



In March 2021, the Governors and staff reviewed the SEN policy. The SENCO and SEN Governor reviewed the following policy:

Signed:

Chair of Governors

Head Teacher

Special Educational Needs and Inclusion Policy

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We aim to provide every child with access to a broad and balanced education following the Early Years Foundation Stage and the Special Educational Needs Code of Practice. Camborne Nursery believes that parents are their child's first educator and we will ensure that all parents are fully included and consulted, throughout all stages of their child's development.

This policy and SEN information Report accepts the definition of SEN as set out in the Revised Code of Practice (page 15).

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

1. Aims and Objectives

1.1 The Governing Body and teaching staff will do their best to ensure that the

necessary provision is made for any pupil who has special educational needs. When a child has identified special education needs, these will be and ensure that, where the Headteacher or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them, so we can deliver, as a team, the best possible approach to support each child as an individual.

- 1.2 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3 Headteacher, SENCO, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.4 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

2.1 Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (January 2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

2.2

Responsible Persons

The 'responsible persons' for SEN is Carrie Richards, Assistant Headteacher and Jess Bravery, Governor and Angela Devine, Governor.

- 2.3 The person co-ordinating the day to day provision of education for pupils with special educational needs is Carrie Richards (SENCO) assisted by all class teachers and teaching assistants.

3. Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such Camborne Nursery School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Education Health and Care Plans and those others without.

The Nursery School's admissions criteria, allow any child to access a place within the Nursery and a wide range of special needs are catered for within the inclusive approach to early year's education.

The school site also offers accommodation for the Audiology Service which supports partnership work to supporting any child with hearing loss.

4 Access to the Curriculum

- 4.1 The Early Years Foundation Stage Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

5. **Providing a graduated response**

The school offers a differentiated curriculum. When a pupil fails to make limited progress and shows signs of difficulty in some of the following areas :

- 'Communication and interaction',
- 'Cognition and Learning'
- 'Social, emotional and mental health difficulties.'
- 'Sensory and /or physical needs'

the school will liaise with the parents, seeking to place the pupil at 'SEN Support' if appropriate and offer further support that is additional to and different from the differentiated curriculum offered through universal teaching. (See provision map appendix 1)

This may include:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for Individual/small group work
- Home/school resource materials

Parents will be informed and pupils will be involved in decisions taken at this stage, very much working together.

This stage follows guidance stipulated in the Code of practice (January 2015)

Plan , Do , Review

Plan appropriate support and interventions to help the child achieve agreed targets

Do

The class teacher with support from the SENCO should work with the child.

Review

The class teacher and Senco together with parents review the child's progress and the impact of interventions.

If a pupil does not make progress despite the school taking the action outlined on the provision map, advice will be sought from the appropriate support services. Interventions will be amended accordingly.

Multi-agency working practice will be assured with full parental involvement throughout this stage and a Team Around the Child Meeting will be offered to support everyone to share information effectively, as external professional become involved.

6. Identification and Assessment – a graduated response

- 6.1 If progress is limited, or the child remains at a significant level which is lower than their age expected levels despite "SEN Support", the child may be assessed for an Education Health and Care plan.
- 6.2 Identification of special educational needs will be undertaken by all staff through the SENCo and the appropriate records and LA forms will be completed and maintained. Records will be developed through a process of continuous play-based, best fit assessment/ review by the class teacher. The Early Years Foundation stage will be used to measure expected areas of achievement and progress. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. The Senco will then refer to specialists, for example, SALT for further assessment once parental consent has been given.
- 6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Additionally, the progress of children with an Education Health and Care Plan will be reviewed every six months, or annually in exceptional circumstances as required by legislation.
- 6.4 Detailed records will be kept of the pupils receiving extra teaching support. These will include those of any group or individual work.

7. Liaison

Parents will always be informed when an external agency becomes involved with their child. (See also 11)

- 7.1 Regular liaison is maintained with the following external agencies for pupils identified as having a need and pupils with Education Health and Care Plans (as applicable)

SEN Support Services, including case work officers
Early Help Hub
Psychological Services
Social Services
Audiology Service
Service for the Visually Impaired
Health Service
Speech and Language Service
Portage
Early years Service
Child In Care Worker

Parent Partnership Service
Occupational Therapist

- 7.2 The school has links to local primary schools and liaison is maintained particularly with regard to transition issues.

