

Policy on Special Educational Needs and Learning Difficulties

Queen's College, Taunton – Nursery & Pre-Prep
September 2018 v2

Introduction: Whole College Policy – Statement of Aims

We aim to provide the structure for a pupil-centred process that engages pupils, family/carers, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across Queen's College. This is to ensure that all the students who have been offered a place here are able to access opportunities for learning and social development achieving maximum progress, fulfilling their potential and achieving well-being. Our policy shows regard for the revised Code of Practice 2015.

Roles and Responsibilities within Queen's College

- The named Governor with responsibility for Special Educational Needs and Disabilities is Janet Walden.
- The Senior Management Team is responsible for reviewing the SEND Policy and ensuring appropriate provision is in place to implement the Code of Practice.
- SENCO and Head of Learning Development in the Senior School: Mrs Rebecca Jones - PgCert The National Award for Special Educational Needs Coordination.
- Head of Learning Development in the Junior School: Mrs Shirley Neale - Cert. Ed; RSA SpLD; AMBDA
- SENCO in the Early Years Foundation Stage and in the Pre-Prep: Mrs Gill Harrison - B.Ed (Hons); RSA Dip SPELD

We adopt a common approach and shared rationale to Special Educational Needs. We create developmentally appropriate specific policy within the Nursery, Pre-Prep, Junior and Senior Schools to complement curriculum and needs at each stage.

Rationale – Nursery Phase and Pre-Prep

In Queen's College Nursery and Pre-Prep we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice for all children within our setting. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within a caring environment.

We enable all children to participate fully in learning activities and experiences within the constraints of the college's resources, expertise and staffing, by providing a curriculum that responds to the individual development of each child.

We work closely with parents and other agencies to monitor and assess the child's progress carefully, and provide effective, additional support to meet the child's needs. We are committed to the principles of the 2015 SEND Code of Practice 0 – 25 years.

Aims and Objectives

We aim to provide an enriching Early Years and Key Stage One experience of the highest quality which values and caters for the needs of every child within our setting. To achieve this aim we work to fulfil the following objectives:

- to ensure equality of opportunity and access to a broad and balanced curriculum for all children
- to provide all children with a safe, secure and stimulating environment
- to provide quality first teaching, with every member of staff aware of his/her responsibilities to every child, including those with special educational needs
- to set and review learning outcomes so that every child can expect to progress and fulfil the outcomes identified in the Early Years Foundation Stage and Key Stage One curriculum
- to work closely in partnership with parents, recognising and valuing their role as the primary educators of their sons and daughters
- to follow the procedure for identification, assessment and meeting the needs of children with SEND as set out in the Code of Practice (2015), Equality Act (2010) and the Children and Families Act (2015)
- to identify and assess children with SEND as early as possible using a range of assessment tools e.g. ECAT and YARC and to liaise with parents and other professionals to support children appropriately
- to develop a climate of warmth and support in which self confidence and self-esteem can grow and to seek the views of the children where possible

Definitions

According to the SEND Code of Practice 2015:

A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her.

A child only has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

A person has a disability if ...

- (a) he or she has a physical or mental impairment and
- (b) the impairment has a *substantial* and *long-term* effect on his or her ability to carry out normal day-to-day activities

Special educational provision is additional to or different from that made generally for other children.

Implementation of the policy in Queen's College Nursery Phase and Pre-Prep

It is the responsibility of the Senior Management Team to:

- produce and review regularly a SEND Policy for Queen's College Nursery and Pre-Prep and make it available to all parents. This policy provides information on how children with special needs, learning difficulties and disabilities are supported within Queen's College Early Years Foundation Stage and Pre-Prep
- produce and present a SEND Information Report to the governors annually
- ensure that all staff, including students and volunteers, are aware of the details of the policy and implement the guidelines within it
- be aware of *special needs, learning difficulties and disabilities* in the context of Early Years provision and understand how statutory, national and local procedures apply in practice to children under 5 as part of the Early Years Foundation Stage Framework
- ensure that the work of Queen's College Nursery and Pre-Prep implements the requirements of the DfE Code of Practice 2015 and the Children and Families Act 2015
- identify the necessary provision and staff arrangements to meet the special needs and learning difficulties of the children
- appoint one teacher to be Special Needs Co-ordinator. This person will be responsible for overseeing the support of the children with special needs within Queen's College Early Years Foundation Stage and Pre-Prep

Role of the SENCO

Our Pre-Prep and Nursery School EYFS Special Needs Co-ordinator is Gill Harrison BEd (Hons) RSA Dip Ed. (SPELD).

