



The Shotover Nursery Schools Federation

Special Educational Needs and Disability (SEND) Policy

Date for Review : January 2028

Chair of governors: *Paul Hayday*

Headteacher : *N Wilson*

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Please refer to other school policies (i.e. Behaviour Policy, Equal Opportunities Policy, Disability Equality Scheme, Complaints Policy, Access Policy and Personal Care Policy) which are relevant to the Special Education Needs Policy.

Aims and Objectives:

Our Special Educational Needs and Disabilities aims and objectives within this policy include:

- How we provide a secure and accessible learning environment in which every child feels safe and equally included
- Ensuring that our schools fully complies with national legislation and guidance regarding children with SEND.
- A strong commitment to early intervention and prevention to tackle, diminish or avert potential barriers to success
- Actively including all families and valuing the essential and positive contribution they make to our community.
- Our commitment to creating a curriculum that encourages the development of confidence, self esteem, empathy and reflection for all children.
- The roles and responsibilities of the staff teams with responsibility for supporting all children with SEND.

School Arrangements and Childcare Arrangements

Special Educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority (LA), other than special schools in the area. This is special educational provision under Section 21 of the Children and Families Act 2014.

Inclusive practice takes account of differences amongst our children and recognises that some children will require additional support during their education.

Our Values:

At the Shotover Nursery Schools Federation, we offer a holistic approach to Inclusion with the child at its centre.

- We create a welcoming, stimulating and adaptable environment that caters to all learning styles and interests.
- We endeavour to always nurture the child as a unique learner, with their knowledge and skills encouraged and celebrated.
- We believe that everyone in our community is an individual with their own strengths, interests and skills, to build upon.
- We show respectfulness to everyone, valuing our differences and uniqueness. Each child's voice is listened to and valued.
- We recognise that we all learn different things from each other and our lives are enriched because of this.
- Everyone in our community has the right to an equitable and fair learning environment.
- Ensuring every child's wellbeing needs are met so that they are in 'the right place' emotionally to learn.
- To foster independence and positive relationships.
- To be a fully inclusive setting for young children where diversity is celebrated
- Ensuring that children and their families feel valued and are made welcome

- To ensure that all children with special educational needs and disabilities should have their needs quickly and thoroughly identified and assessed
- We make provision for children's individual special educational needs and disabilities, whether physical, cognitive or emotional/behavioural, in developmentally appropriate ways
- To provide appropriate adult support for children with special educational needs and disabilities to enable them to make the most of all aspects of the Early Years Foundation Stage (EYFS)

Legislation and Guidance:

The Shotover Nursery Schools Federation adheres to the Special Educational Needs and Disabilities Code of Practice:

Special Educational Needs and Disability Code of Practice: 0-25 (2014 (updated 2015))

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

The Early Years Foundation Stage:

(Early Years Foundation Stage) covers the education and care of all children, including children with special educational needs and disabilities (SEND).

The EYFS states: All children deserve high quality early education and care (1.19) and highlights that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems.

The Children and Families Act (2014)

Part 3 of The Children and Families Act (2014) provides the legal framework for many of the systems and processes for supporting children and young people with SEND. It is available here:

<http://www.legislation.gov.uk/ukpga/2014/6/contents>

This legislation provides the legal framework for a range of regulations and guidance, in particular the **Special Educational Needs Regulations (2014)** and Code of Practice (2014 and updated 2015). It also links closely with the **Equality Act (2010)**. The Act sets out duties on local authorities, education settings and other partners.

The SEND Regulations (2014) This document outlines the regulations that underpin the Children and Families Act 2014. They support the law contained in The Children's and Families Act.

Working Together To Safeguard Children (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

All practitioners see, notice and observe the child; listening to what they say; take their views seriously; and work with them and their families collaboratively when deciding how to support their needs.

- Special provision is in place to support interactions with children who have communication difficulties.

- Practitioners are alert to the potential need for early help for a child who is disabled and has specific additional needs or who has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- The early help strengths and needs form can be used to identify if there are other factors impacting on the child or young person's development that may need support. Strengths & Needs and Early Help Tools - Oxfordshire Safeguarding Children Board (oscb.org.uk)

Supporting Pupils at School with Medical Conditions (2017)

The Shotover Nursery Schools Federation follows this guidance by:

- Having a named person as the link for medical needs (the Headteacher)
- Supporting children with medical conditions so that they have full access to education, including school trips and physical education
- Ensuring that arrangements are in place in schools to support pupils at school with medical conditions
- Consulting health and social care professionals and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported.

