



SEND Policy 2024-25

Basnett Street Nursery School and The Chatterbox Club

At Basnett Street Nursery School and The Chatterbox Club, we are committed to carrying out our best endeavours to meet the special educational needs of pupils, ensuring that they achieve the best possible education and outcomes. We believe that every teacher is a teacher of every child, including those with SEND. If children are unable to learn in the way we teach, we are committed to adapting our approach and provision to match their unique learning needs. Good practice for children with Special Educational Needs and Disabilities is good practice for all.

This policy has been created by the school's SENCO and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disabilities.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a difficulty or disability which calls for special educational provision (SEP) to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

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

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This policy demonstrates how we at Basnett Street Nursery School and The Chatterbox Club, support the needs of pupils with SEND and it complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65. It has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (August 2017)
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education 2024
- Part 3 of the Children and Families Act (2014)
- Equality and Accessibility Policy
- Accessibility Plan
- SEND Code of Practice 0 – 25 (September 2014)
- Teachers Standards (2012)
- The Statutory Framework for the Early Years Foundation Stage

The SEND policy should be read in conjunction with the school SEND Information Report which can be found on the school website. Any Parents or Carers requiring further information about provision for SEND in the Nursery school should contact the Special Educational Needs Coordinator (SENDCO).

Our Mission Statement and Aims

At Basnett Street Nursery School and The Chatterbox Club, we strive to provide a broad and balanced curriculum for all children. Inclusion is at the heart of our curriculum, and we welcome, accept and value everyone.

Our culture and ethos ensures all our systems cater for all children's needs. We develop curiosity and a love of learning through a challenging and developmentally appropriate curriculum to allow all children to flourish and reach their full potential

Nurture and positivity are at the heart of our nursery school and pupils are encouraged to believe in themselves, respect others and work and play together.

We have a happy learning environment and throughout the nursery school, we believe that Basnett Street is:

"An exciting place to learn and thrive; a place where all children are valued; a place that nurtures and cements early foundations for lifelong learning".

The aim of our Special Educational Needs Policy is to ensure that:

- We identify and assess children with SEND as early as possible and follow the graduated approach to ensure children are supported effectively and ready for their next stage of education.
- Identify children who are underachieving and identify reasons for this, putting relevant and purposeful support/intervention in place for the individual need.
- Support children to make the highest level of progress they personally can through individual support plans, including personalised, specific targets according to need.
- Maintain appropriate records and monitor pupils progress closely.
- Provide full access to the curriculum in all areas.
- Work in partnership with parents and carers.
- Ensure that induction and transition procedures are in place to ensure all relevant information is shared as appropriate.

To achieve these aims, we will:

- Ensure that we use our best endeavours and offer a broad, balanced and adapted curriculum which is accessible to children with SEND and promotes high standards of attainment and achievement.
- Identify children with SEN at the earliest juncture, enabling timely and targeted interventions and support.
- Ensure that children with SEND are treated with equity, ensuring fairness and impartiality in addressing their needs, recognising and accommodating individual differences without discrimination.
- Provide equal opportunities and access to all aspects of Nursery School life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their peers.

- Provide a SENCO who will work within the guidance provided in the Code of Practice (2014) and the SEND Policy.
- Provide support, advice, guidance and training to all staff working with children with special educational needs and/or disabilities.
- Ensure all teaching and non-teaching staff are involved in the planning, delivery and monitoring of provision to meet the needs of children with identified SEND.
- Involve children and their parents/carers in the identification and review of the provision and targets
- Ensure that the school effectively liaises with local authority support services, special schools and other outside agencies to meet the needs of staff and pupils.
- Ensure good working relationships with parents, carers and the community.
- Produce an annual SEN information report.

Role and Responsibilities

- The person responsible for managing SEND provision (SENCo) in school is Emma Barker who is a member of the senior leadership team (temporary named SENDCO across Autumn 24 is Kirsty Flynn).
- The person responsible for managing SEND provision (SENCo) in The Chatterbox Club is Grace Walker who is a member of the senior leadership team.
- The Governor with responsibility for SEND provision is Helen Mansfield. Her role is to keep the governing body informed about the Nursery's SEND provision and how the Nursery is meeting the statutory requirements.
- The Designated Safeguarding Lead is Lindsay Ingham.
- The Designated Teacher for Children Looked After (CLA) is Lindsay Ingham.

The SENCO is responsible for:

- Co-ordinating SEN provision for children
- Liaising with and advising teachers and support staff
- Ensuring that support staff are delivering the highest quality of provision and practice to their children.
- Maintaining the nursery school's SEND register and overseeing the records of all pupils with special educational needs
- Liaising with parents of children with special educational needs
- Liaising with and making referrals to external agencies including the educational psychology service and other support agencies, medical and social services, and voluntary bodies
- Consultation with the class teacher and support staff to ensure that TLPs are written and that reviews take place.
- Ensuring appropriate procedures are in place, working with, and including children with SEN and disabilities
- Maintaining up to date record keeping and chronology for children with SEND. Ensuring that information is stored safely on CPOM.

