCO and two additional Nursery staff.
- DAF funding is used to fund additional resources/experiences for the children who are eligible.
- The Local Authority may provide specialist equipment for some children which the child takes on transferring to their next setting.
- Training for SEND is funded from the budget allocation for CPD training.

## **9.0 Comments and concerns about special educational provision within the school**

- The school has adopted Luton Borough Council's complaints procedure, complaints about SEND should follow that process.
- Ofsted provide a parent mail section on their website for comments and complaints [ofsted@gov.uk](mailto:ofsted@gov.uk)

## **10.0 Partnership with parents**

We acknowledge that parents/carers are the most important people in their children's lives. We work hard to establish good relationships with families and carers, so they feel valued and confident working with us. These relationships enable us to support parents with the process of identification, assessment and provision for SEND.

Hart Hill also employ two Family Workers who are here to support parents in a range of ways, including filling out forms, parenting advise and signposting to external agencies.

## **11.0 Transition arrangements**

Home visits are completed for every child before attending Hart Hill. If a child already attends a nursery, we may visit the child at their current setting, with the permission of parents. If a child is known to any external agencies, they may be contacted prior to the child starting at nursery, or afterwards, and reports will be shared, with the permission of parents.

When children transition from Hart Hill to another school, a transition meeting will take place between the receiving school, parents, the class teacher and SENDCO. Other professionals may be invited if appropriate. At the meeting the child's targets, progress and things that important and are working for them will be shared. The receiving school may be invited to Hart Hill to observe the child and/or interventions that the child attends. Paperwork will be transferred between settings when the child moves on.