

SEND Policy

(including 'SEND Policy' for Lancaster Avenue Nursery)



Policy developed by Mrs Leech (Inclusion leader) in consultation with Mrs Davies (Early Years Leader), Miss Cowley (Lancaster Avenue Nursery Manager) and all staff: March 2023

Policy update by Mrs Leech (Inclusion leader) in consultation with staff: March 2023

Policy approved by Governors: March 2023



Chair of Governors



Headteacher

Policy shared with staff and shared on the school website: March 2023

'Never settle for less than your best'

SEND POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Introduction

This document is a statement of aims, principles and strategies relating to Special Educational Needs and/or Disabilities (SEND) at St George's Central CE Primary School and Nursery. Further more detailed information about our approach to SEND can be found in our SEND Information Report on our website. This is updated at least yearly and contains information about the day to day functioning of our school in relation to SEND. This policy includes an appendix containing a further policy relating specifically to SEND at Lancaster Avenue, our off-site nursery.

Aims

Our SEND policy (in conjunction with our SEND Information Report) report aims to:

- *Explain how our school will identify children with SEND and how this may be defined.
- *Set out how our school will support and make provision for children with SEND.
- *Explain the roles and responsibilities of everyone involved in providing for children with SEND.

Legislation and guidance

This policy and related SEND Information Report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2015) and the following legislation:

- *[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEND.
- *Equality Act 2010
- *Early years foundation stage (EYFS) statutory framework
- *[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

This policy should be read in conjunction with the following policies and documents:

- *[SEND Information Report](#)
- *[Safeguarding Child Protection and Early Help Policy](#)
- *[Behaviour and Relationships Policy](#)
- *[Exclusion Policy](#)
- *[Accessibility Plan 2022- 2025](#)
- *[Equality Policy](#)
- *[Anti-Bullying Policy](#)
- *[How We Assess The Learning Of Children With SEND](#)
- *[Marking and Feedback Policy](#)
- *[Mental Health and Well-being Policy](#)
- *[Wigan Council: High Expectations For All](#)
- *[Wigan Council: Early Years Graduated Approach](#)
- *[Graduated Response Flowchart](#)

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Definitions and Identification of pupils with Special Educational Needs

The identification of SEN should be built into the overall approach to monitoring the progress and overall development of all children. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) Have significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

A child under compulsory school age has special educational needs if they fall within the definition at part a) or part b) or would do so if special educational provision was not made for them.

Children who are identified as having SEND will be in receipt of support which is additional to or different from their peers. The nature of this support can vary depending on children's needs. Examples of what support may entail at our school follow later in this policy.

Special education needs and/or disabilities may be identified as falling within one or more of the following broad areas of need, as described in the Special Education Needs and Disability (SEND) Code of Practice (2015) and defined in the following table. Wigan Council's document, *High Expectations for All* has also been used to formulate some of the definitions and examples.

Area of Need	Definition	Examples:
Communication and Interaction	Children with needs in this area may have difficulty in communicating with others. These difficulties may manifest in terms of producing speech, for example struggling to put thoughts into words or knowing what they wish to say but being unable to physically produce accurate sounds/words. Alternatively, children may not understand what is being said to them or may not understand or use social rules related to communication.	*Speech, language and communication needs *Autism *Speech sound production difficulty
Cognition and Learning	This area relates to any difficulties with learning, often in terms of academic subjects. It also refers to the thinking skills and thought processes that a child has acquired through their prior experience. Learning needs can vary in severity and can change according to subjects and situations. Children with cognition and learning needs may learn at a slower pace than their peers despite appropriate differentiation and Quality First Teaching. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas or severe and long term. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions some of which are given as examples.	*Moderate Learning Difficulties (MLD) *Severe Learning Difficulties (SLD) *Profound Multiple Learning Difficulties (PMLD) *Specific Learning Difficulties (SpLD) *Dyslexia *Dyscalculia *Dyspraxia
Social and Emotional Mental Health	This area relates to a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour. These behaviours may reflect underlying mental health difficulties or physical symptoms that are medically unexplained.	*Attention deficit disorder *Attention deficit hyperactive disorder *Attachment disorder. *Anxiety related disorders
Sensory and/or physical needs	Sensory needs can refer to hearing loss and/or visual impairment. It can also refer to sensory processing difficulties and physical difficulties. The important consideration in this area is the degree to which the difficulties impact on the child's ability to access educational opportunities	*Hearing loss *Vision loss *Multisensory impairment *Sensory processing difficulties *Diagnosed medical conditions *Congenital conditions

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'Assess, Plan, Do, Review' Cycle

