



SEND & Inclusion Policy

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Aspiring Foundations Federated Nursery Schools

SEND and Inclusion Policy

Policy Statement

At Aspiring Foundations we provide a nurturing environments in which all children, including those with special educational needs, are supported to reach their full potential in a positive and caring environment.

- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and/or disabilities (SEND).
- We recognise that some children with disabilities may or may not have learning difficulties that require special educational provision.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

This policy is in line with the revised code of practice Special Educational Needs and Disability Code of Practice, January 2015.

- **As set out in the SEND Code of Practice, we follow the graduated approach with four stages of action: assess, plan, do and review.**

Definition:

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

A child under compulsory school age or a young person 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 making use of facilities of a kind generally provided for others of the same age (Section 20 Children and Families Act 2014).

Aims and Objectives

- To create environments that are appropriate and ensure high quality provision to support the Special Educational Needs or disabilities of each child.
- To ensure early identification and assessment of children's needs.
- To foster an early partnership between parents and staff.
- To make clear the expectations of all partners in the process ensuring the collaboration between education, health and social care services to provide support.

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- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs and Disabilities.
- To support staff in the setting to devise appropriate SMART targets for the child and track their progress towards these goals.
- To ensure that the approaches/strategies used are based on the best possible evidence and are having the required impact on progress.
- To enable all children to have full access to all elements of the curriculum to help them achieve the best possible educational outcomes.
- To ensure that parents participate fully in decisions supporting their child's development and education.
- To ensure that our children have a voice in this process.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities) details four broad areas of need as follows:

- 1. Communication and interaction
- 2. Cognition and learning
- 3. Social, emotional and mental health difficulties
- 4. Sensory and/or physical needs

When a child is identified as having SEND we work in partnership with parents to establish the support the child needs.

The Special Educational Needs and Disabilities Co-ordinator (SENCO) is Emma Mitchell.

The SENDCO's responsibilities include:

- Overseeing the day-to-day operation of the schools' SEND policy.
- Co-ordinating provision for children with SEND.
- Managing the overall support of children receiving SEND funding, those who have top up funding support, or those undergoing LA EHCP assessment for their education, health and care needs.
- Offering specialist advice, and liaising with other staff including contributing to their continued professional development.
- Managing, and supporting staff to devise and review individual SEND support plans.
- Ensuring speech and language therapy targets are implemented and progress towards these are monitored regularly.
- Monitoring closely the needs of those children who are using behaviour as a means of communication, working in close partnership with parents/carers, key staff and other professionals to determine the cause of such behaviours, and to implement appropriate and effective strategies
- To devise communication profiles in partnership with parents, and sensory integration plans with the aim of minimising challenging behaviours
- Liaising with and supporting parents of children with Special Educational Needs and Disabilities to ensure that they have opportunity to participate at all stages of the assessment, planning, provision and review of their children's education.

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- Liaising with outside professionals or external agencies eg. Speech and Language, Educational Psychology Service, LA SEND Advisors, Health Services, Early Help and Children's Social Care services
- Being a key point of contact with external agencies
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEND up to date

Inclusion

We have regard to the Equality Act 2010 and we will take reasonable steps or make reasonable adjustments in order to ensure the settings are accessible to children with special needs and/or disabilities. We also take steps to ensure that children with medical conditions receive the most appropriate support required to meet those needs.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We have high expectations of all our children. We want all our children to feel that they are a valued part of our community. Through appropriate curricular provision, we respect the fact that children:

- have different personal, social, developmental, communicative, physical and sensory needs, requiring different strategies for learning
- acquire, assimilate and communicate information at different rates, and in different ways
- need, and benefit from a range of high quality, different teaching approaches and experiences

Staff use the nurturing approach to respond to the children's needs by:

- promoting an ethos of active learning and independence in a safe, nurturing environment
- providing a broad, balanced and differentiated curriculum to meet the developmental needs of all children, including a wide range of sensory integration exercises for those children demonstrating sensory processing differences
- planning to develop children's understanding through the use of all available experiences, visual aids and through their many senses
- providing appropriate and targeted support for children who need help with communication, language and literacy
- helping children to develop resilience, to begin to recognise and understand their own emotions, and to be able to self-regulate, sometimes with the support of a key adult who acts as the child's co-regulator
- supporting children to take part in learning effectively, safely and with respect for their peers

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We typically support children in to engage in learning opportunities in an active / calming manner, alongside their peers in key groups of 13. There are times when, to maximise learning, we ask children to work in smaller groups or in a one-to-one situation.