<https://www.gov.uk/government/publications/supportingpupils-at-school-with-medical-conditions--3>

Definition of Special Educational Needs and Disability (SEND)

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from accessing facilities of a kind generally provided for others of the same age in mainstream schools.

SEND Code of Practice 2015 states “The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty.”

The 4 Areas of Need.

The Shotover Nursery Schools Federation provides for children with a wide range of special educational needs including those with:

- **Communication and interaction needs;** this includes children who have speech language and communication difficulties including autistic spectrum condition
- **Cognition and Learning needs;** this includes children who have learning difficulties and specific learning difficulties in areas such as literacy and numeracy.
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 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- **Social, Emotional and Mental Health needs;** this includes children who may have difficulties relating to their emotional development, anxiety or attachment.
- **Sensory and/or Physical needs;** this includes children who have visual or hearing needs, multi-sensory impairment or a physical disability that affects their learning

These areas give an overview of the range of needs we plan for, however, the profile for every child will be different and individual children or young people can have needs across all these areas and their needs may change over time.

Roles and responsibilities

Mrs Louise Russell is the designated Special Educational Needs and Disability Coordinator (SENCo) at Headington Quarry and Mrs Natalie Wilson at Wheatley Nursery School and they are responsible for:

- Overseeing the day to day operation of the nursery school's SEND policy
- The SENCo will lead by example by modelling the commitment to include all children and young people in all areas of the curriculum.
- Co-ordinating provision for children with special educational needs
- Ensuring that from the earliest point parents of children with special educational needs are involved, informed and are part of the decision making process
- Liaising with other staff members advising on a graduated approach to providing SEND support
- Co ordinating staff members working with children and families to provide the most appropriate support. There are also individual staff that offer specific support who form part of our Inclusion team.
- Helping to identify children with special educational needs, assessing and planning for progress
- Maintaining the school's SEND Register and Pathway of Targeted and Specialist Teaching and Learning.
- Acting as the designated teacher for 'Children We Care For' with SEND
- Liaising with other early years providers, educational psychologist, health and care professionals and voluntary bodies
- Ensuring that transitions to other nurseries or on-going schools are smooth and effective and that parents are involved at every step
- Supporting professional development of other staff in regards to SEND knowledge
- Keeping up to date with SEND related research and policy, updating parents and colleagues and informing policy and practice.
- Working with the SEND Governor to ensure the nursery's SEND and Inclusion policies are adhered to.

The Role of the Headteacher:

- To ensure that SEND provision at a strategic level is monitored and evaluated routinely, within the school's overall quality assurance framework. This will focus on the impact of SEND.

The head teacher informs the governing body of:

- The level of SEND
- Provision being made for pupils with SEND

- New developments in policy and practice
- Ensures that parents and carers are regularly engaged in discussions about the progression of their child (at least three times per year)

The Role of the Governing Body:

- The governing body, together with the head teacher, have a legal responsibility for determining the policy and provision for children with special educational needs and disabilities, and for doing their best to ensure that the necessary provision is made for any child with special education needs and disabilities.
- The governing body's annual report will include information on: the success of the SEND policy; significant changes in policy; how resources have been allocated during the year.

Our governor with responsibility for SEND is: Samantha Skidmore
The SEND Governor is responsible for:

- Monitoring SEND provision on behalf of the governing body,

The Role of the Keyperson:

- The role of the Key Person is to work with and know and value each child and family particularly well.
- It is the responsibility of each child's Key Person to provide for the children in his/her care who have special educational needs and disabilities, and to be aware that these needs may be present in many aspects of the nursery session.
- To work in liaison with parents on early identification in a timely manner in consultation with the SENCo, after an appropriate period of assessment.
- Teaching Assistants (TAs) work as part of the team with the SENCo and staff, supporting children's individual needs. They play an important role in implementing targets and monitoring progress and contribute to review meetings.

How do we identify and support children and young people with SEND?