The Special Education Needs and Disability (SEND) Code of Practice (2015) cites the importance of the cycle of assess, plan, do, review as a cornerstone of provision for SEND within schools. Therefore, we have embedded this within our approach to SEND within school. The cycle can be understood broadly as first **'assess'** in terms of establish what the child's difficulties may be through assessment (assessment could take many and varied forms depending on the child's needs), then **'plan'** an intervention or strategy with the intention of alleviating some of the assessed difficulties. This would be followed by **'do'** in terms of carrying out whatever was planned and finally **'review'** by considering the impact of what was planned and carried out. Different outcomes are possible as a result of the **'review'** element. For example, if an intervention or strategy is deemed to have been effective it may be a case of continuing with this. If the **'review'** element finds that no improvement has been made we would come back to the **'assess'** part and consider what else may be barriers to learning or particular difficulties and from this move back through **'plan'**, **'do'** and **'review'**. The Assess, Plan, Do, Review cycle underpins the Graduated Approach which is explained within the next section.

The Graduated Approach

At St George's Central CE Primary School and Nursery, we follow the Graduated Approach (as described in the Special Education Needs and Disability (SEND) Code of Practice, 2015) when identifying, supporting and working with children with SEND. We also follow advice and guidance contained within Chapter 4 - A Graduated Approach to SEND of Wigan Council's *High Expectations for All* document.

Our approach is outlined in the following steps:

*All teachers provide inclusive Quality First Teaching as part of their day to day classroom practice. Quality First Teaching at St George's Central has been defined collaboratively amongst all staff and a consistent approach is followed across the school.

*Teachers ensure that teaching is adapted to overcome any barriers to learning. This may involve providing extra adult support or specific resources (for example, the use of technology, word banks or manipulatives) to ensure that all children make good levels of progress.

*If a teacher notices that a child is not making sufficient academic progress or is displaying difficulties in any of the 4 broad areas of need, they will bring this to the attention of the SENDCO using the school's internal referral process. The SENDCO may suggest reasonable adjustments that could be put in place at a whole class level as part of Quality First Teaching.

*Where deemed necessary, targeted interventions and additional support will be put in place as part of the 'Assess, Plan, Do, Review' approach outlined above. This will be discussed with parents/carers and the child may be added to the SEN support register with the consent of parents/carers.

*The class teacher and the SENDCO will monitor the impact of interventions and adjustments to check for progress.

*If there is further concern the SENDCO will discuss this at a planning meeting with the Targeted Education Support Service (TESS) teacher and if necessary, the Educational Psychologist. At this stage it may be appropriate to receive a specialised assessment from either professional to help identify needs and how these may be best met.

*Additionally at this point, referrals to other appropriate external agencies may be made such as Speech & Language therapy, the school nurse, The Child and Adolescent Mental Health Service, physiotherapy or Occupational Therapy.

*Advice provided from specialist services is implemented in conjunction with further support and intervention within school. All of the above will be discussed with parents/carers on an ongoing basis.

*If there are still concerns, despite the support provided, about a child's learning and progress in relation to their starting points we would start to gather evidence for an EHCP (Education Health Care Plan). If a child enters our school with an EHCP already in place, school will meet the requirements outlined in the plan for that child.

In addition to the above described procedures, in our Early Years department advice and guidance contained within Chapter 12 - Education, Health and Care (EHC) Early Years Pathway (0-5) of Wigan Council's *High Expectations for All* document is utilised in identifying needs and implementing the graduated approach.

A flowchart which illustrates The Graduated Approach can be found on the SEND page of our website.

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Education, Health and Care Plans

Some children with SEND may be identified as requiring an Education, Health and Care Plan (EHCP). How we come to this point is described in the section on The Graduated Approach. An EHCP is for children who present with a high level of need across one or more areas and require significant additional support. An EHCP creates a picture of the child, their interests, their positive qualities and the nature of their needs and any underlying reasons for such needs. The EHCP seeks to formalise the nature of support and ensure funding and any other requirements are planned for. If a child is identified as requiring an EHCP we will work with parents/carers to submit an application for one to the local authority. Regarding EHCPs we aim to follow guidance contained within Chapter 11 - The Education, Health and Care Pathway of Wigan Council's *High Expectations for All* document and from the Special Education Needs and Disability (SEND) Code of Practice (2015). Additionally, annual reviews are held for children with EHC plans. These involve parents/carers, the SENDCO and the class teacher. Where relevant, other staff from school or external professionals may also be present. Where appropriate, the child will also be present at their review. If it is not deemed appropriate for the child to be present, the child's opinions and views are gathered with a trusted adult prior to the review meeting. Annual reviews provide an opportunity to review progress and outcomes relating to the EHCP and set new targets to be worked on over the course of the next year which are shared with the local authority. We use templates provided from Wigan Council for submitting EHCPs and for recording annual reviews.

