


HARTCLIFFE NURSERY SCHOOL



Policy for Special Educational Needs and Disability (SEND) and Inclusion

Approved by:	Governing Body	Date:
Signed: Chair of Governors		
Signed: Headteacher		
Last reviewed on:	20.02.2024	
Next review due by:	20.02.2025	

Reviewing the Policy

The SEND & Inclusion Policy will be reviewed annually and updated as necessary. Responsibility for reviewing it will be held collectively by the Governor for SEND, the Headteacher and the SENCo.

Rationale: Our Vision and Values

We believe that all children should be equally valued in at Hartcliffe Nursery School. We are committed to inclusion. We strive to develop policies and practices that include all children and their families.

We strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Hartcliffe Nursery School is committed to providing a high-quality care and education for all children. We believe that all children, including those identified as having 'special education needs and/ or disability', have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and to be fully included in all aspects of the Nursery.

Our setting is committed to inclusion. We strive to develop policies and practice that include all children and their families. Our belief is that no child with SEND will be discriminated against. We aim to engender a sense of community and belonging and offer new opportunities to all children and their families, responding in ways that take account of varied lives, experiences and needs. We believe that inclusive education is about equal opportunities for all children and their families whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to sensory or physical impairment, communication or interaction difficulties, developmental or cognitive delay, emotional or social development, medical issues or a combination of these.

They may also relate to factors in their environment, including social factors for example, children looked after by the Local Authority, asylum seekers, refugees, travellers, minority ethnic and faith groups, learners with English as an additional language (EAL), families under stress, missing from education or at risk of disaffection and exclusion.

We recognise that children learn at different rates and that there are many factors affecting achievement including; stage of development, health, emotional wellbeing, age and maturity. We believe that many children, at some time may experience difficulties which affect their learning and we recognise that these may be long or short term.

In accordance with the Equality Act (2010) we aim to identify these needs as they arise and provide a teaching and learning environment that enables every child to achieve their full potential.

Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- ✚ ensure the SEN and Disability Discrimination Acts, Equalities Act and relevant Codes of Practice and guidance are implemented effectively across the nursery.
- ✚ ensure the SEND policy is understood and implemented consistently by all staff
- ✚ ensure equality of opportunity for and to eliminate prejudice and discrimination against children identified with special educational needs and disabilities.
- ✚ ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- ✚ explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- ✚ support and make provision for pupils with special educational needs and disabilities
- ✚ communicate with, and involve, children with SEND and their parents or carers in discussions and decisions about support and provision for the child
- ✚ ensure that children with SEND are perceived positively by all members of the Nursery and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- ✚ Provide children with SEND access to all aspects of school life so they can engage in the activities of the school alongside children who do not have SEND

- ✚ enable children with SEND to become confident learners and fulfil their aspirations
- ✚ continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
- ✚ provide full access to the broad, balanced curriculum that is relevant and adapted as appropriate that demonstrates coherence and progression in learning by room leads/ teachers, key persons, Special Educational Needs Coordinator (SENCo) and enhanced support staff as appropriate.
- ✚ provide specific input, matched to individual needs, in addition to adapted provision, for those children identified as having SEND or additional needs.
- ✚ To plan thorough and appropriate transitions to children's next settings to ensure that children are confident and ready as well as receiving settings being fully prepared to meet individual children's needs from the sta

Working in Partnership with Parents and Carers

We are committed to building mutually respectful relationships with parents and carers, valuing the deep understanding, knowledge and unique perspective that they have of their child.

Working in partnership will ensure that families are involved in their child's care and feel comfortable to express their experience, thoughts and feelings. We are aware that in some cases support maybe needed to do this, for example, an interpreter maybe required.