Identification and Assessment of children with Special Educational Needs

We use the graduated approach system for identifying, assessing and responding to children's special educational needs and disabilities. This follows the assess, plan, do, review cycle which ensures that appropriate steps have been taken to support the child and specific and appropriate strategies have been put into place.

Prior to starting nursery some children have already been identified as having special educational needs. With other children, nursery staff identify need and intervene with appropriate support as early as possible.

- The child's home visit is the starting point for assessment, providing an opportunity for staff to gather valuable information, seeing the child in their own familiar environment, observing how the child interacts with the parent/carer in the home setting, how the child responds to other adults, giving an initial insight into the child's level of physical, sociable, communicative development, and also enabling staff to identify any sensory processing differences. Outside agencies already involved with the family are noted including if a child is currently receiving support from the local authority SEND team.
- Staff gather as much information about the child as possible, including information regarding pre-birth, birth and life up until to the home visit. This information is seen as crucial, especially for those children presenting with additional needs, and / or developmental trauma.
- The key person/teacher begins to observe the child from their first day. Child's individual interests are followed and focused on, ensuring that the child's voice is taken into account. These initial observations will be recorded on the child's Baseline Focus Sheet.
- Evidence is recorded through written observations, photographs, discussions with parents/carers and other staff. Key person/teacher and the SENDCo work together with parents/carers to identify strengths and any areas of need the child may have and to implement specific and appropriate strategies which will best support the child.
- Discussion with parent/carer is ongoing throughout each stage of the process so that information can be shared to support the best interests of the child. These conversations may involve the SENDCo or may just be the key worker raising the outcome of an observation or any developmental concerns.
- **Intervention:** Child is identified and initial action is taken. Support and targets are planned to suit needs of child. Nursery staff provide high quality teaching, a differentiated curriculum eg; implement appropriate strategies and support, specific speech and language activities, individual targets, speech and language targets, sensory integration exercises and risk assessment, if appropriate.
- Any evidence is recorded – such as observation sheets/STAR sheets to show patterns of behaviours, response to certain situations and / or sensory input, any behaviours used as a means of communication, alongside written notes, ipad observations, intensive interaction or SEND developmental trackers, portfolios, progression sheets to track children's progress against developmental checkpoints and Early Years Outcomes. Following review of

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interventions tried, an individual SEND support plan may be devised, and targets set which are appropriate for the child.