The Nature of Support Available

Support for children with SEND at St George's Central CE Primary School and Nursery varies according to children's needs and requirements. It may include class based support such as providing support to children from an adult in groups or on an individual basis or it may involve the provision of individualised work or specialist resources. Support can also be understood through the adaptation of the environment, for example, by providing a laptop, coloured overlay or visual timetable.

Interventions, usually organised by class teachers and conducted by teaching assistants, are also a key part of the support available. Additionally, trained adults may provide support and/or intervention to some children. For example, wellbeing interventions may be provided for children with social and emotional mental health needs (for example, Lego Therapy, Team Building or Creative Therapy). Interventions can also be academic in nature (for example, Rapid Catch Up interventions for phonics). WellComm is also used in school to identify speech and language needs and provide targeted interventions. Specific interventions recommended by external professionals are also implemented as required.

Provision Maps

To ensure there is a record of support provided and to enable strategic planning regarding resources and support, each class teacher at St George's Central CE Primary School and Nursery completes a provision map termly which is collated by the SENDCO. The class provision maps detail any support that children or groups of children are receiving which is additional to or different from other children. These are reviewed termly and amended in light of the review. The school's provision maps enable the school to audit how well our provision matches the needs of our children, to recognise gaps in provision, highlight the efficiency of particular resources or interventions and to see any emerging needs and any patterns of needs within and across classes. Thus any training or resource needs can be identified and catered for.

Monitoring of Progress and Assessment for children with SEND

At St George's Central CE Primary School and Nursery assessing the progress and attainment of all children is considered important for a variety of reasons. Assessing progress and attainment enables us to gain an understanding of where children are up to in their learning, what their next steps in learning should be and report on this to parents/carers. However, it is particularly important for children with SEND as it enables us to consider the effectiveness of our SEND provision and make adaptations to this as appropriate within the Assess, Plan, Do, Review cycle. Assessment for children with SEND is completed in a wide variety of ways at our school to ensure that the effectiveness of provision is also assessed. Many children with SEND complete formal termly academic assessments. Where appropriate, these may be the same ones as completed by their peers. However, adaptations to these assessments to ensure they are purposeful for children with SEND can also be made. Children's work is also assessed on an ongoing basis in terms of daily verbal and written feedback from class teachers.

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Some interventions completed with children include assessments that are conducted at the beginning and end of the intervention – these can be particularly useful in terms of assessing the impact of interventions and identifying next steps for the child. Boxall Profiles are used as a way of assessing social and emotional mental health needs and these are sometimes used to assess the effectiveness of a particular strategy or approach in this area.

Children from Y1 – Y6 complete the activity “I wish my teacher knew...” on a termly basis and further support is often implemented in light of the responses to this activity. Additionally, all children in Y4 – Y6 complete the Stirling Well Being Questionnaire termly. Support and intervention is then organised in light of the results of this. In Key Stage 1 the Motional Snapshot Tool is used to identify, assess and improve the emotional health and wellbeing of identified children. Where speech and language is a concern, we use WellComm to identify any needs in this area and children are re-assessed after receiving intervention through the programme.

Children with SEND who are working well below age related expectations in the curriculum are also assessed using B Squared assessment materials. B Squared includes platforms for assessing areas of need for children with autism such as “social interaction” and “flexibility of thought” as well as platforms for assessing academic subjects. Each subject or area within a subject is broken down into individual levels and small steps required to achieve each level can be highlighted. This breaks learning down into manageable chunks and enables the child’s small steps of progress to be seen over a shorter or longer period of time. Assessment information, progress over time and next steps can then be seen by staff within school and shared and celebrated with children and their parents/carers in termly meetings. B Squared is completed by class teachers or teaching assistants working with particular children on an ongoing basis and is monitored on a termly basis by the SENDCO.

For a small number of children with SEND “support prompt strips” are also used to show the level of support provided with different activities. These are small strips which are stuck in children’s books with symbols to denote different types of support provided. These combined with our school marking code enable class teachers and the SENDCO to determine how well the child has performed in relation to the learning objective and determine how independently they have worked.

Reviewing provision maps also enables us to measure progress. Class teachers review provision maps termly and include any relevant assessment information. These are then collated by the SENDCO and further information may be added. Some children who have an EHC plan may have an individual provision map relevant to them. The SENDCO updates these in light of any relevant assessments and monitoring from within school or from specialist and external agencies.