The SENCO will:

- be familiar with the Code of Practice 2015
- attend relevant courses and meetings and disseminate information to the staff
- be able to support other staff, including their training needs
- maintain the EYFS and Pre-Prep's SEND and LDD register and oversee the records of all pupils with special educational needs
- ensure all practitioners understand their responsibilities to children with SEND
- make links with parents and other agencies, including settings to which our children with SEND may transfer and from which they may come
- Strive to ensure that all our children's needs can be met at Queen's College Highgrove Nursery, Nursery School and Pre-Prep by liaising with staff to provide Quality First Teaching
- ensure that relevant background information about individual children with SEND is collected, recorded and updated
- review provision to ensure the Nursery and Pre-Prep classes are equipped to provide support across the four broad areas of SEND
- observe pupils in the setting as part of the assessment process
- communicate with the children and listen to their voice, respecting their feelings and wishes where possible as part of the assessment procedure
- identify outcomes for every child in conjunction with staff, parents and children. Where appropriate, SEND/LDD Support Plans will be drawn up in partnership with parents and outside agencies using a graduated response cycle: *assess/plan/do review*
- liaise with organisations and agencies who are concerned with children's special needs and disabilities
- ensure that staff have opportunities to undertake specialist training related to special needs, disability and learning difficulties, to improve and update their knowledge and understanding
- make effective use of any available funding and resources to meet the identified needs of children in Queen's College Nursery Phase and Pre-Prep
- liaise with class teachers to ensure consistent delivery of the curriculum between the Learning Development department and classroom

Practitioner Responsibility

Teachers and Key persons will:

- note if a child is not making expected progress using the observational formative and summative assessments available in the Early Years Foundation Stage and Key Stage One. Practitioners adopt the graduated response using the *assess, plan, do, review* model (see Appendix 5 for further details)
- assess the individual child's special needs at the earliest opportunity, either on entry or when the teacher/keyperson/support staff observes any difficulty a child is experiencing with nursery or school life
- consult with class teacher, parents, assistants and SENCO about information gathered from assessments
- provide special help within the school situation to enable children with learning difficulties and/or special educational needs to have full access to a broad and balanced curriculum
- assess and review progress according to the Code of Practice
- collaborate with planning and writing specific learning programmes to enable the child to have access to a balanced and broadly based curriculum
- plan appropriate teaching strategies with appropriate resources
- set appropriate 'next steps' to ensure success, and promote high self-esteem
- consult with parents and carers to explain the child's support at school, to co-ordinate work at home and school, to plan strategies and to involve parents in the review process
- involve and work with other relevant people and outside agencies in assessment, such as parents and carers, speech and language therapists, physiotherapists, psychologists, specialist teachers, health visitors, district and practice nurses and area SENCOs, in order to ensure as full an understanding of any difficulty and its implications as possible
- ensure that any child with learning difficulties, disabilities or special educational needs has equal access to facilities within the school, while out on educational visits, and equal access to staff
- include a child as a member of the school/key person group/class, facilitating their opportunity to contribute and work alongside and with other children
- be aware of their own influence and act as a positive role model in their interactions with and attitudes to children

We recognise that all practitioners are teachers of children with SEND and that they must all receive appropriate support and training. (See Appendix 2)

Training opportunities are provided within Somerset Local Authority for the SENCO, Deputy SENCO in Highgrove Nursery and all practitioners and attendance at courses will be supported and encouraged within the staff development plan. The SENCO has trained all

staff in the requirements of the 2015 SEND policy. The Deputy SENCO in Highgrove Nursery oversees the day to day implementation of the Code of Practice.