- Staff and parents/carers will work together to support children identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the key person and SENDCo to meet all parents/carers whose children are being recorded as having Special educational needs and disability.
- At review meetings with parents/carers we focus on the child's strengths and any areas for development are discussed. Where together suggestions as to how parents/carers can help at home are discussed, these are specific and achievable and that all parents/carers leave the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Ideas and materials for supporting learning at home will be discussed with parents and carers and provided on request, for example; visual timetables or alternative access to the setting
- Staff and parents/carers will work together to best support their child's needs as they respond to change, new experiences, routines and relationships, including adjusting the hours and sessions children attend the setting, spending more time with parents and carers in their new room and creating an individualised 'transition' plan.
- Parent/carers will be invited to work alongside their child in the Nursery where this is appropriate.
- Individual learning priorities will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All reviews will be copied and given to parents/carers after the meetings.
- We will be mindful of the number of professionals involved with families, ensuring there is a shared understanding of who is involved with the child and family, what their role is, and what the pathway and process is for supporting families and their children.
- We can encourage Parents to seek additional support through the 'Sendias: Send and You' network or FLORA (Bristol's Local SEND offer)

Legislation, guidance and key principles

This policy complies with and is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The DfE advice for schools (2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Statutory guidance on supporting pupils at school with medical conditions (2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

The key principles being:

Participation: promotion of the participation of parents, children and young people in decision-making about SEND

Outcomes: focused on outcomes and improving progress for children and young people with SEND

Integration: promoting and requiring a joint approach across all agencies:

- education, health and social care to co-operate at a local level to meet children and young people's needs;
- local authorities and health commissioning groups to be required to commission services jointly for children and young people with SEND, and present that publicly as the local offer. This is to help ensure that services are joined up around a common set of outcomes and that parents and young people are clear what support is available locally.

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all children, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering every child the opportunity to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to ensure that children with SEND are included in all aspects of school life.

Definitions

Special educational needs (SEN)

A child has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Children are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for a child's particular area(s) of need, at the relevant time.

The SEND Code of Practice recognises four areas of need:

Need	Category
Communication and interaction	<p>Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have difficulty expressing themselves, or do not understand or use the social rules of communication.</p> <p>Children who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • 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 pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social emotional and mental health difficulties	<p>These needs may reflect a wide range of underlying difficulties or disorders. Children may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.</p>
Sensory and/ or physical/ medical needs	<p>Children with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Children may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These children may need ongoing additional support and equipment to access all the opportunities available to their peers. Physical disability; epilepsy, diabetes, cystic fibrosis. Illnesses that impact on a child attending school</p>

Roles and responsibilities

The SENCO

The SENCO at Hartcliffe Nursery School is Jessie Whalley.

Jessie holds the responsibility for the care, education and support of children with Special Educational Needs and their families. Jessie is a qualified teacher and has achieved the National Award for Special Educational Need

Coordination (NASENCo) and is a member of the school's Senior Leadership Team (SLT). Jessie can be contacted in the following ways:

Hartcliffe Nursery School, Hareclive Road, Bristol, BS13 0JW By Phone: 0117 903 8633

By email: Jessie.whalley@bristol-schools.uk

The SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer

- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND link governor is Rachael Carpenter

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Enhanced Provision Practitioners

In addition to the Teaching and Early Years Practitioners working with the children we also employ a number of Enhanced provision practitioners who assist in either implementing, or supporting Early Years Practitioners and teachers to implement specific interventions for children.

The enhanced provision practitioners are line managed by the Centre's SENCo, teacher and team leaders and receive regular Appraisal and Supervision. The Continuing Professional Development (CPD) needs of this team are accessed in the same way as the rest of the staff body, as mentioned earlier in this policy.

Parents/ carers

Parents/ carers should inform the school if they have any concerns about their child's progress or development.

Parents/ carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Child

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEN information report or Core Offer

The school publishes a SEN information report on its 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.

Our approach to SEND support

Identifying pupils with SEND and assessing their needs

When a child starts at Nursery we meet with the parent/ carer during the home visit to learn about their child and stage of development in the Prime areas of the EYFS. When the child is settling we observe and make an initial assessment using our own assessment system based on the Prime Areas and the Characteristics of Effective Learning. We also use assessments from previous settings where appropriate.

We will also consider any evidence that the child may have a disability and if so, what reasonable adjustments the school may need to make.

