



Special Educational Needs and Disability Inclusion Policy

Reviewed November 2023

Definition of Special Educational Needs and Disabilities (SEND):

SEND refers to children who have learning difficulties or disabilities that may encounter barriers to learning in a different way to their peers of the same age. This may include difficulties with communication and interaction, cognition and learning, social, emotional, or mental health issues, or sensory or physical needs.

Our Key Principles:

- Equality of Opportunity: All children have the right to access a broad and balanced curriculum, regardless of their individual needs.
- Inclusion: We aim to create an inclusive environment where every child feels valued, supported, and engaged in learning.

Our Vision:

At Portman Nursery School our vision for children with Special Educational needs and disabilities (SEND) is the same as our vision for all children. We believe that every child is a learner and that we make a difference by providing a safe and stimulating learning environment. Integral to this are caring and playful staff that support our children and their families to feel confident and secure. We want every child to be engaged actively in their learning and therefore able to reach their full potential in all areas of home life and school life.

We welcome all children whatever the differences in their abilities or behaviours and believe that every child is unique. We will work with children, parents and outside agencies to ensure each child's SEND is understood and the correct provision is provided to support each child's learning and development. We develop our knowledge and skills through professional dialogue and training opportunities to enhance our provision for all children. Ultimately, our nursery school is committed to providing an inclusive and supportive environment for all children, recognising and celebrating the diversity of abilities and needs. This policy outlines our commitment to meeting the special educational needs of every child in our care.

How Will We Achieve Our Vision?

- By providing a welcoming, receptive and responsive environment in which parents/carers work in partnership with the staff to meet each child's individual needs.
- Ensuring that all children have access to a broad and balanced curriculum which is delivered by outstanding teachers and follows the child's interests.
- Planning for and regularly assessing children's individual needs in consultation with the family.
- Offering a whole team approach where every member of staff has the responsibility to ensure individual children's needs are planned for and responded to.
- Meeting with parents and carers on a regular basis, respecting their role as the child's first educator. Keeping parents informed at all stages of the assessment, planning, provision and review of their child's learning.
- Ensuring transition periods are well planned for and information is transferred promptly and confidentially.
- Working collaboratively with Governors to monitor the progress and provision for children with SEND and to regularly monitor the accessibility of the learning environment, the curriculum and the staff knowledge, skills and understanding of each child's needs.
- Ensuring all school policies are known by staff, parents and governors and are inclusive.

At Portman we offer you:

- Staff that are highly trained, experienced and knowledgeable about working with children with additional needs
- A family worker system that enables us to support your child to develop and make progress
- A meaningful and relevant curriculum developed from observation of children's interests and needs
- Individual and targeted support for your child if this is what they require
- A continual conversation between you and the school based on mutual respect and friendship
- Individual support to help you navigate transitioning to primary school and where appropriate obtaining an Educational Health Care Plan (EHCP)

Identifying Children with SEND:

All children have different strengths and challenges and therefore learn at different rates. However, there are some children who can find learning significantly more difficult to access than other children and require additional support to what is already provided within the classroom. Identifying these children and their barriers to learning as early as possible is very important in order to achieve the best long term outcomes.

There are broadly four areas;

- Communication and Language
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

There may also be children whose needs cut across all of these areas and their needs will change over time. Those children with Autistic Spectrum Condition (ASC) might well fall into this category.

The child's needs can be identified by a range of different people including and very importantly parents and carers and often by nursery staff. We may need the assistance of additional partners to

Our Response to Individual children

Once identified children will be supported in different ways using a graduated response:

- Monitoring Opportunities to gather more information before the SENCO in consultation with the child's family worker and with the parents/carers make a clear decision about the needs and how the nursery can best support the child.
- Support The child will have an individual learning plan (ILP) which will be written by the SENCO with input from any outside agencies who might be involved, from the child's parents or carers and the child's family worker. We will also signpost families to other agencies who may also be able to provide support where necessary such as speech and language therapists.