Governor Responsibility

The named governor with responsibility for special educational needs and disabilities within the Early Years Foundation Stage and Pre-Prep is Janet Walden.

The Governor will:

- be aware of the SEND Code of Practice
- ensure they have an understanding of this policy and promote its principles
- ensure that appropriate records are kept of children with special educational needs
- review and discuss the policy regularly with the SENCO and Head of Early Years

Admission Arrangements for Children with SEND

The Queen's College Admission Policy is applied to all applications for entry and progression through the Key Stages of the College.

Parents are requested to inform us of any pre-existing special educational need or medical issues when applying for a place for their child in Queen's College Senior, Junior, Pre-Prep or Nursery. Please refer to the Admissions Policy for full details. Should a special educational need or serious medical issue develop between registration of a child and the start date, the parents must inform the registrar immediately (as stated in our Terms and Conditions in the Admissions Policy). The Headmistress, Head of Nursey Education, SENCO and either Nursery Manager or Head of Pre-Prep will convene a meeting to determine if the college is able to meet the child's needs within the setting's expertise and available resources.

Following the SEND Code of Practice 0-25 2015

To comply with the Code of Practice, staff working with children with special needs and learning difficulties focus on the following:

- early identification
- early intervention - a graduated response cycle of *assess, plan, do, review*
- inclusive education
- physical environment
- partnership with parents
- multi-agency collaboration
- clearly defined outcomes

Early identification, assessment and intervention

Children who may need special consideration in our school include those who have difficulties with:

- Speech, language and communication
- Cognition and learning
- Social, mental and emotional health
- Sensory or physical development

If a child with identified difficulties, disabilities or special needs is offered a place within the setting, we assess and plan to meet their needs working closely with parents. Agencies outside the setting may inform us of any identified difficulties in one or more of the areas listed above and we work with them to provide for the child's needs. Our response might also include contacting the Area SENCO to assist us in formulating an SEN Support Plan or referring to the Integrated Therapy Service. In a small minority of cases, a pre-entry school plan may be devised in conjunction with outside agencies e.g. Early Years Area SENCO or PIMS team. A risk assessment will be carried out.

We use a graduated approach to identify and meet children's needs. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review, recording clear outcomes and strategies for development and progress. (See Appendix 5)

We make regular observations and assessments of all children's play and progress to enable early identification of children's difficulties or special needs. We use the EYFS framework and ECAT to inform and assist our assessment in our Early Years setting. We are committed to early intervention whenever a need is identified. If a child is not making expected progress in any areas of the EYFS learning goals, the deputy SENCO in Highgrove Nursery and the SENCO in both settings are informed and will take appropriate action in conjunction with staff and, where appropriate, parents.

In Reception, Years One and Two, the SENCO is informed of any concerns following class-based regular assessments (outlined below) and takes appropriate action in conjunction with the class teacher and parents wherever possible.

In Pre-Prep, regular summative assessment is carried out. Please see appendix 6 for a timetable of assessment. Results are shared between staff on the secure intranet and desired outcomes are planned, based on the results.

The SENCO carries out additional twice yearly reading and spelling assessments to track pupil progress and inform support plans.

Weekly planning considers effective deployment of teachers and teaching assistants to support all pupils as appropriate, recognising that every teacher and/or key person is a Special Needs teacher/key person.

We monitor the progress of children with identified special needs and learning difficulties carefully so that we can plan appropriate differentiated support and outcomes.

We share all reports on children's progress with parents.

We use a range of strategies, as well as verbal communication, to involve the children in setting and reviewing outcomes. Children are encouraged to make choices and share their feelings and wishes with staff.

Inclusion

We ensure that every child in our setting is fully included in the daily groupings of the children and their routines, recognising that some adaptations will need to be made in order to accommodate individual needs.

