

Special Educational Needs and Disability Policy

**King's Lynn
Nursery School**

January 2024

At King's Lynn Nursery School we provide a welcoming, stimulating and immersive environment with lots of opportunity and provision to support your child's learning. We provide a balanced curriculum where every child is valued and listened to. We create learning that is fun, challenging and supported.

Our curriculum is inclusive to ensure we meet the needs of all our children. This includes all children with SEND (Special Educational Needs & Disabilities), medical needs, ethnic groups including travellers and other diverse cultural groups; LAC (Looked After Children); G&T (Gifted & Talented Children) and those with social and emotional needs.

Nursery staff and governors recognise the importance of early identification and providing appropriate provision to meet the needs of the individual child. All staff work with the children who have Special Educational Needs.

If you would like information about your child's progress please speak to your child's Key Worker as they will know your child best. You can also speak to the class teacher or EYFS SENCo (Special Educational Needs Coordinator) Maryanne Chapman.

There are four areas of SEN:

- Communication and Interaction
- Cognition & Learning
- Social, emotional and mental health
- Physical & sensory

We work closely with parents who have children with any additional needs. This means we work together to ensure the child is being provided with the best possible support. Parents are invited to attend planning meetings and reviews. This means the nursery are aware of the child's and the parent's needs, views and aspirations.

About the Nursery School

The nursery school provides flexible provision for children aged 2-4 years. We open at 8:30am and close at 3:30pm. The parents can allow their child to stay for a packed lunch as part of the session or pay for the additional hour. Additional sessions can be booked and paid for.

The one storey building provides easy access to all activities. The Butterfly classroom (3&4 year room) have a toilet block off the main corridor. It also has

a disabled toilet which incorporates a changing table and shower. The outdoor area provides a variety of activities for children to develop physical skills.

The Caterpillar classroom (2&3 year room) have their own designated toilet and changing area. They have an outside area with smaller equipment to help physical development.

Staffing

Staff understand that everyone is responsible for children with special educational needs. They realise the importance of children having the ability to interact with a variety of adults.

The Butterfly Class has children age three and four. They have one qualified teacher and at least four qualified nursery practitioners caring for them.

The Caterpillar Class has children age two and three. There are three qualified nursery practitioners caring for them.

The nursery's EYFS SENCo works closely with the SENDCo at Highgate Infant School.

The nursery provide staff with ongoing training to support SEN.

Admission

Parents can choose the nursery as the setting they would like their child to attend.

Referrals can be received from outside agencies such as health visitors, social workers, paediatrician and communication therapists - discussion takes place with the settings EYFS SENCo.

Children are admitted with the proviso that a safe, caring and challenging environment will be maintained for all. Each child has a key worker.

Children are also admitted without any known additional needs and are later identified through the graduated approach (assess, plan, do, review).

Support Services

As the child's first educators parents are our initial form of support for the child. You know your child best.

If the child currently attends another setting parents are asked to give consent for the school to make contact with them and the EYFS SENCo or key worker may visit the child in their present setting before attending King's Lynn Nursery School.

Once observations, interventions and discussions with parents have taken place other external support services may become involved.

Equipment

The specific demands of special needs provision are always considered by the parents, staff and outside agencies when allocating resources. Some resources may be brought in from home, others purchased by school and outside agencies may loan equipment to the school.

Partnership with Parents

When children are offered a place in school they are all invited to visit with their parents to meet the staff and children. This also gives them time to familiarise themselves with the building.

Where possible children who have known additional needs are able to meet the key worker who will be working with them. Through talking and playing with the child and talking with the parents the key worker begins to build a relationship with the family. During this time any queries the parents or the key worker may have can be discussed.

Families are encouraged to have a home visit. This creates another opportunity for any worries to be discussed and reassurance for everyone. This visit also begins to strengthen the relationship between home and school.