The SENCO strives to:

- Ensure that key people are updated regarding the needs of the children with SEN or disabilities
- Offer advice and support to key persons, as they undertake observations to identify children's strengths and areas for further development, then to develop meaningful "next steps" and provide appropriate strategies
- Develop positive relationships with parents and carers offering advice and sharing strategies to promote a consistent approach.

- Offer support to families in need of Early Help by completing an Early Help Assessment (EHA) and holding supportive TAF meetings as appropriate.
- Work with children, their families and other settings to co-ordinate induction and smooth transition procedures.
- Work closely with the SEN Governor, Trustees and key persons to ensure the Nursery's SEND policy is adhered to

Broad Areas of SEND Need

These four broad areas give an overview of the range of needs that may be planned for.

- Cognition and learning (CL)
- Communication and interaction (CI)
- Sensory and/or physical impairment. (SPN)
- Social, emotional and mental health difficulties (SEMH)

The purpose of identification of need is to work out what action the nursery school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a serviceman / servicewoman

At Basnett Street and The Chatterbox Club, we strive to ensure that teaching of the highest quality is applied in all these circumstances where all pupils have access to an outstanding, personalised education which is adapted to their needs and requirements.

We also adopt the 'reasonable adjustment' duty under current disability and equality legislation as outlined in the Code of Practice 2014.

A child has a learning difficulty if:

<p>A. They have a significantly greater difficulty in learning than the majority of children of their age.</p>	<p>B. They have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the age in schools within the area of the local educational authority.</p>	<p>C. They are under the age of five and is, or would be, likely to fall in A or B if special educational provision were not made for them when they reached this age.</p>
--	--	--

A child is not to be taken as having a learning difficulty solely because the language that they are or will be taught in is different from the language(s) which has at any time been spoken in their home. Special Educational Provision means educational provision, which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the local education authority (other than special schools) in their area.

Identification, Assessment and Reviews of children with SEN and /or Disability:

Basnett Street Nursery and The Chatterbox Club follow the stages in the Code of Practice.

These are:

- Early Identification and intervention:- we make regular observations and assessment of all children's play and progress to enable early identification of children's individual special needs. An assessment of all the children is completed within the first two weeks of nursery life; these assessments range from our baseline, the Early Development of Speech and Language (ICan) and Wellcomm assessments. These assessments are used to indicate whether a child may be working well below age expectations, this will then be discussed with the SENCO. If further action is deemed necessary, this will be discussed between the SENCO/Key person and the parents.
- Parents are included in a structured and systematic way to shape the support their child receives and to be more transparent about what the school can provide.
- Parents will review and agree the outcomes the support is intended to achieve regularly through our TLPs (Targeted Learning Plans).
- We use a graduated approach to identify and meet children's special needs. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review (the graduated approach) recording clear outcomes and strategies for development and progress.
- The Special Educational Needs Co-ordinator (SENCO) takes the lead responsibility for gathering information and for co-ordinating the child's Special Educational Provision, by working with other members of staff to produce a Targeted Learning Plan (TLP) where appropriate and these are reviewed termly. A TLP will contain clear, achievable targets for learning and development that identify the individual needs of the child with recommendations / targets included from the professionals involved.
- Staff and the SENCO are supported and advised by specialists outside the nursery to meet children's individual needs

We offer a graduated response to intervention, recognising that there is a continuum of SEN following a cycle of assess, plan, do and review. Children with an identified additional need will have access to an adapted curriculum and a level of support appropriate for the child to access all activities as fully as possible. Parents will be kept fully informed at all stages.

An Educational Health Care Needs Assessment (EHCNA) will be initiated if deemed appropriate for children with more complex needs. The SENCO will follow a graduated approach. They will decide if it is appropriate to carry out assessment leading to an Education, Health and Care (EHC) plan being written, using specialist teacher advice and the evaluation of all other assessments undertaken previously.

Graduated Response to SEND

Our graduated approach ensures that all children make good progress. We do this through a cycle of assessing, planning, doing and reviewing our provision. Through our Provision Map, we demonstrate the universal provision, available to all children, and the additional support and interventions we offer to meet the additional needs of children, including those with Special Educational Needs and/or a disability.

Children are only identified as having Special Educational Needs if they do not make adequate progress once they have been given high quality personalised teaching, access to adaptations and intervention. When planning work for children with special educational needs, teachers give due regard to information and targets contained in the child's Targeted Learning Plan (TLP). Additionally, teachers adapt teaching and learning as appropriate for children with disabilities.