In order to make appropriate and effective provision or adaptations, we collect information from parents to find out the children's:

- sensory and physical needs

- emotional, social and mental needs

- cognition and learning needs

- communication and interaction needs including STC in Early Years

We ensure that children with special needs, learning difficulties and disabilities are involved in play activities alongside the other children wherever possible.

We provide support for all pupils to develop good mental health and emotional resilience through our *PHSME* programme, small groups participate in *Talkabout* and we have trained counsellors who support children requiring specialist 1:1 support.

We encourage every child to play confidently with other children and make a positive contribution.

We develop activities and experiences to raise all children's awareness of positive images of disability and difference.

We make flexible arrangements for additional adult support to enhance social interaction, avoiding segregating children from playing with their peers.

We plan open-ended learning activities and experiences to help all the children to participate, learn and progress. When appropriate we differentiate for some learning activities and experiences and provide alternative formats or additional equipment and resources for particular children.

We use a range of strategies to engage the children in play, and provide multi-sensory learning activities.

Where appropriate, we create SEND support plans to identify outcomes for children.

Physical Environment

We plan and implement interventions so that every child within the setting can join in all play areas of Queen's College Nursery and Pre-Prep, both indoors and outdoors. Both Highgrove and the Nursery School have a large outdoor area suitable for wheelchair access.

We make every effort to organise appropriate space for the children's supported and independent movement.

We ensure that all children have easy access to toilet and eating facilities.

We arrange respectful privacy for children at times of specific medical care or welfare.

We hold individual medical health care plans for all children who have long-term medical needs e.g. asthma/diabetes/anaphylaxia/cancer and we have a prescribed staff procedure for dealing with medical emergencies.

Teaching Assistants are deployed to support individuals and groups according to the needs of the children. We have a member of staff qualified at CACHE level 3 to advise staff and/or support pupils with Speech, Language and Communication needs in the Nursery School.

There is wheelchair access to the main entrance to the building. Several parts of the school can solely be accessed by steps.

There is a toilet suitable for use by disabled children next to the Nursery and Reception classrooms, complete with hand rails.

Sound absorption panels have been fitted onto the ceiling of the Nursery School.

Partnership with Parents

Partnership with parents plays a key role in enabling children with learning difficulties and SEND to achieve their potential. In Queen's College Nursery Phase and Reception we aim to work in close partnership with parents adopting user-friendly information. All members of staff will bear in mind the pressures a parent may be under because of the additional emotional and physical needs of the child. We aim to:

- give feedback regularly on a formal and informal basis
- recognise the personal and emotional investment of parents and be aware of their feelings
- focus on children's strengths as well as areas of additional need
- respect the differing needs parents themselves may have, such as a communication barrier or disability
- recognise the need for flexibility in the timing and structure of meetings
- respect a parent's request for confidentiality
- actively engage parents in working closely with staff to support their children's individual needs and share records of progress with them
- make time to focus on discussion of the children's strengths, as well as their needs

- involve parents in our graduated response towards intervention
- accommodate and respect the different perspectives and needs of parents

The Special Needs Co-ordinator and other staff ensure that there is consistent communication and consultation with parents. We consult with parents about information that should be shared with other agencies. Whenever possible, support plans are drawn up in conjunction with parents. Parents are invited to review meetings of children working with the Pre-Prep ELSA (Emotional Literacy Support Assistant). When a child is supported by the school counsellor, parents are invited to initial meetings with the counsellor.

In order for parents to be active partners it is essential that they fulfil the following responsibilities:

- ensure children attend school regularly and support work at home
- attend parent consultation and review meetings
- meet with other agencies/services as required
- keep the school fully informed of assessments conducted outside the school and provide copies of any written reports.

Our Local Offer is published on our website to inform parents of the SEND provision we are able to offer. (See Appendix 4)

Multi-agency collaboration and provision of resources

The Special Needs Co-ordinator liaises with other support agencies to develop good working relationships and refers to those agencies where appropriate e.g. Integrated Therapy Service, Area SENCO, diabetic nurse and PIMS team.