Roles and Responsibilities:

The SENDco is Adam Hill and can be contacted on ahill@portmancentre.co.uk

The SENDco will:

- Work with the head teacher and SEND 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 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 pupils with SEND up to date

The SEND governor

The SEND governor is Jack Harris and can be contacted on jharris@portmancentre.co.uk

The SEND governor will:

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

The Head teacher

The Head teacher is Amie Curtis and can be contacted on head@portmancentre.co.uk

The head teacher will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Wider team

The wider team are responsible for:

- The progress and development of every pupil
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy

Support and Provision:

Communication and Language Support:

Our policy on supporting children with speech and language difficulties underscores our commitment to fostering an inclusive environment where every child has the opportunity to thrive. We recognize that effective communication is fundamental to a child's overall development and academic success. Our approach involves early identification through regular assessments, collaboration with speech and language professionals, and the implementation of targeted interventions. We prioritize creating a supportive atmosphere where children with speech and language difficulties feel encouraged and empowered. Our dedicated staff receives ongoing training to implement evidence-based strategies, ensuring that each child's unique needs are met. Regular communication with parents and caregivers is a cornerstone of our policy, promoting a collaborative partnership to enhance the child's language development both at home and in our educational setting. Through this policy, we strive to provide a nurturing and inclusive space where every child can build the communication skills essential for lifelong success.

Behaviour as a Communication:

In young children, behaviour serves as a powerful form of communication, acting as a window into their thoughts, feelings, and needs. Unable to express themselves verbally with the same sophistication as adults, children often convey their emotions and experiences through actions. Tantrums, withdrawal, sharing, or seeking attention are examples of behavioural expressions that provide insight into a child's internal world. As caregivers, educators, or parents, decoding these behaviours becomes crucial in understanding the child's perspective and addressing their needs effectively. By recognising behaviour as a mode of communication, adults can foster supportive environments, promote positive social interactions, and guide children in developing more nuanced ways of expressing themselves as they grow and learn.

SCERTS

Portman have embedded the SCERTS (Social Communication, Emotional Regulation, and Transactional Support) framework into the curriculum to support our learners on the Autistic Spectrum. The SCERTS

model represents a comprehensive and individualised approach focusing on enhancing social communication skills, emotional regulation, and providing transactional support within natural, everyday activities. This framework emphasises the importance of collaboration between professionals, parents, and other significant individuals in the child's life. By tailoring interventions to the unique needs of each individual, SCERTS aims to improve social interactions, emotional understanding, and functional communication. This approach recognises the dynamic nature of development and aims to build a solid foundation for individuals with ASC to engage meaningfully in their social world. The implementation of SCERTS is a holistic strategy that not only addresses immediate challenges but also promotes long-term social and emotional well-being.

Local Authority Support

Initially, we will seek interim support from the local authority to enable us to have short term additional resources. This will enable us to tailor provision in order to meet the child's significant and individual needs. During this time, we will continue to make observations of the child's needs and barriers to learning and respond accordingly. If it becomes evident that the child needs are complex and enduring the nursery will request, following consultation with the child's family, an Education and Healthcare Plan (EHC) assessment. This, if agreed, will bring additional resources to the nursery to ensure that the support being given can continue over time.

Early Years Resource base

Portman is fortunate to be funded as an Early Years Resource base, which provides specialist support for pupils with complex needs. We have spaces for 20 children who access learning inclusive within the main nursery school. All children allocated with resource base placement will have an identified need. They may already have an EHC plan or are in the process of an EHC assessment. Portman are able to allocate places via school admission and in consultation with the bi-borough SEN team. We may also allocate a resource base placement through our wider partners including the membership of the family hub. For instance, we may receive referrals from the speech therapy service, specialist health visiting team or the drop-in. Children with allocated resource base placements are fully included in the life of the school community.

How Decisions are made:

- Always in consultation with the child's parents/carers.
- Always informed by robust assessment information from all those agencies, including the nursery and the family, to whom the child is known.

Transition to Primary School:

Arrangements will be made to ensure that the family have enough knowledge of individual schools to enable them to make an informed choice about which school they would like their child to attend.

Arrangements will be made to visit schools identified by the family or as suggested by staff.

The family will be informed of the admission policy for each school and how they should go about applying for a place for their child at the earliest opportunity.

How will we know if the policy is working?

- Children with SEND are identified at an early stage.
- All identified children have appropriate ILP targets that are regularly reviewed.
- All children make progress and fulfil their potential.
- We have positive feedback from parents and carers.
- We have positive feedback from external agencies
- There is an increase in the confidence of staff that they are able to meet the needs of all children.