8 Arrangements for the Treatment of Complaints:

The procedure for managing complaints is:

- Contact class teacher or SENCO in the first instance. Most complaints can be rectified at this stage.
- If unresolved contact Headteacher or SEN Governor, a response will be made within 10 working days outlining ways forward.
- Complaint forms are available from the school receptionist if required.

The school follows the County's Complaints Policy; a copy is available in school.

9 Staff Development

- 9.1 In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the staff and will be incorporated into the school development plan.

10. Working with Parents

- 10.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 10.2 Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service.

- 10.3. Parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings at all stages

11. Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets. Steps will be taken to involve pupils in decisions which are taken regarding their education.

13. Evaluating Success

- 13.1. This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets and children's individual progress recorded at Education, Health and Care plan reviews.

Provision Map

	Wave 1 (Teach First)	Wave 2	Wave 3	Pupils
Cognition and learning	-Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language -Visual timetables -Access to ICT -In class support from adult -Letters and Sounds differentiated -Child initiated learning -Enabling environment -Independent access to resources -Structured school and class routines	-In class support from adult focus on area of need -Small group work 1:1 support from adult -IEP's (individual education plans- Termly or more frequent time to talk with parent teacher and SENCO -Training for all staff to support individual needs	-Collaborative working with professionals - ed psych/salt/ ot/ social worker/ audiology/ local SENCO/ autism worker/local child development centre/ Kernow special school/ -Individual support with IEP -Shared provision with CDC -Special training for staff to support individual needs -Termly review meetings with parent/ teacher and SENCO - ICT programmes specific to need 1:1	
Communication and interaction	-Soundfield system -Learning language and loving it conversations -Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language -Increased visual aids / modelling etc -Visual timetables -Structured school and class routines -Movement Play -Non directive play from adult.	-Targeted Movement Play 1:1 support from adult -playdates -IEP's (individual education plans -Small group work -Sensory equipment and play -Termly or more frequent time to talk with parent teacher and SENCO -Language tools e.g. I-pads or PECs (picture	1:1 Sensory room 1:1 Speech therapy 1:1 Movement Play -Home School Folder -Collaborative working with professionals - ed psych/salt/ ot/ social worker/ audiology/ local SENCO/ autism worker/local child development centre/ Kernow special school/ -Individual	

		exchange system) -Training for all staff to support individual needs Use of traffic lights to prepare for transitions -Use	support with IEP -Shared provision with CDC -Special training for staff to support individual needs -Termly review meetings with parent/ teacher and SENCO ICT programmes specific to need 1:1	
Social emotional and mental health difficulties	-use of emotions cards in home base time. Use of visual timetable to prepare for transtions -sharing books and storysacks as a stimulus for discussions about emotions -Flexible teaching arrangements -Whole school behaviour policy -Whole school rules -Use of simple reduced language -Circle Time / parachute games/ group games -Movement Play	-1:1 support at certain times of the day eg transition -small group playdates - use of traffic lights to prepare for transitions -use of outdoor play and sensory room to provide a space to be.	-1:1 Sensory room -1:1 Speech therapy -1:1 Movement Play -Home School Folder -Collaborative working with professionals - ed psych/salt/ ot/ social worker/ audiology/ local SENCO/ autism worker/local child development centre/ Kernow special school/ -Individual support with IEP -Shared provision with CDC -Special training for staff to support individual needs -Termly review meetings with parent/ teacher and SENCO ICT programmes specific to need 1:1	
Sensory and /or physical	-Differentiated curriculum planning,	-Tac Pac -Sensory	-1:1 Sensory room -1:1 Speech	

needs	activities, delivery and outcome e.g. simplified language First hand experiences. -Visual timetables -Access to ICT -In class support from adult -Letters and Sounds differentiated -Child initiated learning -Enabling environment -Independent access to resources -Structured school and class routines -Movement play -light table and sensory area - heuristic play eg treasure baskets	Movement play -1:1 adult support for transition and physical support during snack or self care. IEP and small group work -targeted use of sensory room Termly or more frequent time to talk with parent teacher and SENCO -Language tools e.g. I-pads or PECs (picture exchange system) -Training for all staff to support individual needs	therapy -1:1 Movement Play -Home School Folder -Collaborative working with professionals - ed psych/salt/ ot/ social worker/ audiology/ local SENCO/ autism worker/local child development centre/ Kernow special school/ -Individual support with IEP -Shared provision with CDC -Special training for staff to support individual needs -Termly review meetings with parent/ teacher and SENCO ICT programmes specific to need 1:1	
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