We gather information on relevant contacts and services to share with parents.

Whenever appropriate, we work closely with other professionals in order to meet the needs of the child.

Whenever possible we provide access to appropriately differentiated resources and activities. These may include:

ICT resources

physical aids

adapted materials

temporary additional funding

support from trained counsellors, ELSAs and qualified Learning Development staff where a need has been identified.

Transition Arrangements

At Queen's College Nursery, every effort is made to ensure a smooth transition from home to Nursery and between Highgrove, Nursery and Reception settings. Visits to our Nursery are arranged to familiarise parents and children with the setting before the children start; home visits and visits to other settings can also be made. For those children who have been offered a place in our Reception class, a parental welcome and information evening is held early in the Summer term. Children enjoy sessions in Reception each week throughout the Summer term, attend assemblies and a weekly *Fun Phonics* sessions with the Reception class teachers. Parents are able to meet the Reception staff in the Summer term and share information.

When a school place has been identified for a child, we support the school entry planning process and communicate with Reception staff in order to facilitate a smooth transition. Places are offered in our Reception class when a child's needs can be met within our existing resources, available staffing and expertise. If a child transfers to a setting outside the college, the SENCO and staff will liaise very closely with parents and staff there. Records will be passed on to the new setting in order to effect a smooth transfer for the child. Where appropriate, staff will attend school entry planning meetings in other settings.

Links with Other Settings

Where a child attends other Early Years settings in addition to our Nursery School, joint meetings are arranged when possible to plan and review Support Plans, together with parents, so there is a consistent approach for the child and family.

Complaints Procedure

Parents should, in the first instance, contact either their child's class teacher or the SENCO if they are unhappy with the provision arranged to meet their child's special educational needs, learning difficulties or disabilities. We aim to respond to these issues raised by parents quickly and in a positive manner. Parents also have the right to refer to the Head of Nursery Education, the Highgrove Nursery Manager and/or the Head of the Pre-Prep. The Admissions policy supersedes all other criteria in relation to admission into any part of the college and transfer between key stages.

Monitoring and Review of this policy

The success of this policy can be evaluated through:

- monitoring of EYFS provision (including teaching and learning) by the key persons, teachers, Head of Pre-Prep, Head of Nursery Education, Nursery Manager and SENCO
- analysis of assessment data
- data collected for children with learning difficulties and with SEND
- monitoring of practice and procedures by SEND governor

- school self-evaluation
- involvement of parents at all stages
- using review procedures to evaluate the effectiveness of interventions and Support Plans.

This policy will be reviewed by the SENCO, Head of Nursery Education, Highgrove Nursery Manager and Head of Pre-Prep at the end of each academic year. The next review will be held in October 2019.

Signature ----- Gill Harrison
SENCO

Signature ----- Samantha Horner
Head of Pre-Prep

Signature ----- Lizzie Hayes
Head of Nursery Education

Signature ----- Donna Kershaw
Highgrove Nursery Manager

Links to other policies

Early Years Foundation Stage Statutory Guidance 2017

Organisation

Health and Safety Policy

Care, Learning and Play

Teaching and Learning

Assessment

Inclusion

Physical Environment and Safety

Equal Opportunities

Working in Partnership with Parents and Carers

Behaviour

Admissions

Terms and Conditions

Children Act Regulations relating to our policy

Special Educational Needs and Disability Regulations 2015

Statutory Guidance on Supporting Pupils with Medical Conditions 2014

References

DfE (2015) *SEND Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs* London, The Stationery Office DCSF

DfE, Statutory Framework for the Early Years Foundation Stage published April 2017

