

# Aire Valley Nursery Schools Federation

Reviewed March 2021

Approved by Governors May 2021

## Policy for Special Educational Needs and Disabilities

### **Rationale**

At Aire Valley Nursery Schools Federation we respect and enjoy each child's individuality, providing for differing needs including special educational needs and / or disabilities. We ensure a secure environment and positive experiences are provided to develop a child's confidence and self-esteem. We help children understand their feelings and express them in ways which do not hurt others. We value parents as partners in their children's education. It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

### **Aims – This is what we intend to do**

**At Aire valley nursery schools federation it is our aim:**

- To identify special needs and disabilities at an early stage and for these needs to be met within school in order to ensure that all children make good progress.
- To work with the Local Authority in providing Early Years Enhanced Specialist provision places
- To value and build on parents' knowledge of their children.
- To provide a family friendly environment, establishing positive relationships between child, parents and school.
- To provide all children with an open and accessible introduction to education.
- To offer a wide range of experiences to all children.
- To promote children's confidence and self-esteem to ensure that they are happy, confident and secure.
- To help children understand their own feelings and needs and those of others.
- To develop positive attitudes amongst all staff, children and parents towards children with special needs.

All children and young people are entitled to an education that enables them to make progress so that they achieve their best; become confident individuals; live fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training (Section 6.1 SEND Code of Practice)

## **Objectives – This is how we implement our aims**

This policy aims to fulfil the ambition of Aire Valley Nursery Schools federation which is to enable all children, regardless of their ability, to achieve their potential and to thrive in an enabling environment.

- To ensure effective management of SEND through an identified co-ordinator
- To support early identification of needs through initial entry assessment. Documentation can be found at M:\Policies and Procedures\SEND\SEN\Policy for Special Educational Needs Aire V.docx
- To establish and foster partnerships with parents through the key person system, home visits, parental involvement in initial and ongoing assessment, daily contact, and parents contributions to the record of achievement.
- To help the child and parent feel secure about the transition from home to nursery and welcome the parents presence in the classroom to support their child.
- To make time available on a daily basis for communication between home and school where appropriate (See Staff roles and responsibilities)
- To offer a range of experiences and resources which are accessible to all children and which value and extend their home experiences.
- To regularly place concerns about individual children and special needs on the agenda of staff meetings in which individual children's progress and needs are discussed
- To value and acknowledge a child's achievements.
- To support children's ability to express themselves and respect others.
- To identify and meet the professional development needs of staff in respect of special needs.
- To support parents understanding of nursery education through displays, booklets and discussions which chart their own child's progress through different stages of development.
- To work collaboratively with other professionals/agencies with the aim of working together to effectively support children's needs.

The following support the **implementation** of this policy and ensure we monitor **impact**

1. SEN summary
2. SEN Information report
3. SEN guidelines
4. Individual Support Plans
5. Education Health and Care Plans
6. Annual Reviews

## Appendix 1: Covid-19

### **Home/school contact and Home learning.**

- Children's key persons and the SENCO have been in regular contact with families for children with SEND, including children who have been allocated to us through the Early Years Specialist Provision consultation process. (See next section for more details.)
- This contact has included phone calls, emails and regular Facebook updates.
- Children and families have received updated copies of their ISP's detailing their learning objectives each term. Targets have been taken from discussions with families and any recent paperwork including reports from external professionals and EHCP's.
- Home learning packs have been sent to families which included items to be used during interactive group times with the SENCO and SEN team.
- Coffee mornings have been offered to parents to discuss transition and making choices for Primary School. These were conducted virtually **for families with whom the Setting has had no contact.**
- Where the setting has had no contact with a family on their EYESP register or about whom they have a concern, staff members may make contact with other professionals who are involved with these children.
- This contact may involve phone calls, emails or where deemed necessary joint home visits to ascertain that the child and family are safe. During these visits COVID-19 guidelines will be followed at all times. These must be arranged with the knowledge of the Headteacher.

### **Transition arrangements.**

- During the COVID-19 Pandemic changes have been made to the transition arrangements for all new incoming children.
- For new children with SEND, transition is still able to take place following the updated transition procedure after discussions with parents and undertaking an Individual Risk Assessment for the child.
- For new families of children with SEND setting visits are being reintroduced following COVID-19 guidelines. These must be arranged with the Headteacher or the SENCO.
- Transition arrangements for existing children moving to their Primary School Placements has been conducted via telephone or email consultations.
- The SENCO and class teachers will liaise with teachers in Primary Schools to pass on information about children moving to Reception.

Where it is not possible to transfer information in the usual way, during COVID-19, it may be required that information is passed via secure email. This will be discussed with individual families.