The Nursery's system for regularly observing, assessing, recording and planning for the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Our universal assessment and monitoring methods include:

- ✚ Starting Points, Focus Child weeks and Reviews (assessing children's development using our assessment tool which includes Prime Areas of Learning and the Characteristics of Effective Learning).
- ✚ Progress reviews with parents/carers
- ✚ Observations of behavioural, emotional and social development by key person
- ✚ Another setting which has identified or has provided services to that child
- ✚ DfE Progress Check at Age Two

In addition, 'specialist' assessments and monitoring methods may be undertaken or considered to gather information and plan for teaching in specific areas of learning or difficulty.

- Bristol Every Child a Talker (BECAT) language and communication development assessment
- BRISC language and communication development assessment
- Bell Foundation EAL Assessment Framework
- Differentiated Early Years Outcomes (DEYO) Assessment Tool
- Antecedent, Behaviour, Consequences and Communication (ABCC) monitoring format
- An existing Support Plan or statutory Education Health and Care Plan (EHCP)
- Assessments by a specialist service such as Educational Psychology, Speech Therapist, Physio therapist, Portage worker, BAT team identifying additional needs

When teachers identify an area where a child may not be making the expected progress, they will identify the area of need and adapt/ differentiate, high-quality teaching. If progress does not improve, the teacher will make a referral to the SENCO and have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the child's parents or carers, consider consulting an external specialist.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the child starts at nursery, so support can be put in place as early as possible.

The four stages of the Graduated Approach

The SEN code of practice (2014) states that:

'a graduated approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person is experiencing.'

[See Appendix B: flow diagram on arrangements for supporting children with Special Educational Needs in early years settings]

The four stages of the Graduated Approach cycle; **Assess – Plan – Do - Review** are followed to inform the provision, teaching strategies and additional support to be implemented.

Assess

The early years practitioner works together with a child's parents and the setting's SENCo to assess a child's needs. They should regularly assess the child to make sure the appropriate support can be put into place.

Where the child makes little or no progress, specialist assessment from outside professionals may be needed.

Where outside professionals are not already working with the setting, the SENCo discusses this with the child's parents to get their agreement.

Review

The setting works with the child's parents to:

- review the child's progress in line with the agreed date,
- evaluate the impact and quality of support,
- agree any changes to the outcomes, depending on the child's progress.

If outside professionals are involved they should also be invited to attend regular reviews.



Plan

The child's parents, key person and SENCo agree:

- outcomes they are seeking for the child
- interventions and support to be put in place
- how they expect the interventions to impact upon the child's progress
- a review date

Interventions should:

- be strategies and support provided by practitioners with the relevant skills

- include a range of learning opportunities and differentiated activities to meet the outcomes identified for the child

All information should be captured in a Bristol SEND Support Plan, which includes a section on agreed outcomes and an individual provision plan.

Do

The room lead/ teacher, key person and support staff are responsible for supporting the child each day and putting in place the agreed interventions. The setting's SENCo should:

- support the room lead and key person in assessing the child's response to the actions
- provide advice on how to put the interventions in place effectively.

Levels of support

School-based SEN provision

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach.

Support Plans and Individual Provision Plans (IPP)

Where the child's needs cannot be adequately met, beyond what the school can provide, staff will consider involving an external specialist as soon as possible. The child will have a Support Plan (non-statutory) which is compiled by the SENCO, parents/carers, teacher, key person, support staff and any outside agencies.

If the child requires enhanced adult ratio in the room, this would be completed along with a BUDS application form, risk assessment and Individual Provision Plan (IPP)

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Funding Applications

This paperwork will be submitted to the Early Years SEND panel to apply for additional funding, enabling us to support the child's needs by increasing the adult to child ratio. Panel meets monthly and all paperwork has to be submitted at least 7 days prior to the meeting.

Education Health and Care Plan (EHCP)

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an Education Health Care Plan (EHCP). The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

If a family think that a specialist provision place would be better to meet their child's needs, then an EHCP will be needed.

[See Appendix A for statutory timescales for EHC needs assessment and EHC plan development.]