Disability and Discrimination Act 1995 & 2006

Equality Act October 2010

Data Protection Act 2003

Appendices

Appendix 1 - Staff list and roles

Appendix 2 - Staff Training

Appendix 3 - Admission and Transition Arrangements

Appendix 4 - Local Offer

Appendix 5 - Graduated Response Procedure

Appendix 6 – Summative Assessment timetable for Pre-Prep

Appendix 1 Staff List and Roles

Miss Samatha Horner - Head of Pre-Prep
Miss Elizabeth Hayes - Head of Nursery Education
Mrs Charlotte Baker - Teacher
Mrs Jane Brown - Nursery key Person
Mrs Ann Churchley – School Meals and Lunchtime Supervisor
Mrs Mandy Croker – School Meals and Lunchtime Supervisor
Mrs Dawn Coram – Teaching Assistant
Mrs Jill Fear – Teacher
Mrs Kirsty Goss - Nursery Key Person
Mrs Clare Hammond - Nursery Key Person
Miss Christina Hardwick - Nursery Key Person
Mrs Johanna Harper – Nursery staff
Mrs Gill Harrison – Teacher & SENCO
Mrs Anne Higgins - Teaching Assistant
Mrs Helen Hitchin – Deputy Head of Pre-Prep Teacher
Mrs Clare Hood – Teacher
Mrs Donna Kershaw - Highgrove Nursery Manager, ENCO
Mrs Xanthe Lukes – Highgrove Nursery Bank Staff
Mrs Rebecca Milby - Teacher
Mrs Vanessa Monks – Registrar
Mrs Debbie Robins – Nursery Key Person
Mrs Diane Thompson - Teaching Assistant
Mrs Carrine Wyszatyckyj- Teaching Assistant
Miss Flora Wills – Teaching Assistant
Miss Abbie Smith Highgrove Nursery Practitioner
Miss Joanna Day Highgrove Nursery Practitioner
Miss Fay Bampton-Wilton - Highgrove Nursery Practitioner
Miss Karen Parsons - Highgrove Nursery Practitioner, Social and Emotional Development/Behaviour coordinator
Miss Laura Granville - Highgrove Nursery Practitioner
Miss Kirby Leyman - Highgrove Nursery Practitioner

Appendix 2 – Pre-Prep and Nursery Staff Training

Miss Samantha Horner- Head of Pre-Prep Teacher: BEd; STC Schools Induction Level Training; SEND Code of Practice; Safeguarding and Protecting Children; Emergency First Aid

Miss Elizabeth Hayes - Head of Nursery Education: EYPS, BA (Teaching and Learning, Early Childhood), DPQS, NNEB, STC Schools Induction Level Training; SEND Code of Practice; Schema Spotting Course; NVQ Level 4 Children's Care, Learning and Development; Working Together in Child Protection; Safeguarding and Protecting Children; Early Years Paediatric First Aid

Mrs Charlotte Baker - Teacher: BA STC Schools Induction Level Training; SEND Code of Practice; Safeguarding and Protecting Children; Emergency First Aid

Mrs Jane Brown - Nursery key Person: NVQ Level 3 (Early Learning and Childcare) SEND Code of Practice; Safeguarding and Protecting Children; Early Years Paediatric First Aid

Mrs Ann Churchley – School Meals and Lunchtime Supervisor: Safeguarding and Protecting Children; Paediatric First Aid

Mrs Dawn Coram – Teaching Assistant: NVQ Level 3; STC Schools Induction Level Training; SEND Code of Practice; Safeguarding and Protecting Children; Early Years Paediatric First Aid

Mrs Mandy Croker – School Meals and Lunchtime Supervisor: Early Years Paediatric First Aid; Safeguarding and Protecting Children

Mrs Jill Fear - Teacher: BEd; STC Schools Induction Level Training; SEND Code of Practice; Safeguarding and Protecting Children; Emergency First Aid

Mrs Kirsty Goss - Nursery Key Person: Foundation Degree (Childhood Studies), Level 3 Forest School, BTEC Dip (Childhood Studies); CACHE Level 3 Diploma Supporting young people's speech, language and communication; STC Schools Induction Level Training; SEND Code of Practice; Safeguarding and Protecting Children; Early Years Paediatric First Aid

Mrs Clare Hammond - Nursery Key Person: NNEB; SEND Code of Practice; Early Years Paediatric First Aid