Annual reviews are held for children with EHC plans and these provide another opportunity for assessment. Further information about these is contained within the Education Health Care Plans section. Further detailed information around assessment of children with SEND can be found in the document ‘How we assess children’s learning in SEND’ on the main school website.

Parental Involvement

At St George’s Central CE Primary School and Nursery, we aim to ensure that parents/carers feel able to approach us. Class teachers and the SENDCO are available most nights after school and a time to see them can easily be arranged. Class teachers are also available briefly in the mornings as they open classroom doors to let the children in. By following the Graduated Approach this means that parents/carers are consulted with and informed of various steps throughout this approach. Class teachers review progress and identify targets for children with SEND on a termly basis in collaboration with parents/carers and where appropriate, the SENDCO. All children’s attainment is reported through a formal annual report at the end of the summer term. For some children with SEND, additional information gathered from B Squared assessments are included as part of their annual report

Parents/carers evening is held three times per year and this presents a further opportunity for class teachers to provide feedback to parents/carers of children with SEND about their child’s well-being, progress and attainment.

Annual reviews, held for children with EHC plans are also a further opportunity to consult with parents/carers. The processes involved with these are described in the Education, Health and Care Plan section.

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When school staff meet with parents of children with SEND a summary of the discussion and any further actions is recorded on our online monitoring systems (CPOMS and Provision Map) and the SENDCO, headteacher and learning mentor are alerted to this. This means a record of consultations with parents/carers can be kept on an ongoing basis.

External Agencies

We work with a multitude of external agencies and their involvement is related to children's specific needs. We always seek parent's/carers' permission before referring to an external service and we keep parents/carers updated as to the progress of the referral and any outcomes of external involvement. Agencies who have been involved with children with SEND include but are not limited to:

- | | |
|--|---|
| *Speech and Language Therapy | *Occupational Therapy |
| *Educational Psychology Service | *Targeted Education Support Service |
| *Wigan Council Early Learning and Child Care Team | *Wigan Council Autism Pathway and Service |
| *Specialist Sensory Education Team | *Wigan Family Welfare Counselling Service |
| *Child and Adolescent Mental Health Service (CAMHS) | *ADHD Support Services |
| *School Nursing Service | *Embrace Wigan and Leigh |
| *SEND Information, Advice and Support Service (SENDIASS) | *Wigan Parent/Carer Forum |

Further information and contact details for these agencies and many others can be found on the main school's website. Further information is contained within Wigan Council's local offer: [Wigan Council Local Offer](#)

Transition

At St George's Central CE Primary School and Nursery, we recognise that transition in many forms can be a source of anxiety and worry, particularly for children with SEND. In terms of transitions within the regular school day a variety of approaches are utilised to assist any children with SEND who find this difficult. Approaches include explaining what the transition is from/to on an individual basis, providing a visual timetable, using a now/next board, using verbal cues such as 'when..., then...' or 'now..., next...', using sand timers or providing a countdown. This is not an exhaustive list and other approaches may be used according to an individual child's needs.

Transition between classes or key phases, from one year to the next is also managed through preparation. The changes are always discussed with parents/carers and any new staff are introduced to both parents/carers and the child. All children take part in transition days where they spend time with new teaching staff in their new classroom ready for September. Some children with SEND are provided with enhanced transition time in their new classroom with new staff. Class teachers meet in the summer term to share information about children with SEND who are moving from one class to the next and any relevant information SEND is passed on. The SENDCO will also meet with staff as required to share plans and information. Some children with SEND are involved in creating a transition booklet which contains photographs and information pertaining to their new environments, new staff and any new routines. This can then be discussed at home over the summer holiday in preparation for September.

In terms of moving to another school, usually moving to high school at the end of Y6, the approach remains similar. We will share information required with the receiving high school and facilitate the sharing of information pertaining to timetables and routines with the child. If appropriate this can be included within a transition booklet for moving to high school. All children moving up to high school usually attend an Induction Day in the summer term. In addition to this we can facilitate children with SEND and/or their parents/carers in attending extra induction days or extra visits. Occasionally, particularly when transferring to a special high school, a member of our school staff will accompany the child on any induction days or visits as per the special school's request. Transition within Early Years is covered within the following Early Years section.

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Early Years

The information and points contained within this policy are applicable to our Reception classes and to our school based nursery. However, some additional information specific to Early Years is presented within this section. Our off-site nursery at Lancaster Avenue has a separate SEND Policy which can be found in Appendix 1.

