

Date: December 2022
Review date: December 2023
Responsibility: AP

Bishop Challoner School



SEND SUPPLEMENTARY POLICY FOR NURSERY

How we support SEND in the Nursery

This supplementary policy enhances the SEND policy for the whole school, following the SEND Code of Conduct.

Preschool children develop at vastly different rates and due to the needs of these very young children it is important that any SEND needs are disclosed at the time of assessment. Preschool children require very different support to school aged children, and it is important that our offer best suits the needs of the child.

Children who require support may fall into a variety of different categories at preschool level:

1. Medical need with no impact on learning i.e. a chronic long term health condition that does not affect cognition.
2. Speech and language difficulty – this may be functional (ie there is a structural problem) or developmental or indeed due to social communications difficulty.
3. Physical disability that either does not affect cognition or is part of complex disorder that also affects cognition.

Children who have a medical need are assessed and their needs considered. Training is sought to ensure that staff fully understand the child's needs and how these can be supported. This may take the form of training from specialists to understand fully the disease or disorder to perform any treatments necessary whilst in school. All staff are auto injector trained to support children with allergies. Training may also be required for staff to advise on any emergent aspects that need to be taken and any protocols should be signed by parents – working in partnership to ensure the child is kept safe. Risk assessments may need to be produced with the parents support to ensure that the child accesses a full curriculum safely.

All staff are fully briefed on the needs of the child and protocols will be readily available in classrooms to support where necessary.

It is very common for preschool children to require help with Speech and Language. Some children come to us already with support, others may have this offered to them once we get to know the child and assess their level of speech and understanding. Dependent on the difficulty assessed by Speech and Language, we will then endeavour to put any strategies and suggestions into practice. Dependent on these, we will offer a variety of support which could include small group work, 1:1 work with an adult or in a more subliminal and a more general, supportive approach with continuity across the staff team i.e. visual timetables, now and next boards, emotion fans etc. Children's Communication and Language is routinely assessed using the EYFS Development Matters, Birth to 5 Matters and ECAT monitoring tools.

Children with Social Communications Difficulties can be supported alongside support from the Local Authority. Supporting this type of need will require advice and co-working with parents and others involved in the child's care I.e. Paediatricians, Complex Speech and Language diagnostics team and any other involved party – this may include social care, Area SENDCO, Portage and Preschool support via Disability services. Due to the ages of these children, it is important that we are able to meet their needs and ensure good outcomes for the child.

Any disability that coexists alongside physically challenging behaviour needs to be reviewed regularly to ensure staff and children are safe and all needs are met.

In terms of physical disability, the needs of the child need to be assessed. Our offer (in a listed building) is such that the nursery only has one entry point at the back of the Forest School Room that is truly wheelchair accessible. Toileting is not accessible for wheelchair users.

Children who have received any support during their time in nursery require careful support in their transition to school. It is important for this process to begin early on once the child's future school is known. All children have a transition report completed on them and this is sent to the school in the June/July before the child starts. The transition report will make clear any support that has been given and provided parents consent; documents will be forwarded that highlight advice given, any diagnosis and IEPs that may be relevant. The nursery will then meet with the receiving school, as invited, to discuss needs and strategies used so that the child can be well supported. Parents will be asked to consent to this sharing of information and fully advised on the importance of sharing this information. Where safeguarding is a concern, information will be shared as expected.

Children who have needs in nursery that make transition to Reception class at Bishop Challoner, will have an earlier transition than others. This means that the Reception teacher is more aware of what is required ahead of time and any possible areas of concern can be highlighted and addressed. Children who require learning support will have any information shared with the Reception teacher and SENCO for the Pre-Prep and Preparatory School so that continuity can be promoted. Any risk assessments or adjustments needed are the responsibility of the class teacher and Head of Key Stage 1, Head of EYFS or Head of Key Stage 2.

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