To support our practice the Nursery staff regularly work with specialist professionals including:

- Speech and Language Therapists,

- Community Paediatricians,
- Health Visitors
- Occupational Therapists,
- Portage and Inclusion
- Social Services
- Physio Therapists,
- Educational Psychologists
- Early Support Key working Team
- SEN Services
- Child and Adolescent Mental Health Services (CAHMS)
- North Star
- Autistic Spectrum Disorder (ASD) Hub
- BAT Team
- Sensory Support

Parents are always involved in this referral process.

Transitions

All transitions are informed by our Hartcliffe Nursery School Transition Policy.

An enhanced transition is held for children with identified additional needs when they leave our setting to begin at another.

We have strong links with our local schools and specialist provision and ensure carefully planned transitions for all children with SEND. These transitions are tailored to the needs of individual children and their families.

This will involve a review meeting with parents, staff /SENCo from both schools in which the child's individual needs, strengths and support required are discussed at length and an action plan drawn up.

The transition process will also include:

- visits for parent and child to new setting
- staff from next setting to visit, meet and observe the child alongside the key person.
- transition books being made for the child
- sharing of and handing over of all relevant documentation e.g. assessments, support plans, care plans
- passing on of individual communication aids if appropriate e.g. communication folders

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for children with SEN by:

- Tracking children's progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for children with EHC plans
- Seeking feedback from the child and their parents

Arrangements for SEND and Inclusion Staff training

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development (CPD).

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are supported to undertake training and development. The training needs of staff are identified through the school development plan and SEND processes are managed by the nursery's SLT in collaboration with the whole staff body and governors.

The SENCo attends regular cluster meetings to update and revise developments in Special Educational Needs Education and Inclusion.

In-house Additional Needs and Inclusion training is provided through INSET and staff meetings, led by the SENCo and other professionals, for example, Speech and Language Therapist.

All staff are encouraged to extend their own professional development and the SENCo will ensure appropriate training by monitoring and identifying the evolving needs of both staff and children.

This year all staff have had training in:

- Positive Handling – Team Teach
- Supporting children with hearing impairment – Sensory Support Team
- Supporting children with visual impairment – Sensory Support Team
- Learning Language and Loving It – Teacher Talk
- Supporting children with Diabetes (specialist training for room teams) NHS
- Makaton
- Attention Time - SALT
- Chatterbox – SALT
- Cystic Fibrosis – NHS
- Specialist equipment and Physio exercises - NHS

All new staff and volunteers take part in an induction which includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, including guidelines on the use of visual aids to support children with communication difficulties and positive handling practices.

The school's SENDCo regularly attends the Local Authorities SENCo network meetings in order to keep up to date with local and national updates in SEND.

Accessibility

Hartcliffe Nursery School & Children's Centre has an Accessibility Plan.

Careful consideration is given to the arrangement of the learning environment, inside and outside to ensure that all children have access to the full range of appropriate learning experiences.

- Specialist professionals, such as Physiotherapist and Sensory support teachers work closely with the staff team to adapt the environment to maximise opportunities for inclusive learning and developing independence.
- All the nursery spaces are accessible for wheel chair users and those with reduced mobility
- We have accessible toilets facilities for children and adults
- We endeavour to make parent communications available in accessible formats i.e. website translate, font size, text speak etc
- We want all children to access curriculum opportunities off site, including trips. Careful consideration is given to planning to meet the specific access requirements of all children with discussion with parents/carers. A risk assessment would be written and shared with the parents/carers if necessary.

Complaints Procedure

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with their Key Person who will try to resolve the situation. The Key Person may raise the issue with the SENCo who can work in partnership with the parent to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the Nursery's Complaints Policy. This is available on request from the Nursery office or can be found on the website.

The Office for Disability Issues (Tel: 0845 604 6610) provides information and guidance on the Disability Discrimination Act 2010. This organisation would be able to advise if the concerns relates to an issue of the possible discrimination of a disabled child, which cannot be resolved with the setting.

