

## **Aire Valley Nursery Schools Federation**

**Reviewed June 2020**

### **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

#### **Rationale**

At Aire Valley Nursery Schools Federation we respect and enjoy each child's individuality, providing for differing needs including special educational needs and / or disabilities. We ensure a secure environment and positive experiences are provided to develop a child's confidence and self-esteem. We help children understand their feelings and express them in ways which do not hurt others. We value parents as partners in their children's education. It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

#### **Aims – This is what we intend to do**

- To identify special needs and disabilities at an early stage.
- To work with the Local Authority in providing Early Years Enhanced Specialist provision places
- To value and build on parents' knowledge of their children.
- To provide a family friendly environment, establishing positive relationships between child, parents and school.
- To provide all children with an open and accessible introduction to education.
- To offer a wide range of experiences to all children.
- To promote children's confidence and self-esteem.
- To help children understand their own feelings and needs and those of others.
- To develop positive attitudes amongst all staff, children and parents towards children with special needs.

#### **Objectives – This is how we implement our aims**

1. To ensure effective management of SEND through an identified co-ordinator
2. To support early identification of needs through initial entry assessment. Documentation can be found at M:\Policies and Procedures\SEND\SEN\Policy for Special Educational Needs Aire V.docx
3. To establish and foster partnerships with parents through the key person system, home visits, parental involvement in initial and ongoing assessment, daily contact, and parents contributions to the record of achievement.
4. To help the child and parent feel secure about the transition from home to nursery and welcome the parents presence in the classroom to support their child.
5. To make time available on a daily basis for communication between home and school where appropriate (See Staff roles and responsibilities)
6. To offer a range of experiences and resources which are accessible to all children and which value and extend their home experiences.
7. To regularly place concerns about individual children and special needs on the agenda of staff meetings in which individual children's progress and needs are discussed
8. To value and acknowledge a child's achievements.

9. To support children's ability to express themselves and respect others.
10. To identify and meet the professional development needs of staff in respect of special needs.
11. To support parents understanding of nursery education through displays, booklets and discussions which chart their own child's progress through different stages of development.
12. To work collaboratively with other professionals/agencies with the aim of working together to effectively support children's needs.

### Appendix 1: Covid-19

Since 23<sup>rd</sup> March 2020 the country has been in lockdown due to the Covid-19 pandemic. There are several changes to the provision for children with SEND to accommodate home learning and manage transition to primary school. Covid-19 amendments to usual practice are as follows:

#### **Changes to the Education, Health Care Assessment Process and Annual Reviews.**

The following information has been taken from a Local Authority Update on the duties of schools and Local Authorities during COVID-19.

##### **The 20 week process**

The local authority **must** still consider requests for a new EHC needs assessment or a re-assessment. Where the local authority decides to carry out an EHC needs assessment, it **must** still secure all of the required advice and information in order to be able to issue a plan.

From 1 May to 25 September 2020 (inclusive) the Regulations which provide most of the statutory timescales for the EHC needs assessments and plans processes will be modified.

- ❖ *A reason related to the incidence or transmission of coronavirus (COVID-19) may make it impractical to complete the next stage of the process on time. In such a situation, the local authority will need to proceed to conclude the next stage as soon as practicable rather than within the statutory deadlines (16 weeks if it decides not to issue a plan, 20 weeks otherwise) (Regulations 10(1) and 13(2)).*
- ❖ *If it is impractical for the local authority to meet the initial 6 week deadline because of a reason relating to the incidence or transmission of coronavirus (COVID-19), then it must instead reach that decision as soon as practicable.*

Upon referral, signed consent **must** be provided else the EHC assessment process cannot continue. We have enclosed a training manual as well as the new referral form which **must** be completed when submitting a request.

- ❖ **We will endeavour to make decisions to assess by week 6.**
- ❖ The decision to assess is based on existing advice, therefore we request that you ensure the EHC assessment referral is comprehensive and that you submit evidence which you have gathered through your APDR cycles.
  - This may include the child / young persons My Support Plan as well as professional advice you have commissioned.

To prevent prolonging the process, an Educational Psychologist will endeavour to provide advice using a range of assessment methods. This could include using existing reports, have telephone conversations with parents/carers and children and young people, speaking to professionals, etc. Settings will receive correspondence via email and arrange a conference call or video consultation with the SENCO / relevant professionals at the setting. Parents / carers and the child / young person will also be contacted for their views.

If an EHC plan is agreed:

- ❖ in parallel with sending the EHC plan and consultation to name your setting via email, an Officer will also endeavour to contact you by phone. Please ensure messaging facilities are available in case you are not.
- ❖ Where possible parents will be emailed a copy of the draft EHC plan and phoned to ensure this has arrived by a Senior Officer; parents still have 15 days to give views and make representations on the content of a draft plan.
- ❖ A co-production meeting will be held virtually if parent requests any amends to the draft.

- ❖ We will endeavour to issue the final within the 20 week timescale.

**Annual Reviews**

The legislation around annual reviews remains the same. For instance, where the needs of the child and young person may have changed, **it may be necessary** for the local authority to conduct an early review of the EHC plan.

**Consultations and admissions**

Whilst the Secretary of State for Education now has powers under the Coronavirus Act 2020 by notice temporarily to disapply the duty to admit, he has not issued any such notice at this point in time.