- **Individual SEND Support Plans include;** 2-3 identified long term targets broken down into short term targets, and associated conditions for success.
- Targets set are SMART targets; Specific, Measurable, Achievable, Relevant and Timely.
- Parents are involved in the process of devising individual support plans, discussing appropriate support and specific interventions for their child. Targets are reviewed in discussion with parent/key person/SENDCo. Child's individual targets are reviewed and new ones set with parents/carers. They would then sign the plan to acknowledge this has been shared.
- A child's 'One Page Profile' which is attached to their plan details the child's strengths and interests, as well as recording what is important for the child, and what is important to the child.
- Progress towards each target is continually monitored.
- If deemed beneficial, and with parental / carers' consent, SENDCo may request involvement of consent from outside agencies such as Speech and Language, LA SEND Advisor, Specialist Teacher Service, Educational Psychology Consultation, Child Development Centre (Woodview).
- Other professionals may also be involved in target setting for Support Plans for example, if Speech and Language have already devised a plan we may use this initially and review targets with them.
- **Educational Psychologist Consultations** – this meeting takes place each half term (either face to face or virtually). In this meeting, and with parental/carers consent the nursery SENDCo may discuss the needs of a child with the aim of receiving appropriate advice and strategies which can then be used in the setting to support the child.
- **Multi-agency working** - Nursery staff work closely, and in partnership with other professionals, providing / sharing information, contributing to specific care, attending review meetings etc.
- **SENIF (Special Educational Needs Inclusion Funding):** Despite putting in place interventions, some children may continue to show little progression or we may need further support to meet their needs. Where this may be the case, and in participation with parents/carers an application may be made to the LA requesting a small amount of additional funding. This involves requesting input from a member of the Halton Early Years Team who will discuss the child's current support with the SENCo and monitor their progress. Funding may be granted or there may be a refusal for additional funding with monitoring going forward.
- **Assessment is ongoing** - Key person and SENDCo use information gathered from observations, and other play based assessments such as the Halton Developmental Tracker and Intensive Interaction trackers to analyse and track the child's developmental progress. In turn this information informs future SEND support, adaptations to the child's environment and provision, information included in referrals, and if deemed appropriate information included within the request for further assessments, including LA education, health and care needs assessment, which may lead to the child being awarded an EHCP.
- **Transition to school** meetings are arranged in the Summer term. Parents / carers nursery SENDCo, child's key person, reception teacher, school SENDCo, and other professionals involved with child meet to discuss the child's strengths and interests, progress made towards targets, developmental overview, specific requirements and needs in preparation for

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starting school. A transition timetable is arranged if the child requires something more bespoke than the school already offer.

- **For children with an exceptional level of need** who may require continued support for more than a year, an application for an Education Health and Care Plan may be made.
- **Education Health and Care Plan:** A request may be made to the LA seeking consideration for an education, health and care needs assessment. The child and parents/carers are central to and fully involved in this process. All agencies involved with the child contribute to this assessment. At the end of the assessment period the LA SEND panel would agree / not agree to an EHCP. An Educational Health and Care Plan is a legal document formulated by the LA, in partnership with parents/carers, child/young person, and other involved agencies outlining the provision that must be provided for the child, and within the child's educational setting, in this case the Nursery School.
- A formal EYs **Annual Review** takes place 6-12 monthly, depending upon need. During this review considerations are made regarding appropriateness of provision.
- If a child is likely to require a place in **Specialist School Provision**, such as Speech and Language Resource Base, a specialist base within a mainstream school, or place within a specialist school, the SENDCo will first discuss this with parents / carers, and then notify the L.A of their views. The LA will contact other relevant agencies, and parents/carers to discuss preference for school placement. The LA are responsible for allocating a specialist school place or SEND provision, via an EHCP.
- SENDCo shares SEND information with school upon transition.

Children who have English as an additional language

- Children do not have a learning difficulty simply because the home language is not English. Children with a home language other than English will receive additional support as required.
Where we believe a child with EAL may have additional needs we will seek guidance from learning support services.
All children's language development will be monitored and assessed.

Partnership with Parents

- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership.
- Parents/carers have opportunity to speak to their child's key person/teacher on a regular basis and through Parents Evenings once a term.
- SEND Parents Evening also allows parents the opportunity to discuss the support so far and any next steps for their child.
- Parents/carers receive a half termly update about their children's learning via the online platform that all parents have access to, School Spider.
- Our partnership with parents/carers is vital and we are always willing to support, listen and advise regarding their views and concerns.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.

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- All parents/carers receive a termly newsletter, and relevant information may be advertised on the nursery websites, School Spider platform and Facebook pages.
- Stay and Play sessions are offered to parents/carers once per term. These sessions provide an opportunity for staff to demonstrate how supported play activities can provide opportunities to model, rehearse and extend language, to extend play skills and develop sociable experiences.
- SEND Coffee Mornings/Afternoons support parents to be aware of local services that they can access that may be relevant for their child's needs.