- High quality teaching that is adapted to meet the needs of individual learners is the first step to responding to pupils who have or may have SEND. The graduated approach helps to ensure that the needs of learners with SEND have their needs assessed early and personalised support is put in place.
- Children's development and progress is assessed continuously throughout the year, through observations, effective quality interactions, discussions and reflection.
- Staff knowledge, in understanding how children learn and stages of development support the early identification of SEND.
- In depth observations of children during child initiated activities, adult initiated activities and adult directed activities.
- We reflect on the impact of strategies and support already in place as part of high-quality inclusive teaching and learning, to consider what else might be beneficial by asking 'how do I need to change my teaching or my approach, how might I change the provision or environment/ resources?', rather than describing how the child or young person needs to change.
- We adopt The Oxfordshire Ordinarily Available Provision. This Guidance focuses on the provision that early years settings and mainstream schools need to make for children and young people with special educational needs and/or disabilities in Oxfordshire to support inclusive practice.

<https://schools.oxfordshire.gov.uk/sites/default/files/2024-10/OrdinarilyAvailableSENDProvision.pdf>

- We use documents such as, the SEND Indicators Tool, Oxfordshire’s ordinarily available SEND provision, information on the SEND framework and the guidance and procedures pages to inform identification and planning of suitable provision and support for children and young people.

Oxfordshire County Council’s guidance ‘Identifying and supporting Special Educational Needs in Oxfordshire schools and settings’.

The guidance sets out:

- How we identify if a child has a special educational need
- How we assess children and plan for their special educational needs, and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child’s needs
- How we review progress and agree outcomes and involve you and your child in this

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

SEND Code of Practice 2015 states “The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty.”

SEND support is based on a cycle of action that can be revisited with increasing detail, increasing frequency and increased involvement of parents.

The cycle of action has four stages: **assessing; planning; doing and reviewing** the provision, as outlined in the SEND Code of Practice, 2014.

SEND Code of Practice 2015: There should be 4 stages of action; “**assess, plan, do and review.**”

The Shotover Federation Nursery Schools implement these stages of action and the Graduated approach to identifying and supporting areas of SEND. Targeted provision is specific to individual children and provides additional interventions for children who need support in particular areas of learning.

We take advice, and signpost parents/carers to Local Offer support services and the Oxfordshire Early Years SEND Framework:

<https://www.oxfordshire.gov.uk/residents/children-education-andfamilies/education-and-learning/special-educational-needs-and-disability-local-offer>

Referrals to the early years SEND team, integrated therapy team (physiotherapy, occupational therapy, speech and language therapy) and SENSS physical disability team is via the single point of request for involvement (SPORFI) with parental consent.

Help from support services | Oxfordshire County Council

Specialist support:

Specialist support is individualised provision for a small number of children where it is necessary to provide highly tailored intervention to enable children to achieve their potential and thrive. This may include specialist interventions, a higher level of staffing, and working alongside multi agencies with parents.

Where there is a need for more specialist expertise to identify the child's needs and to determine the most effective approach, services such as educational psychology, specialist teachers or health may be approached in partnership with parents.

Education, Health Care Plans:

At the Shotover Nursery Schools Federation we work closely in partnership with parents alongside multi agencies, such as; Speech and Language therapists, Early Years SEND Advisory Team, SENSS team, Disability Advisory Team, Educational Psychologists, Occupational Therapists.

In some circumstances an Educational Health Care Needs Assessment may be requested to ensure a child is fully supported to make progress at their own pace, bringing all advice from multi agencies together

The EHCP, once finalised, is a legal document and the contents of the plan are legally binding. The Plan describes a child's special educational, health and care needs. The document outlines the provision to meet those needs and how it will support the child to achieve their desired outcomes.

The EHCP must be reviewed every 6 months for children in the Early Years to ensure that the provision specified is up-to-date and relevant to the child or young person's needs.

The SEND Code of Practice is clear that the EHCP should be reviewed at least every twelve months (see Chapter 9 of the SEND Code of Practice (DfE and DoH, 2015) but it can be reviewed more regularly than this if required. The child or young person should be at the heart of the review and you must ensure that the review is carried out in partnership with the parents/carers. The idea of the review meeting itself is to bring together everyone who is working to support the individual named in the plan. There is a discussion of how well the child is doing towards attaining the outcomes set at the last review. There is also a consideration of the new outcomes that should be set in order to enable the child to reach the outcomes outlined in their plan.