In accordance with the Code of Practice 2014, Basnett Street Nursery School and The Chatterbox Club will not identify behaviour as a Special Educational Need. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which we will be able to recognise and identify clearly, for instance a social or emotional difficulty.



Provision Map

Wave 1 (Universal Services)	Wave 2 (catch up)	Wave 3 (SEND)
<p>This is the universal provision offered to all children at Basnett Street Nursery School and The Chatterbox Club.</p>	<p>When a child is assessed as working at developmental levels lower than those typical of their chronological age or are not making progress then the SENCO will consider moving to Wave 2 of the SEND code of practice.</p>	<p>Children who have an unmet additional need will be at Wave 3 of the SEND code of practice.</p>
<p>All children will have access to a broad and balanced curriculum and their progress will be monitored and assessed through the school's curriculum and iCan Speech and Language Assessments.</p> <ul style="list-style-type: none"> • Early Talk Boost is delivered as a universal offer to meet the needs of the cohort of children we serve. 85% of our children enter working with abilities below the expected standard in speaking, with 46% of these working significantly below. • Achievements and progress will be monitored and documented in our Learning Journals. • Assessment of each child's achievements and progress is ongoing and is shared with parents / carers through informal discussions, formal parent meetings as well as observations being sent home. • All our children are valued, we recognise each child as an individual with unique learning needs. • Children's previous experiences, learning styles, motivations and interests are used to plan meaningful, stimulating and challenging learning opportunities. • Our learning environment provides opportunities for all children to be included in the setting as a whole. • We have continuous provision inside and outdoors with enhancements to reflect the interests of the children. • Structured group times are held at the start and end of each three hour session. These sessions provide opportunities for key person to teach children phonic, number skills as well as PSED issues. They also ensure consistent progress in areas of the curriculum which is not always accessible through continuous provision 	<p>At Wave 2 the SENCO will introduce additional support to help the child to make progress and 'catch up'.</p> <p>This will be offered through:</p> <ul style="list-style-type: none"> • targeted / focussed one to-one and /or group activities. • planned interventions. • targeted resources. • individual / specialist equipment (with care plan if necessary) • Environmental adjustments e.g., quiet areas, extra spaces modified for specific SEND needs in mind e.g. The Retreat <p>Each child's progress will be monitored closely through pupil progress meetings and the use of Early Talk Boost Assessments for children working significantly below the expected standard.</p>	<p>At Wave 3 a child's needs will be monitored through a Targeted Learning Plan (TLP) displaying:</p> <ul style="list-style-type: none"> • differentiated provision • small targeted steps • strategies • resources All TLP's are discussed during staff planning meetings as well as being carefully reviewed and evaluated half termly. SEND monitoring meetings take place with all staff half termly; these meetings ensure all needs are being met. • Knowledge and advice from relevant professionals and outside agencies will be sought with parent's consent. • The SENCO and key person will use specialist knowledge and advice about a child's individual needs to enable them to make progress and reach their full potential. • A request for inclusion may be made for extra support and funding. An Early Help Assessment (EHA) may be completed. • Team around the Family (TAF) meetings may be arranged. This is an opportunity for the family and professionals to discuss how a child's additional needs can be met. • An Education, Health and Care Plan needs assessment may be initiated if evidence of intervention and additional support gained, indicates the child would benefit from this level of support and individual plan, to ensure their needs will be met. • Wellcomm will be delivered to children with a significant speech delay that is assessed as requiring specialist intervention on the iCan Boost assessment. This accompanies a referral made to SALT.

Partnership with Parents

Parents are valued and their contribution in terms of identification and support with children with SEND is fully recognised.

Parents will be kept fully informed where their child has special educational needs and will be encouraged to attend reviews, support the development of individual approaches to their child and provide help at home wherever possible.

Links will be maintained, with parental consent, with other professionals and agencies, including:

- Health Visitors
 - Medical Professionals e.g. Paediatricians, Occupational Therapists (OT), Physiotherapists, Speech and Language Therapists (SALT), 0-19 ASD Pathway
 - Portage
 - Specialist Teacher
 - Educational Psychologists (EP)
 - SEND Services (LA) Links with other educational settings are made with consideration to careful transitions ensuring changes are managed as smoothly as possible for all concerned. Information regarding the child's progress is shared with the new setting.
- All CPOMS chronology and document vault will be transferred to the feeder school.

Medical Conditions

Children who have medical needs may require intervention and support from nursery staff.

Such a child will have a Care Plan written for them in liaison with parents and the Health Service.

This ensures a safe, agreed set of principles and procedures to ensure the child's needs are fully met and all health and safety arrangements have been addressed.

