



Plymouth Nursery Schools Federation

SEND Policy

Headteacher



Dated 17/07/2023

Chair of Governors



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Review date- July 2023

To be Reviewed- July 2024

Key Changes:

- Updated link in item 4.
- Updated appendix 1 (July 2023)

Plymouth Nursery Schools Federation
Not protectively marked.

At Plymouth Nursery Schools Federation, we aim to integrate ALL pupils into the academic and social life of the schools and to enable them to work to their full potential at all times. We recognise that some children may experience difficulties, which place limits on their ability to access our curriculum and facilities without extra support. We are committed to ensuring that, where practicable, all children experience equality of opportunity to benefit from a placement at the schools and that, where necessary, they receive appropriate additional support.

The school follows the guidance outlined in the SEND Code of Practice 2015. This Code of Practice sets out four 'broad areas of need':

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Objectives:

Within the Federation we aim to:

- ensure early identification of children who may have special educational needs and disabilities.
- provide a high quality curriculum which is matched to individual need, in order to facilitate access at different levels.
- ensure that children and their family's views are taken into account and that they have access to appropriate support networks.
- work in partnership with parents to support children who have special educational needs and disabilities.
- be aware of, and make full use of all available resources and collaborate with agencies in education, health and social care to support children with special educational needs and disabilities.
- focus on inclusive practices and removing barriers to learning.
- continue to improve the design, layout and contents of the building to ensure appropriate facilities are available to meet a range of different needs.

Guidelines for Implementation

1. The Federation provision for children with SEND is co-ordinated by the Special Educational Needs and Disabilities named Coordinators (SENCO) with an overview by the Headteacher

The named SENCO for the Federation is:
Stephen Martin

The SENCO is responsible for:

- maintaining the school SEND register;
- monitoring the effectiveness of provision for children with SEND through regular observations of interventions;
- liaising with and advising Key Workers, Inclusion Support Workers and other relevant staff;
- liaising with parents of children with SEND;
- liaising with external agencies.

2. The Governing body will appoint a named Governor who will have specific oversight of the schools' arrangements for SEND.

The named Governor is: Laura Henshaw

3. The two schools and day care provisions follow the guidance set out in the Early Years Foundation Stage Statutory Framework with regard to assessing children's progress throughout their time with the Federation (including the statutory assessment between the ages of two and three and where appropriate at the end of the Foundation stage)
4. The school will endeavour to forge close links with all external support services and personnel to support children with special educational needs as outlined in the Local Offer:

www.plymouthonlinedirectory.com/plymouthlocaloffer

5. Once a child has been identified and assessed as having special educational needs, help will be available in the form of a graduated response which may include the implementation of an Individual Educational Plan (IEP). Support may include 'in nursery' Inclusion Support Workers and/ or targeted individual or small group work. Staff will be given support from the SENCO to develop, implement and review these IEPs to ensure that they effectively meet the needs of individuals and/ or groups of children.
6. Where it is deemed that the setting needs additional advice and support the SENCO will follow the local SEND pathway which involves using a Team Around Me (TAM) approach. Where appropriate, multi-agency SEND support plans will be used and implemented at the setting level. If required, an Early Help Assessment Tool (EHAT) assessment will be completed to further assess the child's needs in a broader context.
7. The Federation will make all records about children available to families and they will be consulted at each stage of the child's progress through the SEND pathway.

8. In some cases it will be necessary, following advice from the members of the TAM, to request an Education Health Care (EHC) plan for a child. When this is deemed appropriate the SENCOs will carry out this process in conjunction with other members of the TAM. The SENCO will also be accountable for the implementation of any EHC plan.
9. All children with SEND will receive an enhanced transition when moving to another setting. The exact nature of this transition package will be agreed by the families, the setting and the other members of the TAM.
10. In order to promote a positive self-image for children with special educational needs and disabilities, all staff should:
 - recognise and praise effort and achievement where it is significant for the individual child, even if the results are less than age related expectations;
 - value each child as a person, rather than by educational ability;
 - promote a positive climate of support, in order that the child can risk making mistakes;
 - set work goals at all levels that the child can cope with whilst challenging the child sufficiently, to encourage progress without anxiety;
 - encourage all children to participate fully in the whole range of group and nursery activities.

Conclusion

The goals of education are the same for ALL children, and so the provision for children with special educational needs and disabilities begins with high quality nursery practice. Early identification and targeted support for children who experience difficulties will ensure that each child receives an education best suited to meet their needs and so will help them to achieve their full potential.

More information for families is available in Appendix One.

Adopted by the Governing Body on 17th July 2023:

Signed
Chair of Governors

Review schedule: Annually.

Next review: July 2024.

Appendix One: Information for families:

Plymouth Online Directory (POD)

The Plymouth Online Directory is a website that provides education, childcare, welfare, health and social care information for adults and families living in Plymouth.

This will provide information about the SEND local offer in more detail. Each provider will have a summary page which will include the type of support available to children with SEND.

Definitions:

Assessment Coordinator	Professional who leads the process for EHC
ATAN	Advisory Teacher Additional Needs
CAMHs	Child and Adolescent Mental Health Service
CDC	Child Development Centre
CIT	Communication and Interaction Team
EHC Plan	Education Health and Care Plan
EHAT	Early Help Assessment Tool
EP	Educational Psychologist
EYIO	Early Years Improvement Officer
GP	General Practitioner (Doctor)
Graduated Approach	On-going process of increasing/decreasing support for child
HV	Health Visitor
ISW	Inclusion Support Worker
IEP	Individual Education Plan
Lead Professional	Professional who takes the main lead in the Team Around Me
SALT	Speech and Language Therapist
SSW	Specialist Support Worker (formally Portage)
TAM	Team Around Me

Useful contacts:

Plymouth Early Years Service – 01752 307450

Plymouth Early Help and SEND Advice line: <https://www.plymouth.gov.uk/plymouth-early-help-and-send-advice-line>

Plymouth’s Multi Agency Safeguarding Hub: 01752 668000

Plymouth Information, Advice and Support for SEND (PIAS): 01752 258933
<https://www.plymouthias.org.uk/>

Plymouth Parent Carer Voice: 07954048017 (www.plymouthpcv.co.uk)

Further information can be found at:

SEND Code of Practice:

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

[Early Years Guide to SEND Code of Practice 2 September 2014](http://www.foundationyears.org.uk/eyfs-statutory-framework/)

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Early Years Service Website (www.plymouth.gov.uk/earlyyearsandchildcare)

Plymouth Online Directory (www.plymouthonlinedirectory.com)

Early Years Developmental Journal: www.ncb.org.uk/sites/default/files/uploads/files/NO9%2520-%2520early_years_developmental_journal2013.pdf

Plymouth Graded Approach to Inclusion:

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer/sencoguide/earlyyears/graduatedapproach>