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

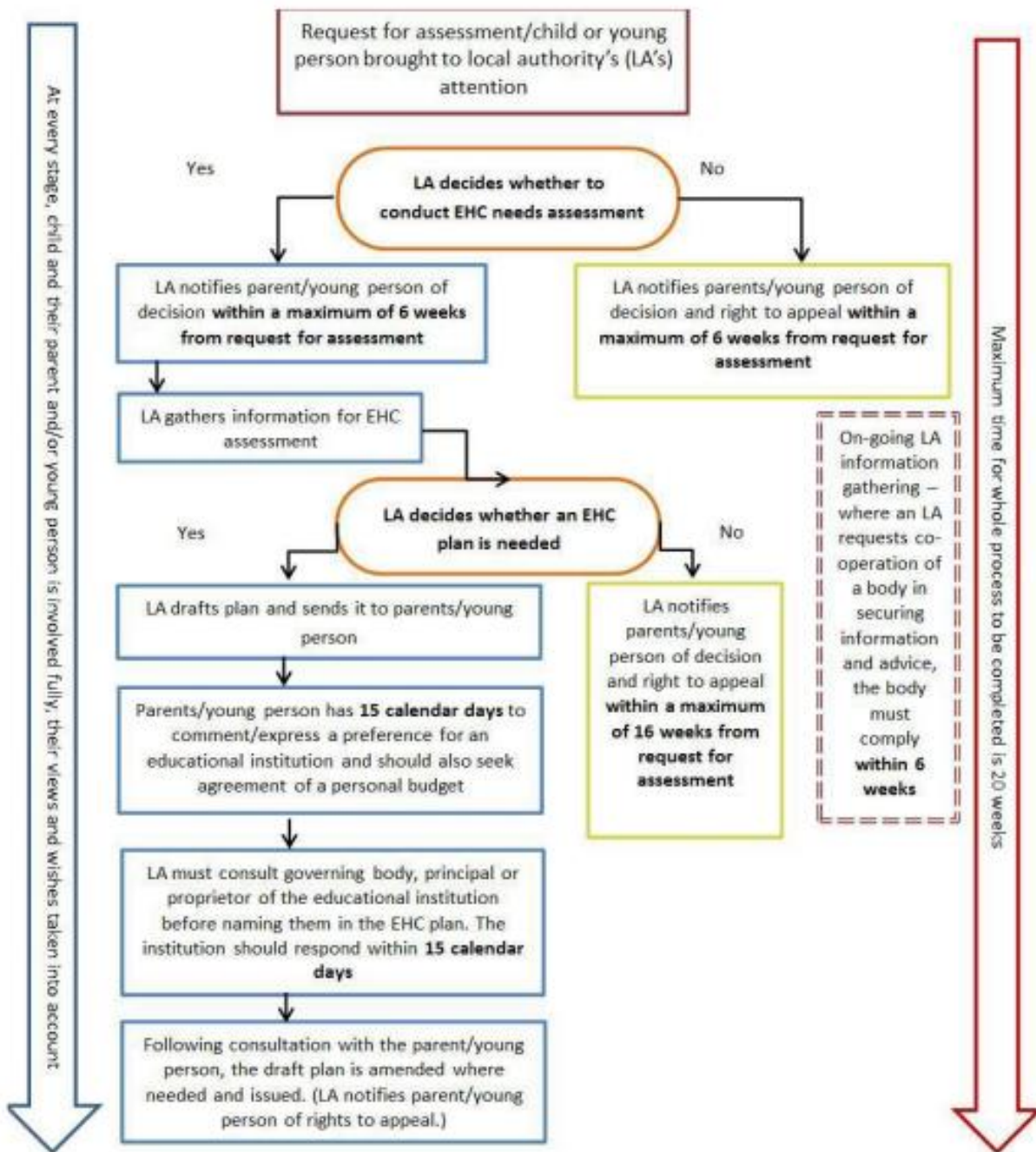
We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of children with SEND when they start with us
- How early children are identified as having SEND
- Children's progress and attainment once they have been identified as having SEND
- Whether children with SEND feel safe, valued and included in the school community
- Comments and feedback from and the child and their parents