How we work in partnership with parents.

- We view parents as the experts regarding their own child and by working in true partnership with parents, recognising and respecting their knowledge and understanding, we will be best placed to fully meet the needs of individual children.
- Parents/carers are always informed of any special educational provision being implemented to meet their child or young person's needs. Parents are actively involved and informed throughout the whole process of planning to meet the individual child's needs.
- We will always contact parents if we have a concern that a child may have a special educational need, or would benefit from extra support to aid their development in a specific area.
- The child's key person will meet with parents/carers to share and discuss observations from both home and nursery to gain an insight into any concerns parents might also have about their child.
- Each child will have an individualised plan that celebrates all that they can do and what they are learning to do. It has the child at the centre, focusing on their interests and strengths. This profile is written in partnership with parents and ensures that the child's voice is at the heart of all outcomes and plans. The profile works alongside the Graduated Response and ensures high expectations for every child to thrive.
- We recognise the importance of having the opportunity to discuss how your child is progressing, therefore should you ever need to discuss anything, please do see your child's key person and/or the SENDCo.

- Outcomes review meetings are held each term and led by the Keyperson and SENDCo. They provide an opportunity for parents to share their concerns and, together with the child (as appropriate to their age/stage of development) ensure aspirations, next steps and strategies to support learning and development for the child.

Information about the parent support service 'Special Education Needs and Disability Information and Advice Support Service' (SENDIASS) is available from the office or SENDCo. <https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer>

Voice of the child

The SEND Code of Practice reflects the UN Convention on the rights of the child: 'All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity'.

Children's views are sought and taken into consideration in discussions about their learning and development. This is achieved in a variety of ways, for example, when a child cannot contribute his or her thoughts and feelings verbally we observe their interests, their likes and dislikes. This may be written or recorded with photographs which can be used for making choices and indicating preferences.

- All Practitioners notice and respond to all children's communication.
- Providing a nurturing and enabling environment that all children can access alongside their peers that support interests and fascinations.
- Ensuring a positive transitional settling experience.
- Adopting the Keyperson approach to develop secure and trusting relationships with familiar adults.
- Ensuring that all partners in learning have the skills and knowledge to implement experiences that help children to work toward outcomes at their own pace.
- Quality interactions that include shared attention experiences.
- Observations within these quality interactions to inform next steps and future planning.
- Creating an individual profile that is celebratory, showing a child's progress, how we can support further learning and sharing information with all partners in learning.
- Assessments clearly show the child's development in all areas, with an emphasis on well being and involvement.

Adapting the curriculum

We follow the Early Years Foundation Stage Curriculum which supports that each child is unique and develops at their own rate. To efficiently support any child who may have additional needs we ensure the provision is accessible by all, adapt the way in which we facilitate the play taking place, and if appropriate, plan short group/individual sessions to support certain aspects of development.

Shotover Nursery Schools Federation has a curriculum which reflects the context of our setting. It takes into consideration the unique development stages of each child and how we celebrate every style of learning. We ensure an emphasis on the well being of all children to support their involvement and to plan from each child's interests and fascinations.

We understand the importance and relevance of schematic play for the very youngest children and how this is observed and planned for children to develop and progress through their next steps.

Children that we may be supporting with more targeted or specialist support will have a celebratory profile that demonstrates specific learning approaches that are tailored to their individual development stage and outcomes.

Staff development

Shotover Nursery Schools Federation is committed to further developing knowledge and expertise in the area of Special Needs education.

All staff have attended training provided by Oxfordshire County Council to support understanding of a variety of special educational needs including autism and speech and language development.

As Nursery Schools we have access to the Oxfordshire Education Training Services which are delivered by the Oxfordshire Early Years SEND Team.

Staff are mentored and supported by the SENDCo to provide inclusive and high quality teaching and learning for all children.

We ensure and remain relevant within our provision by sharing local and national updates for SEND with the staff team.

Strategies, range of needs and consistency of approach amongst staff are discussed during staff meetings and INSET days to ensure the best support is being given to the children in our care.