Mrs Johanna Harper – Nursery Key Person: NVQ Level 3 Early Years Children's Care, Learning and Development; Paediatric First Aid

Miss Christina Hardwick - Nursery Key Person: BA (Early Childhood Studies), Level 3 Forest School, BTEC Dip (Childhood Studies); STC Schools Induction Level Training; SEND Code of Practice; Early Years Paediatric First Aid

Mrs Gill Harrison - Teacher, SENCO: BEd, RSA Dip SpLD; STC Schools Induction, Level 1, 2 and Coordinator's Training; NASEN Access, Participation and Achievement; Somerset Autism

Awareness; SEND Code of Practice training and INSET delivery; Learning Works yearly training in Dyslexia, Dyspraxia and fine motor skills difficulties; SLCN; Sensory Processing; social stories; member and member of Local Authority Early Years' SENCO group; Safeguarding and Protecting Children; Emergency First Aid

Mrs Anne Higgins - Teaching Assistant: STC Schools Induction Level Training; SEND Code of Practice; Safeguarding and Protecting Children; Early Years Paediatric First Aid; ELSA

Mrs Helen Hitchin - Teacher: BA, PGCE; STC Schools Induction Level Training; SEND Code of Practice; Safeguarding and Protecting Children; Emergency First Aid at work

Mrs Clare Hood - Teacher: BEd; STC Schools Induction Level Training; SEND Code of Practice; Safeguarding and Protecting Children; Emergency First Aid

Miss Charlotte Jenkins Nursery School Practitioner Foundation Degree in Early Childhood Studies, Early Years Paediatric First Aid

Mrs Rebecca Milby - Teacher: BSc; STC Schools Induction Level Training; SEND Code of Practice; Safeguarding and Protecting Children; Emergency Early Years Paediatric First Aid

Mrs Vanessa Monks – Registrar: BA; CACHE Level 2 Certificate for Teaching Assistants; NVQ Level 3 in Children's Care, Learning and Development; Intesol certificate in teaching English as an additional language; SEND Code of Practice Training; Safeguarding and Protecting Children; Emergency First Aid

Mrs Debbie Robins – Reception Teaching Assistant: BA (Early Childhood Studies) NVQ Level 2 & 3 (Childcare and Education) SEND Code of Practice Training; Safeguarding and Protecting Children

Mrs Diane Thompson - Teaching Assistant; SEND Code of Practice Training; Safeguarding and Protecting Children; Emergency First Aid

Mrs Carrine Wyszatyckyj - Teaching Assistant: Foundation degree Teaching and Learning, and BA (Hons) Education; Level 2 Certificate in Supporting Teaching and Learning; SEND Code of Practice; Safeguarding and Protecting Children; Early Years Paediatric First Aid.

Miss Flora Wills – Teaching Assistant; Bachelor of Arts in Early Childhood Studies; Early Years Paediatric First Aid

Miss Steph Adams - Room Leader; BA (Hons) Early Childhood Studies (Y1) Early Years Paediatric First Aid, SENCO Training, Level 2 award Food Safety for Catering

Miss Katie Bartlett – Bank Staff; Level 2 Certificate for the Children and Young People's Workforce; Early Years Paediatric First Aid.

Miss Shannon Billingham - Nursery Practitioner; Level 2 Certificate for the Children and Young People's Workforce – towards Level 3; Early Years Paediatric First Aid.

Miss Hannah Brown – Bank Staff; Level 2 Early Years Care and Education; Early Years Paediatric First Aid.

Miss Joanna Day - Nursery Practitioner; Level 3 in Early Years, Early Years Paediatric First Aid, Level 2 award Food Safety for Catering , Level 2 award Food Safety for Catering

Lucia Del Pizzo – Nursery Practitioner; B.A. degree in Health and Social Care Management; Early Years Paediatric First Aid.

Miss Rhiannon Essex - Nursery Practitioner; Level 3 BTEC National Diploma, Early Years Paediatric First Aid, Level 2 award Food Safety for Catering.