Appendix 1

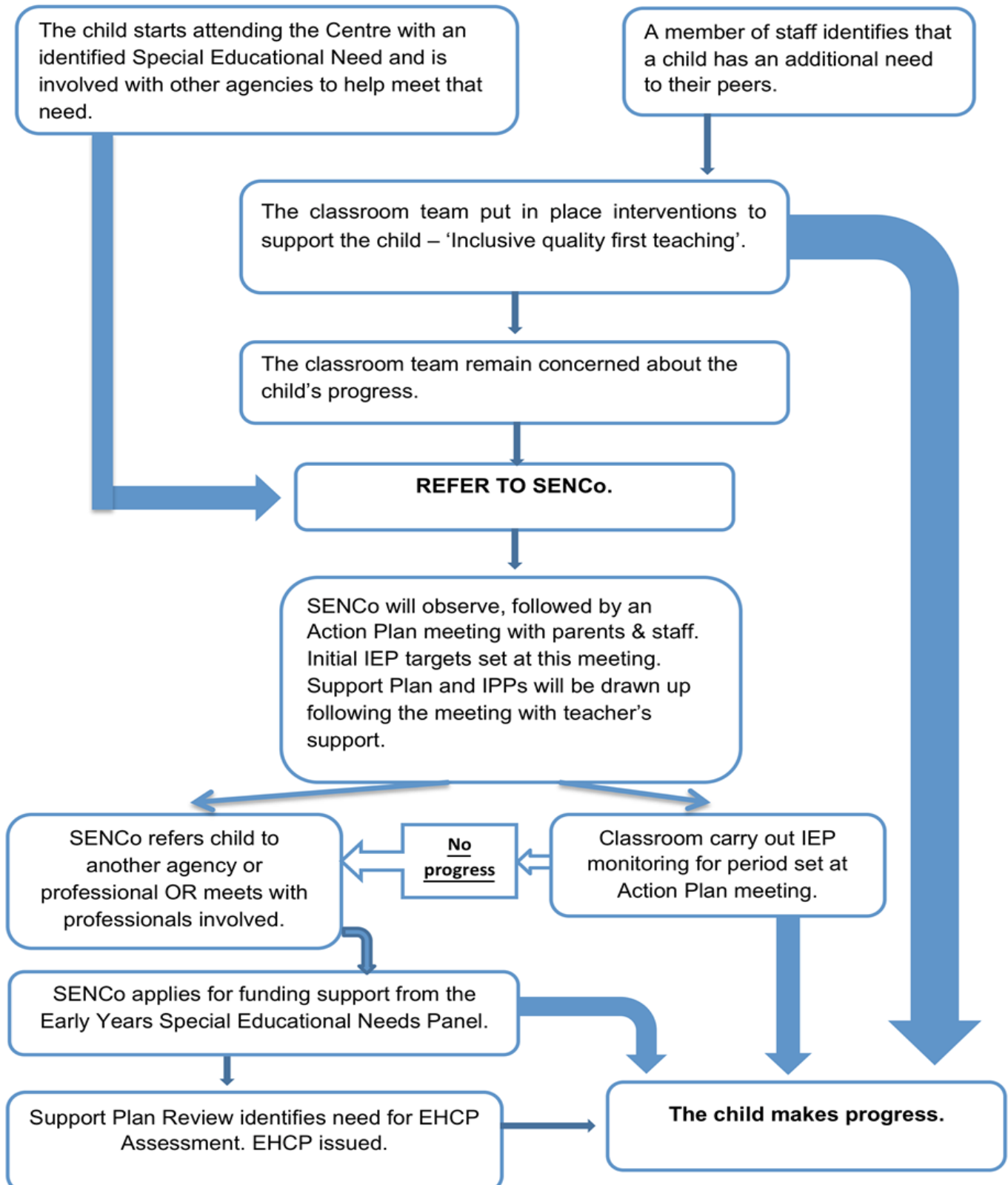
statutory timescales for EHC needs assessment and EHC plan development



Appendix 2

The SENCo Referral Process

Referrals to the SENCo may come at any time from birth to school entry for children attending Hartcliffe Nursery School & Children's Centre. Referrals may be made by Early Years Practitioners, Teachers or Family Support workers.



In addition to the process above we ensure regular meetings are held with the parents and carers of our children to discuss their progress, interventions and next steps. These meetings will usually take the form of a support plan. Review dates for these meetings are decided and set in conjunction with parents and professionals based on the child's individual needs. Any external agencies or professionals who may be working with the children are invited to contribute to these meetings either in person or by writing a report.