Within Early Years the Early Years Graduated Approach is followed, and we also utilise support and guidance from Chapter 12 - Education, Health and Care (EHC) Early Years Pathway (0-5) of Wigan Council's *High Expectations for All* document.

Our Early Years department makes the early identification of children with possible SEND a priority. Observations and assessments carried out as part of our day to day practice help in identifying possible SEND and discussions with parents/carers are also an important part of this. Where children's progress in any of the three prime areas (Communication and Language, Physical Development or Personal, Social and Emotional Development) gives a cause for concern, staff will follow Wigan Council's Early Years Graduated Approach by making parents aware, discussing with the SENDCO and putting any additional support in place which may involve referral to an external agency. If despite additional support, the child is making little or no progress and their delay in development has increased to 18 months or more, then a Request for Service Involvement will be submitted. If the criteria is met, Wigan Council's Early Years Team will visit school to assess the child and meet with parents. The child will then be discussed at an Early Years panel and support will be allocated based on the outcome of the panel.

Support available for children with SEND within Early Years is in keeping with the rest of the school. Within Early Years we understand the importance of effective planning, observation and assessment and through this we are able to monitor and plan for individual children's needs and identify areas for support and development. Support for children with SEND in Early Years may include providing support to children on an individual basis or may involve the provision of individualised activities or specialist resources. All activities are flexible and can be adapted to meet the individual needs of children. Support can also be understood through the adaptation of the environment. We also carry out any specific activities and programmes suggested by external agencies. WellComm is also used in school to identify speech and language needs and provide targeted interventions. Specific interventions recommended by external professionals are also implemented as required.

Our approach to transitions within the school day in Early Years is in keeping with the approach for the rest of the school, as described in the transition section of this policy. However, there are some arrangements pertaining to transition within Early Years which sit separately from the rest of the school. Transition between our off-site nursery and our school based nursery or between either of our nurseries and our Reception classes is managed carefully. The changes involved are always discussed with parents/carers and any new staff are introduced to both parents/carers and the child. Children who are starting at our school based nursery or in one of our Reception classes complete "Welcome" sessions during the summer term before starting and home visits are also carried out. Children with SEND are accounted for within this process and extra help and support will be planned for. School staff also meet in the summer term to share information about children who are moving to our school based nursery or Reception classes and any information relating to children with SEND is passed on. The SENDCO from our school based site or from our off-site nursery will also meet with staff as required to share plans and information. Where necessary, some children with SEND are provided with a transition booklet which contains photographs and information pertaining to their new environments, new staff and any new routines. This can then be discussed at home over the summer holiday in preparation for September. If children are moving to a reception class or another nursery at another school, we will support the receiving school with their transition arrangements.

Roles and Responsibilities

The SENDCO

The SENDCO is Mrs T Leech. She can be contacted by telephone on 01942 883773 or by email to enquiries@admin.saintgeorgescentral.wigan.sch.uk

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy, SEND Information Report and provision in the school.

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- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- Conduct annual reviews of EHC plans in collaboration with parents/carers, class teachers, the child and any other relevant professionals.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching.
- Undertake regular monitoring of the provision for children with SEND. This may include, but is not limited to, pupil interviews, book scrutinies and learning walks.
- Provide opportunities for well targeted continuing professional development to ensure that staff have a high level of expertise that meets the needs of all children.
- Map the provision that is offered to children, to ensure that resources, support and interventions are leading to good levels of progress for identified children.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Be the point of contact for the Local Authority and other external agencies, to ensure there is a coordinated, multi-professional approach to addressing the needs of all identified children.
- Liaise with potential next providers of education to ensure children and their parents/carers are informed about options and a smooth transition is planned.
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all children with SEND up to date.

The SEND governor

Our governor with responsibility for SEND is Mr I. Hodcroft. He can be contacted by telephone on 01942 883773 or by email to enquiries@admin.saintgeorgescentral.wigan.sch.uk

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy, SEND Information Report and provision in the school.

The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy, SEND Information Report and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Making reasonable adjustments for children where a difficulty has been identified in their learning or development.
- Identifying any children who may have SEND and referring these children to the SENDCO, using the school's internal referral process.
- Providing termly meetings with parents to review progress and to identify next steps.
- Working with the SENDCO to review each child's progress and development and decide on any changes to provision.
- Ensuring they follow the information and guidance contained within this policy and within the SEND Information Report.