**Opening information**

- Due to the continuing Pandemic there have been changes to children’s hours and the sessions offered at all three schools to enable consistent staffing and deep cleaning.
- Changes to children’s days and sessions are inclusive of children with Education, Health and Care plans. Changes have been made to ensure that our nursery schools have made ‘reasonable endeavours’ to secure appropriate provision to meet the outcomes written into their EHCP.
- There will continue to be changes to arrangements to admissions and transition sessions during the continuation of the pandemic.
- Visits to settings for the children and families of children with SEND will follow processes as laid out in the risk assessment. All procedures for visits will be in line with social distancing measures and government guidance.

**Admissions and attendance arrangements for children with ECHP’s**

- All children with ECHP’s are eligible to attend Nursery under government guidance and schools must complete a Risk Assessment for all of the children who fall under into this group.
- This Risk Assessment contains information about the child, the level of personal risk that COVID-19 poses to them, their needs, an assessment of whether they would be safer at home or school and an outline of how school will use ‘reasonable endeavours’ to meet the outcomes set out in their EHCP.

Pupil Name (Include date of birth)	Address and contact details (Include phone numbers and email addresses)	Risks from COVID-19, (Bear in mind any underlying health conditions, medication, health reports and care packages).	Ability of parents or home to ensure their health and care needs can be met safely	Potential impact to the individual’s wellbeing (Consider changes to routine or the way in which provision is delivered)	Safer at home or school	Alternative arrangements / provision being provided to meet Section F of EHC plan. (Detail your ‘reasonable endeavours’ to secure or arrange provision)	School actions (make note of actions you as a SENCO need to undertake as well as when parents were corresponded with and their thoughts)
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- Where parents and carers have made the decision that it is safer for their child to remain at home this is also detailed in the Risk Assessment.
- Where a child is medically shielding or is clinically vulnerable, a discussion is held with parents and if they are in agreement, the child is recorded on the Risk Assessment as safer at home. This is reviewed regularly as Government guidance changes.
- These cohort Risk Assessments are shared with the Local Authority on request.

- On re-admittance to the setting an individual Risk Assessment is completed by the setting SENCO using the most up to date information about the child, as provided by the family, and Government Guidelines.

#### **Home/school contact and Home learning.**

- Children's key people and the SENCO have been in regular contact with families for children with SEND, including children who have been allocated to us through the Early Years Specialist Provision consolation process. (See next section for more details.)
- This contact has included phone calls, emails and regular Facebook updates.
- Children and families have received updated copies of their ISP's detailing their learning objectives for the Summer term. Targets have been taken from discussions with families and any recent paperwork including reports from external professionals and EHCP's.
- Home learning packs have been sent to families which included items to be used during interactive group times with the SENCO and SEN team.
- Coffee mornings have been offered to parents to discuss transition and making choices for Primary School. These were conducted virtually

#### **Families with whom The Setting has had no contact.**

- Where the setting has had no contact with a family on their EYESP register or about whom they have a concern, staff members may make contact with other professionals who are involved with these children.
- This contact may involve phone calls, emails or where deemed necessary joint home visits to ascertain that the child and family are safe. During these visits COVID-19 guidelines will be followed at all times. These must be arranged with the knowledge of the Headteacher.

#### **Transition arrangements.**

- During the COVID-19 Pandemic changes have been made to the transition arrangements for all new incoming children. For most children these transitions have been paused until the Autumn term, when this process will be reviewed. These must be arranged with the Headteacher or the SENCO.
- For new children with SEND, transition is still able to take place following the updated transition procedure after discussions with parents and undertaking an Individual Risk Assessment for the child.
- For new families of children with SEND setting visits are being reintroduced following COVID-19 guidelines. These must be arranged with the Headteacher or the SENCO.
- Transition arrangements for existing children moving to their Primary School Placements has been conducted via telephone or email consultations.
- The SENCO and class teachers will liaise with teachers in Primary Schools to pass on information about children moving to Reception.
- Where it is not possible to transfer information in the usual way, during COVID-19, it may be required that information is passed via secure email. This will be discussed with individual families.

#### **Selecting the right provision for Primary Schools.**

- As a result of the COVID-19 Pandemic the Local Authority is asking parents of children in Key Transition years, including Nursery, to make selections for their Reception 2021 placement at the end of the Summer Term or start of the Autumn term via an EHCP review. Key dates for this process are below.
- An Annual Review of the child's EHCP will be conducted. The setting will detail parent preferences for Primary provision for their child.

- These Annual Reviews and Transition Discussions must take place by **Friday 18<sup>th</sup> September** for those requesting Specialist Provision (including Resourced Provisions) and **Friday 24<sup>th</sup> October** for those requesting Mainstream Provisions.
- The School SENCO will support parents with the process of collecting information on the schools that could meet each child's need.

**Governmental and Local Authority Guidance used to advise Schools and Nurseries during the COVID-19 Pandemic**

- Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus (COVID-19) Updated 29 May 2020
- Supporting children and young people with SEND as schools and colleges prepare for wider opening Updated 18 June 2020.
- Guidance on Temporary Legislative changes. Issued by Bradford Local Authority SEN team. Last Updated 19th June 2020
- Phase Transitions for Early Years, Primary and Secondary children. Issued by Bradford Local Authority SEN team. Last Updated 19th June 2020
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