Links with other agencies

We work closely and follow the expertise of a range of support services. This takes place following discussion between parents, the key person and Head Teacher or SENDCo. To request assessment and advice a Single Point of Request for Involvement (**SPORFI**) form is completed and requires parental consent. We have access to a range of specialist support services including:

- Educational Psychology
- Oxfordshire School Inclusion Team
- Therapy services, e.g. physiotherapy, Speech and Language Therapy
- Early Years Advisory Teachers

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

We also work with other services and organisations that are already involved with a family, with the family's permission.

How do we know if SEND provision is effective?

- The voice of the child and the family is clearly represented, informing and remaining central to all assessments.
- We consistently observe, notice and respond to every child's individual well being, knowledge, skills, interests and interactions through a range of communication.
- Monitoring of staff practice by the SENDCo and SLT
- Analysis of pupil tracking data for individual children and cohorts of children
- Monitoring of procedures and practice by SEND governor
- Governors' annual report to parents
- School self-evaluation
- The School Development Plan (SDP)
- Monitoring the quality of pupil profiles and review meetings
- Overall analysis and evaluation of inclusive practices

- We use a toolkit of assessments for children that offers a range of possible directions, that progress can be both celebrated and demonstrated. The assessment process offers powerful means of identifying how the child learns best and can be supported in their development and learning.
- Family discussions through regular outcomes reviews, continuous reflection and evaluation.
- Reflecting on our SEND provision using the Oxfordshire SEND Inclusion Audit.

How are children with SEND helped to access activities outside of the classroom?

Our setting is an inclusive environment, and all children are offered the opportunity to participate in activities and experiences outside the usual environment. When necessary extra adults and parents/carers will be invited to support us during the outing.

We talk to parents when planning trips so that everyone is clear about what will happen

Risk Assessments are written with parents to ensure the child is safe throughout the entirety of the activity.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children/young people with SEND?

- We recognise that all behaviour is a form of communication.
- Detailed information regarding this can be found in our Behaviour and Relationships Policy on our website or can be requested from a member of the team.
- Building secure attachment and relationships is important to nurture learning and confidence. The key person system is vital for young children; they need to know there is one special person with whom they can form a secure and trusting relationship in order that they might develop self-confidence, a sense of well-being and the ability to take risks in their learning. The key person will get to know your child's likes, dislikes, fears and interests by spending time with them, being interested in them and discovering their learning style.
- The key person will also hope to work in partnership with parents, learning about the children in their care, listening and being a source of information and support for parents.

When a child is moving on to their next setting Headington Quarry will:

- Recognise that for every child the transition experience is unique to them and provide environments that are ready for children, that meet children's needs and the needs of their family.
- Offer a transition process that is child centred and consistent to provide open communication with families and schools.
- Plan for bespoke and/or enhanced transition arrangements for children with additional support needs
- Discuss individual children with Primary schools and SENDCo's if appropriate. Accompanying children on visits to new schools.

- Use play and stories to talk about change and to acknowledge feelings and worries that may happen.
- Support parents in visiting schools and understanding the choices that are available to them.
- Arrange a meeting with the receiving school to involve parents, other professionals supporting the child/family, Key Person and SENDCo to discuss how a smooth transition might be achieved.
- Arrange extra school visits prior to entry, supported by staff if appropriate.
- Offer receiving school staff the opportunity to visit the child in nursery.
- Provide assessment and achievement records for the receiving setting.

If you would like to discuss SEND provision or have any questions, please contact the SENCos: Louise Russell on 01865 762345 Natalie Wilson 01865 598044

SEND Information Report

The schools publishes a SEND information report on the website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

Complaints Procedures

Shotover Nursery Schools Federation endeavours to adopt a caring and supportive environment for both parents and carers and children. We aim for families to feel confident to discuss any problems with their Key Person as they occur. However, in the event of a complaint not being resolved, complaints from parents and carers or from other professionals should be addressed to the head teacher in the first instance and then, if necessary, to the Chair of Governors. Parents are advised to follow the Oxfordshire LA procedure. There is a separate Complaints Policy which explains these procedures in more detail.

Monitoring and Review

The implementation of this policy will be monitored by the SEND governor. This policy will be updated in line with new initiatives together and reviewed in two years.