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Local Offer and Wigan Council Services

Wigan Council's local offer can be found via the following link: [Wigan Council Local Offer](#)

Wigan Council's Family Directory provides information for families about childcare, support services available to them and activities available for children locally, among much else. Click the link to view this: [Wigan Family Information Services Directory](#)

Conclusion

At St George's Central CE Primary School and Nursery, we understand that it is our professional duty to share this policy with all new members of staff, parents and carers. Therefore, the policy is available to view on our website and new members of staff are provided with the policy and a discussion with the SENDCO as part of their induction process. The policy will be reviewed annually or sooner in the light of experiences, new developments or requirements. The SENDCO will discuss any aspect of this policy on request.

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Introduction

This document is a statement of aims, principles and strategies relating to Special Educational Needs and/or Disabilities (SEND) at St George's Central CE Nursery (Lancaster Avenue). Further more detailed information about our approach to SEND can be found in the SEND Information Report for the whole school which is on the school website. This is updated at least yearly and contains information about the day to day functioning of both our nursery and school in relation to SEND.

Aims

Our SEND policy aims to:

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- *[Wigan Council: Early Years Graduated Approach](#)
- *[Early years foundation stage \(EYFS\) statutory framework](#)

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Definitions and Identification

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. In the context of St George's Central CE Nursery (Lancaster Avenue) children have a learning difficulty if they;

- a) Have significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

A child under compulsory school age has special educational needs if they fall within the definition at part a) or part b) (above) or would do so if special educational provision was not made for them.

Children who are identified as having SEND at our nursery will be in receipt of support which is additional to or different from their peers. The nature of this support can vary depending on children's needs. Examples of what support may entail at our school follow later in this policy.

Special education needs and/or disabilities may be identified as falling within one or more of the following broad areas of need, as described in the Special Education Needs and Disability (SEND) Code of Practice (2015) and defined in the following table. Wigan Council's document *High Expectations for All* has also been used to formulate some of the definitions and examples.

Area of Need	Definition	Examples:
Communication and Interaction	Children with needs in this area may have difficulty in communicating with others. These difficulties may manifest in terms of producing speech, for example struggling to put thoughts into words or knowing what they wish to say but being unable to physically produce accurate sounds/words. Alternatively, children may not understand what is being said to them or may not understand or use social rules related to communication.	<ul style="list-style-type: none"> *Speech, language and communication needs *Autism *Speech sound production difficulty
Cognition and Learning	<p>This area relates to any difficulties with learning, often in terms of academic subjects. It also refers to the thinking skills and thought processes that a child has acquired through their prior experience. Learning needs can vary in severity and can change according to subjects and situations. Children with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term in one or more areas or severe and long term.</p> <p>Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions some of which are given as examples.</p>	<ul style="list-style-type: none"> *Moderate Learning Difficulties (MLD) *Severe Learning Difficulties (SLD) *Profound Multiple Learning Difficulties (PMLD) *Specific Learning Difficulties (SpLD) *Dyslexia *Dyscalculia *Dyspraxia
Social and Emotional Mental Health	This area relates to a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour. These behaviours may reflect underlying mental health difficulties or physical symptoms that are medically unexplained.	<ul style="list-style-type: none"> *Attention deficit disorder *Attention deficit hyperactive disorder *Attachment disorder. *Anxiety related disorders
Sensory and/or physical needs	Sensory needs can refer to hearing loss and/or visual impairment. It can also refer to sensory processing difficulties and physical difficulties. The important consideration in this area is the degree to which the difficulties impact on the child's ability to access educational opportunities	<ul style="list-style-type: none"> *Hearing loss *Vision loss *Multisensory impairment *Sensory processing difficulties *Diagnosed medical conditions *Congenital conditions

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Identification of pupils with Special Educational Needs and the Early Years Graduated Approach

At St George's Central CE Nursery (Lancaster Avenue) we make the early identification of children with possible SEND a priority. The identification of SEND should be built into the overall approach to monitoring the progress and overall development of all pupils. Observations and assessments carried out as part of our day to day practice help in identifying possible SEND and discussions with parents/carers and feedback from health visitors and other professionals as part of the Integrated 2 Year Check are also utilised. Where children's progress in any of the three prime areas (Communication and Language, Physical Development or Personal, Social and Emotional Development) gives a cause for concern, staff will follow Wigan Council's Early Years Graduated Approach by making parents aware, discussing with the SENDCO and putting any additional support in place which may involve referral to an external agency. If despite additional support, the child is making little or no progress and their delay in development has increased to 18 months or more, then a Request for Service Involvement will be submitted. If the criteria is met, Wigan Council's Early Years Team will visit school to assess the child and meet with parents. The child will then be discussed at an Early Years panel and support will be allocated based on the outcome of the panel.