Access to the Curriculum

All children with SEND will have a full entitlement to a broad and balanced curriculum as provided for all other children. To maximise their access some children may be taught in withdrawal groups or on a 1:1 basis for short periods of time.

Our aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources all within the normal nursery environment.

Alongside our provision in Nursery, we have recently developed an adaptive space to accommodate for intensive interaction and as a space for children to regulate if necessary.

Alternative Adaptive Provision

At Basnett Street Nursery School, we recognise that some children have unique needs that are best supported in a sensory-friendly environment.

To meet these needs, we provide access to an alternative provision hub known as The Retreat. This dedicated space focuses on three main areas of provision: cognition and learning, exploration, and sensory regulation.

Identified children have a tailored schedule allowing them to access The Retreat at key times, ensuring they receive support when it is most beneficial to their learning and well-being. Each child's program within The Retreat is carefully planned using specialist advice and guidance, allowing us to create individualised support that promotes positive engagement and growth.

Admission Arrangements

Children with SEN and/or Disabilities will be admitted to Basnett Street Nursery and The Chatterbox Club in line with our Admission Policy and the statutory requirements of the SEN and Disabilities Act (2001) and Children and families Act (2014) Part 3.

The admission policy states that children with additional and special educational needs must be admitted as a priority. All staff at Basnett Street Nursery and The Chatterbox Club are committed to meeting the needs of all children and promoting the culture and ethos of inclusion within the nursery.

Parents are requested to inform the nursery of any special educational needs, medical conditions, allergies or any other concerns they may have on the Nursery Admission Form. Home visits and/or additional meetings in the setting are also offered to enable parents to discuss their child's needs with their child's key person. This will enable the SENCO to put into place actions to support each child, such as, a differentiated curriculum or specialist resources.

Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

In setting out what they 'expect to be available', local authorities should include provision which they believe will be available.

LANCASHIRE COUNTY COUNCIL - LOCAL SEND OFFER

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

At Basnett Street Nursery School and The Chatterbox Club, we provide our 'Local Offer'. This sets out our aims and the provision that we provide for the children who attend our setting.

BASNETT STREET & THE CHATTERBOX CLUB - LOCAL OFFER

Storing and Managing Information

The confidential nature of SEND information is fully recognised at Basnett Street Nursery School and The Chatterbox Club, and as such documents are stored securely and password protected. Information received from external agencies – including via email, is transferred over to our secure CPOMs for security purposes.

Hard copies of documents are placed in the confidential waste and electronic copies are held on the school's OneDrive and on CPOMs, in an area which is only accessed by teachers and managed by the SENDCo/Headteacher.

Records relating to children who have left are passed to the new school as soon as it is practical, with a signed and dated record of transfer kept in the nursery school.

We keep children and young people's information from their date of birth until they reach the age of 25. After this time the information is made inaccessible to system users and securely destroyed. We use the Government Advice on Data Protection / Confidentiality / Freedom of Information in Schools.

TLP's and additional information are stored securely by the SENCO on CPOMS. Key persons keep their children's TLP's in their personal files, ensuring they are a working document.

Information is only shared with other agencies with parental consent.

Monitoring and evaluation of our SEN policy

The SENCO works closely with key persons in the writing of TLP's. TLP's are reviewed half termly in discussion with the child's key persons and parent. All About Me profiles are written jointly with the SENCO and parents before an EHC Plan assessment is requested.

The SENCO holds regular monitoring meetings with key persons, giving staff the opportunity to discuss the children, the progress they have and are making as well as any areas of concern, thereby enabling quick and early intervention.

Our SEND Policy will be monitored and evaluated via termly reports to the governing body. The school governors are responsible for an annual review of the policy.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001 and Equalities Act 2010, placed a duty on all settings and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Basnett Street Nursery School and The Chatterbox Club publish its accessibility plans on the website.

Children Looked After (CLA) by the Local Authority

Pupils who are being looked after by the local authority may require intervention and support from staff in nursery school and will have a Care Plan written for them, in liaison with the Social Services. The Designated Teacher for CLA children is Lindsey Ingham.

Complaints

The complaints procedure for SEND will follow the Nursery's complaints procedure. Complaint forms are available at the nursery office.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with their child's key person. If a concern continues then the SENCO will discuss the concern with the parents / carers. At this stage the Headteacher/Manager and SEND Governor/Trustees may be informed.

Reviewing the policy

The policy will be reviewed as part of the Nursery school's evaluation cycle. The policy was reviewed on 13.11.24. It is due for review in September 2025 or before, if appropriate.

Lindsey Ingham (Headteacher)
Signed: _____

Emma barker (SENCO)

Signed: _____

(Chair of Governors)

Signed: _____

Date: 13.011.24

Review Due: September 2025