Other members of the family are always welcome in school. Classroom staff need to meet anyone who will be collecting children from school. This is especially important if the parents are not going to be bringing or collecting their child. We need to ensure the safety of the child. When staff are not going to see the parents regularly ways of 'keeping in touch' are discussed.

Once a child attends King's Lynn Nursery School importance is placed on building strong relationships with the family. Parents are able to speak to staff informally

in the classroom at the beginning and end of each session. Parents can request a formal private meeting at a mutually agreed time.

After the school planning has been completed parents are included in the Individual Support Plan (ISP) and/or Activity plan. These inform parents of the individual targets and strategies set which will be focused on throughout the next term. The parents are asked to add their thoughts and ideas to these plans they are working documents. Parents are given copies of the plans to take home. This encourages continuity between home and school.

Identification and Assessment

Learning journals is used to record activities and events for all children in school as part of the ongoing programme of assessment. Parents complete a form which includes their email address. Parents are given their own password which allows them to view their own child's profile and respond to observations. Parents can also add information about activities their child has taken part in at home. This is a lovely way of developing our home/school partnership.

When staff identify a child with individual needs that require support which is different from and additional to what is normally provided within the setting, they speak to the EYFS SENCo.

The key worker and/or the EYFS SENCo, will discuss the child's needs with the parents asking if they have any additional information that could help. Where external agencies are already involved with the family then the nursery will work with them. With permission from parents the school may begin the process of involving the external agency that is required.

Activity plans or Individual Support Plans (ISP) are written and reviewed termly using targets for the child to achieve.

Outside agencies can be used to support the child and staff once parents have given permission to the EYFS SENCo. We currently use Speech and Language Therapists,

School2School services and the ASD Team. When a child has a medical issue we work with paediatricians, physiotherapists, occupational therapists, diabetic clinics and epilepsy clinics.

When a child has completed cycle 2 of the Individual Support Plan with outside agency support we consider whether to apply for an Educational Health Care Plan (EHCP). This is discussed at the cycle 2 review.

Children that display challenges with their social and emotional development are assessed using our nurture program. A consent form is in our selection of forms that are filled in before your child starts nursery. Some children may require additional support in this area of development and require an individual plan. The EYFS SENCo or Key Worker will discuss this with you.

Review Procedures

Individual Support Plans are reviewed in school at least once a term with the EYFS SENCo, the key worker and the parents.

Reviews of children with Educational Health Care Plans (EHCP) take place once every twelve months. Parents and all professionals who have worked with the child will be invited. Everyone who is invited to attend the meeting is asked to submit an up to date report so that a clear picture of the child's progress may be recorded.

The review should address various issues as set out in the Special Needs Code of Practice and the SEN Toolkit.

Nurture assessments are carried out once a term.

Mainstream Schools

The EYFS SENCo will gain permission from parents to contact the receiving school. The child's needs are discussed and the transition process begins.

Children visit the school they are going to attend before they transfer. The future teacher also visits our school to see them in their present setting. Children may also be invited to special events at their new school.

When it is thought to be beneficial for children with identified special educational needs they may make several visits to their new school with their key worker. This allows a gradual transition and helps the child and the family begin to develop their relationship with the new school. Nursery staff remain supportive towards the family and support the new school so the transition is as successful as possible.

Progress

All children are entitled to an education that enables them to:

- *Achieve the best possible educational and other outcomes, and*
- *Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.*

Special Educational Needs - Code of Practice p.79

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Monitoring of SEN Provision

The monitoring of special educational needs is included in each area and feature in reports given to the governing body.

The Head Teacher, EYFS SENDCo, and the class teachers meet each half term to discuss the needs of identified children.

The EYFS SENDCo and the Partnership SENDCo meet regularly to liaise and discuss individual children's needs. They also discuss what staff training is required to meet these needs.

Policy signed by Chair of Governors:

Signed ...David Marien Chair of Governors.....

Dated25 April 2024

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