'Assess, Plan, Do, Review' Cycle

The Special Education Needs and Disability (SEND) Code of Practice (2015) cites the importance of the cycle of assess, plan, do, review as a cornerstone of provision for SEND within nurseries and schools. Therefore, we have embedded this within our approach to SEND within our nursery. The cycle can be understood broadly as first **'assess'** in terms of establish what the child's difficulties may be through assessment (assessment could take many and varied forms depending on the child's needs), then **'plan'** an intervention or strategy with the intention of alleviating some of the assessed difficulties. This would be followed by **'do'** in terms of carrying out whatever was planned and finally **'review'** by considering the impact of what was planned and carried out. Different outcomes are possible as a result of the **'review'** element. For example, if an intervention or strategy is deemed to have been effective it may be continued. If the **'review'** element finds that no improvement has been made we would come back to the **'assess'** part and consider what else may be barriers to learning or particular difficulties for this child and from this move back through **'plan'**, **'do'** and **'review'**. The Assess, Plan, Do, Review cycle underpins the Graduated Approach which is explained within the next section.

Education, Health and Care Plans

Some children with SEND may be identified as requiring an Education, Health and Care Plan (EHCP). An EHCP is for children who present with a high level of need across one or more areas and require significant additional support. An EHCP creates a picture of the child, their interests, their positive qualities and the nature of their needs and any underlying reasons for such needs. The EHCP seeks to formalise the nature of support and ensure funding and any other requirements are planned for. If a child is identified as requiring an EHCP we will work with parents/carers to submit an application for one to the local authority. Regarding EHCPs we aim to follow guidance contained within Chapter 11 - The Education, Health and Care Pathway of Wigan Council's *High Expectations for All* document and within the Special Education Needs and Disability (SEND) Code of Practice (2015). Due to the age of our children we also utilise guidance within Chapter 12 - Education, Health and Care (EHC) Early Years Pathway (0-5) of Wigan Council's *High Expectations for All* document when considering an EHCP application. Annual reviews are held for children with EHC plans. These involve parents/carers, the SENDCO and other staff from nursery or external professionals may also be present. They provide an opportunity to review progress and outcomes relating to the EHCP and set new targets to be worked on which are shared with the local authority. We use templates provided from Wigan Council for submitting EHCP requests and for recording annual reviews.

The Nature of Support Available

Support for children with SEND at St George's Central CE Nursery (Lancaster Avenue) varies according to children's needs and requirements. We understand the importance of effective planning, observation and assessment and through this we are able to monitor and plan for individual children's needs and identify areas for support and development. Support for children with SEND may include providing support to children on an individual basis or may involve the provision of individualised activities or specialist resources. All activities are flexible and can be adapted to meet the individual needs of children. Support can also be understood through the adaptation of the environment. We also carry out any specific activities and programmes suggested by external agencies. WellComm is also used in school to identify speech and language needs and provide targeted interventions. Specific interventions recommended by external professionals are also implemented as required.

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Monitoring of Progress and Assessment for children with SEND

At St George's Central CE Nursery (Lancaster Avenue) assessing the progress and attainment of all children is considered important for a variety of reasons. Assessing progress and attainment enables us to gain an understanding of where children are up to in their learning, what their next steps in learning should be and report on this to parents/carers. However, it is particularly important for children with SEND as it enables us to consider the effectiveness of the provision for children with SEND and make revisions to this as appropriate within the Assess, Plan, Do, Review cycle. Assessment for children with SEND is completed in a variety of ways. Primarily, this involves observations of children and considering the progress they have made in relation to the Early Years Profile. Where speech and language is a concern, we use WellComm to identify any needs in this area and children are re-assessed after receiving intervention through the programme Specialist, external agencies may also measure progress using tools specific to their area of expertise and we make use of these where appropriate in assessing progress.

Annual reviews are held for children with EHC plans. These involve parents/carers, the SENDCO and other staff from school or external professionals may also be present. Further information about annual reviews can be found in the Education, Health and Care Plans section of this policy.

Parental Involvement

At St George's Central CE Nursery (Lancaster Avenue) we aim to ensure that parents/carers feel able to approach us. Nursery staff and the SENDCO are available at drop off and pick up times and a time to see them can easily be arranged. By following the Graduated Approach this means that parents/carers are consulted with and informed of various steps throughout this approach. We aim to share progress and targets for children with SEND with parents/carers on a termly basis. This may be done in a variety of ways depending on what is deemed most effective for the child. Feedback is always given to parents/carers following a visit from any external agencies and parents/carers are always kept informed of the processes involved with this.

Parents/Carers evening is held three times per year and this presents a further opportunity for staff to provide feedback to parents/carers of children with SEND about their child's well-being, progress and attainment. Annual reviews, held for children with EHC plans, are also a further opportunity to consult with parents/carers. Further information about annual reviews can be found in the Education, Health and Care Plans section of this policy.