Children are added to the SEND Register at the point where the SENCo, teacher and parents/carers decides to set support plans for the child or if there is any involvement from outside agencies or professionals. They will remain on the register until such a time that the SENCo, teacher, parents/carers and any external agencies working with the child decide that additional intervention is no longer required.

Supporting Pupils and Families

Every Local Authority is now required to publish a Local Offer for SEND detailing the support and services that they make available to children with a SEND and their families. Bristol City Council's offer can be found here:

<https://www.bristol.gov.uk/bristol-local-offer>

At Hartcliffe Nursery School we maintain strong links with a wide range of professionals and agencies that work together to support children with a SEND and their families. We also hold Team Around the Family (TAF) meetings on a need-by-need basis. All professionals working with the child are invited to meet together with parents to discuss the best support for the child.

Further information on services and training courses for the families of children with a SEND can be found on the Centre's Special Educational Needs notice board in the foyer of the building.

Supporting Pupils at School with Medical Conditions

Some of our children may have medical conditions that need to be carefully managed and reviewed. Some of the children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. More information on this can be found in the policy 'Managing the Medical Conditions of Pupils'.

For those children that have medical conditions and a special educational need they may be issued with an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Procedures for the issuing of these plans can be found on the Local Authority's findability website:

<https://www.bristol.gov.uk/bristol-local-offer/parents-and-carers/education-health-and-care-plans/ask-for-an-ehc-needs-assessment>

Monitoring and Evaluation of SEND provision

The Centre's SENCo and Headteacher meet monthly to evaluate the SEND provision and to discuss and plan any necessary changes to it. In addition to this the SENCo meets regularly with the SEND Governor, Rachael Carpenter, and provides the Full Governing Body with an annual SEND report (December, Easter and July).

What training and resources are available to support my child?

The majority of our SEND provision is funded out of the School budget, however, additional money for more targeted provision can be applied for from the Early Years Special Educational Needs Panel at Bristol City Council. The panel meet once a month to consider applications for children in Early Years provision, based on reports from the setting, external agencies and professionals and plans for and evaluations of the provision for each child. More information on this process and the amount of funding issued can be found on their website:

<https://www.bristol.gov.uk/bristol-local-offer/professionals/early-years/funding-for-early-years-send>

Storing and Managing Information

We have a specific policy relating to Confidentiality and Data Protection which is applicable to data and information stored on children with SEND.

Useful websites

Bristol SEND Local Offer

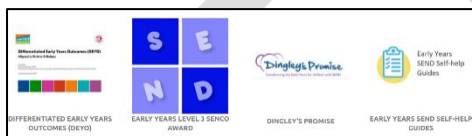
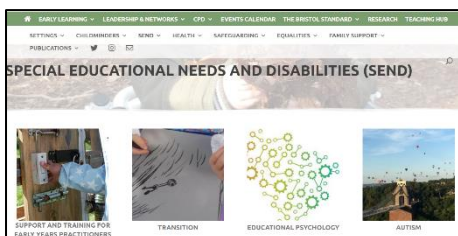
<https://www.bristol.gov.uk/bristol-local-offer>

Graduated Approach to SEND Support in Early Years Settings

<https://www.bristol.gov.uk/bristol-local-offer/professionals/early-years/a-graduated-approach-to-send-support-in-early-years-settings>

Bristol Early Years website

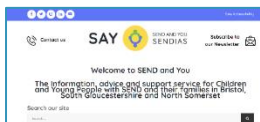
<https://www.bristolearlyyears.org.uk/inclusion/send/>



<https://www.sendandyou.org.uk/>



<https://www.bristolparentcarers.org.uk/2021/05/24/flora-bristols-send-local-offer/>



Pen Green – A Celebratory Approach to Working With Children With SEND

<https://www.pengreen.org/a-celebratory-approach-to-working-with-children-with-send/>

Pen Green – A Celebratory Approach to SEND Assessment in the Early Years

<https://www.pengreen.org/a-celebratory-approach-to-send-assessment-in-the-early-years/>