Pupil participation/Child's voice

At Aspiring Foundations Federated Nursery Schools we encourage children to take responsibility and to make independent decisions. Each child's interests are observed, and children are actively involved in planning for their own learning experiences. Some children benefit from a multi-sensory approach to learning, and opportunities to communicate their preferences within the daily planning session are offered in a sensory based / visual manner.

Links with support services and other agencies:

Halton's Speech and Language Therapy Service is called **Communicate**. They provide support for children referred into that service. This may be in the form of individual assessments, via telehealth appointments, clinic assessments and / or in setting reviews and subsequent advice given to setting, or through speech and language therapy assistants modelling specific strategies in nursery.

Nursery liaises with **external agencies** both within and outside of the Children's Centre as the need arises. These include Educational Psychologist, Health Services/professionals, the Health Visiting Team, Health professionals based in Woodview Child Development Centre, Paediatric Occupational Therapists and Physiotherapists, Halton SEND Advisory Service, Social Care, Early Help, IWST team, Inclusion and Outreach services based at Chestnut Lodge Special School and at Brookfields Special School.

We liaise with other professionals from other settings and schools to ensure smooth transition.

Training:

All members of staff have the opportunity to enhance their expertise through in-service training.

SENDCo regularly updates knowledge of SEND/Inclusion legislation and current practice and disseminates appropriate information to staff.

Staff have accessed training to support a range of needs

- Elklan for Children with Complex needs,
- Hanen, Teacher Talk
- ICAN supportive and Enhanced Accreditation
- ECAT,

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- Speech and language training - Word finding, Social Communication, Narrative Therapy, Phonology, Speech sounds, Visual supports, Listening and Attention
- Visual Impairment
- Hearing Impairment
- Wellcomm assessment language screening
- Autism Awareness training
- Makaton
- Accredited training in Understanding Autism
- Supporting children in Early Years settings with autism spectrum condition and social communication difficulties
- Autism Awareness
- National Nurturing Schools Award
- Talk Halton
- Sensory processing differences
- Developmental trauma
- Attachment
- THRIVE Approach
- Communication Boards
- Intensive Interaction

Monitoring and evaluation

- SENDCo manages and supports staff to observe, assess and record the progress the child is making.
- SENDCo manages and supports staff and parents in monitoring and reviewing child's progress
- SENDCo manages and supports staff in devising strategies, and monitoring and reviewing how the child responds to ensure progress is made. Staff are signposted to further training to develop their skills when required.
- SENDCo is responsible for monitoring the effectiveness of the policy, and practice is ongoing.

For further information see **Halton SEND Local offer**

The Halton Special Educational Needs & Disabilities (SEND) Local Offer website (www.halton.gov.uk/localoffer) was launched on September 1st 2014. The site has been developed as part of the SEND Reforms under the Children and Families Act 2014.

Key features include:

- Giving you information about education, health and care services
- Giving you information about leisure activities and support groups
- Holding all information in one place
- Clear, comprehensive and accessible information
- Making service provision more responsive to local needs and aspirations
- A site that has been developed and reviewed with services, children, young people and parents/carers

Legal Framework

- The Children and Families Act 2014
- Special Educational Needs Code of practice 2015
- The Equality Act 2010
- Supporting pupils at school with medical conditions (2014)

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Complaints

The first point of contact if a parent wishes to discuss concerns should be the SENDCo. If the concern is not resolved, it should then be directed to the DHT, and lastly to the Head Teacher. All concerns will be investigated, and the outcome reported back to parents within the agreed timeframe. Formal complaints can be made in accordance with the Complaints Policy, a copy of which can be found on the website.

Version Control	Date Released	Review Date	Amendment
1	June 2024	June 2025	Updated information regarding new Senco name. Updated procedures with regard to half termly observations to parents (replaced Tapestry with School Spider).
2	July 2025	July 2026	Minor updates – formatting and edited training list to include THRIVE, Communication Boards and Intensive Interaction