External Agencies

We work with a multitude of external agencies and their involvement is related to children's specific needs. We always seek parents/carers' permission before referring to an external service and we keep parents/carers updated as to the progress of the referral and any outcomes of external involvement. Agencies who have been involved with children with SEND include but are not limited to:

- | | |
|--|---|
| *Speech and Language Therapy | *Occupational Therapy |
| *Educational Psychology Service | *Targeted Education Support Service |
| *Wigan Council Early Learning and Child Care Team | *Wigan Council Autism Pathway and Service |
| *Specialist Sensory Education Team | *Wigan Family Welfare Counselling Service |
| *Child and Adolescent Mental Health Service (CAMHS) | *ADHD Support Services |
| *School Nursing Service | *Embrace Wigan and Leigh |
| *SEND Information, Advice and Support Service (SENDIASS) | *Wigan Parent/Carer Forum |

Further information and contact details for these agencies and many others can be found on the main school's website. Further information is contained within Wigan Council's local offer: [Wigan Council Local Offer](#)

Transition

At St George's Central CE Nursery (Lancaster Avenue) we recognise that transition in many forms can be a source of anxiety and worry, particularly for children with SEND. In terms of transitions within the regular nursery day a variety of approaches are utilised to assist any children with SEND who find this difficult.

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Approaches include explaining what the transition is from/to on an individual basis, providing a visual timetable, using a now/next board, using verbal cues such as 'when..., then...' or 'now..., next...', using sand timers or providing a countdown. This is not an exhaustive list and other strategies may be used according to an individual child's learning needs.

Transition between our nursery and the school based nursery or between our nursery and Reception classes on the main school site is also managed carefully. The changes are always discussed with parents/carers and any new staff are introduced to both parents/carers and the child. Children who are starting at our school based nursery or reception complete "Welcome" sessions during the summer term before starting and home visits are carried out. Children with SEND are accounted for within this process and extra help and support will be planned for. Teachers also meet in the summer term to share information about children who are moving to our school based nursery or Reception classes and any information relating to children with SEND is passed on. The SENDCO will also meet with staff as required to share plans and information and the school based SENDCO can also be involved in this process if needed. If it is considered to be helpful some children with SEND are provided with a transition booklet which contains photographs and information pertaining to their new environments, new staff and any new routines. This can then be discussed at home over the summer holiday in preparation for September. If children are moving to a reception class or another nursery at another school, we will support the receiving school with their transition arrangements.

Roles and Responsibilities

The SENDCO

The SENDCO for our Lancaster Avenue Nursery is Mrs R Helme. She can be contacted by telephone on 01942 889779 or by email to enquiries@admin.saintgeorgescentral.wigan.sch.uk

The SENDCO will:

- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching.
- Advise on the Graduated Approach to providing SEND support.
- Conduct annual reviews of EHC plans in collaboration with parents/carers, class teachers, the child and any other relevant professionals.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure children and their parents/carers are informed about options and a smooth transition is planned.
- Ensure the nursery keeps the records of all children with SEND up to date.

The SEND governor

Our governor with responsibility for SEND is Mr I. Hodcroft. He can be contacted by telephone on 01942 883773 or by email to enquiries@admin.saintgeorgescentral.wigan.sch.uk

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the nursery and school and update the governing body on this.
- Work with the headteacher, SENDCO, Early Years Leader and school based SENDCO to determine the strategic development of the SEND policy, and provision in the school

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The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy, SEND Information Report and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Nursery Staff

Nursery staff are responsible for:

- The progress and development of every child in their room.
- Working closely with any specialist staff to plan and assess the impact of support and interventions and how they can be linked to practice in the nursery.
- Working with the SENDCO to review each child's progress and development and decide on any changes to provision.
- Ensuring they follow the information and guidance contained within this policy.

Local Offer and Wigan Council Services

Wigan Council's local offer can be found via the following link: [Wigan Council Local Offer](#)

Wigan Council's Family Directory provides lots of information for families about childcare, support services available to them and activities available for children locally, among much else. Click the link to view this: [Wigan Family Service Directory](#)

Conclusion

At St George's Central CE Nursery (Lancaster Avenue) we understand that it is our professional duty to share this policy with all new members of staff, parents and carers. Therefore, the policy is available to view on our website and new members of staff are provided with the policy and a discussion with the SENDCO as part of their induction process. The policy will be reviewed annually or sooner in the light of experiences, new developments or requirements. The SENDCO will discuss any aspect of this policy on request.

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