Miss Emma Fishlock - Nursery Practitioner; BA (Hons) Early Childhood Studies; Level 3 BTEC National Diploma, Early Years Paediatric First Aid, Level 2 award Food Safety for Catering.

Miss Amy Furze - Nursery Practitioner; CACHE Level 3 Diploma in Childcare and Education; Early Years Paediatric First Aid.

Miss Laura Granville Nursery Practitioner; Level 3 Diploma in Early years, Early Years Paediatric First Aid, Level 2 award Food Safety for Catering

Mrs Donna Kershaw - Highgrove Nursery Manager; BA (Hons) Degree in Early Childhood Studies, EYPS, Early Years Paediatric First Aid, Emergency First Aid, Level 2 award Food Safety for Catering.

Mrs Kirby Leyman - Lunch Cover; Early Years Paediatric First Aid, Level 2 award Food Safety for Catering.

Mrs Xanthe Lukes - Bank Staff; Level 3 Diploma in Early years, Early Years Paediatric First Aid, Level 2 award Food Safety for Catering.

Mrs Nicky Magee - Bank Staff; Level 3 Diploma in Early years, Early Years Paediatric First Aid.

Mrs Karen Parsons - Deputy Manager BA (Hons) Early Childhood Studies (Y1) Early Years Paediatric First Aid, Emergency First Aid, Level 2 award Food Safety for Catering.

Miss Katy-Anne Payne – Nursery Practitioner; Level 3 Diploma for the Children and Young People's Workforce; Early Years Paediatric First Aid.

Miss Laura Rose – Room Leader; CACHE Level 3 Diploma in Pre-School Practice; Early Years Paediatric First Aid.

Miss Molly Sharp – Nursery Practitioner; Level 3 Diploma for Early Years Practitioner (EYE)
Early Years Paediatric First Aid;

Miss Emma Shuttleworth – Bank Staff; B.A. Initial Teacher Education (Primary); Early Years
Paediatric First Aid.

Miss Amy Whiting – Nursery Practitioner; Level 3 Early Years Care and Education; Early Years
Paediatric First Aid.

Miss Simone Whitlam – Nursery Practitioner; CACHE Level 3 for the Children and Young
People's Workforce; Early Years Paediatric First Aid.

Appendix 3 – Admission and Transition Arrangements - Nursery and Pre-Prep Admissions Policy

(To be read in conjunction with the College Admissions Policy and the Terms and Conditions)

The Nursery and Pre-Prep are committed to excellence in the care of children and the development of their learning and education. We provide a caring, safe environment in which every child is valued.

1.1 The Headmistress and the board of governors of Queen's College have responsibility for admissions and apply the regulations on admissions fairly and equally to all those who wish to attend this school.

2. Aims and objectives

- 2.1 We strive to be an inclusive school within the parameters of our resources, facilities, staffing and expertise, and to provide appropriately for all children who have been offered a place in Nursery or Pre-Prep.
- 2.2 All applications will be considered thoroughly.
- 2.3 If the number of children applying for entry exceeds the places available, we apply the procedure set out in our terms and conditions in order to determine if a child is to be offered a place.
- 2.4 A child will be offered a place if the college is considered to be the most appropriate environment in which to meet the child's needs (within the existing expertise, staffing and resources available in the Nursery and Pre-Prep setting.)

3. How parents can apply for their child to be admitted to Queen's Nursery and Pre-Prep

3.1 We welcome visits from prospective parents and their children. Nursery parents are invited to come and spend some time in the Nursery with their child. Reception, Year 1 and 2 children are invited to spend a day at the school for a "taster day" and assessment. The school confirms in writing the offer of a place and a deposit is requested to secure the child's place.

3.2 Entry into Nursery

Entry into Highgrove Nursery, which offers care for babies up to 3 years old, can be made at any point throughout the school year. If a parent wishes to withdraw a child or reduce sessions, one month's written notice is required. It is expected that all Highgrove Nursery children will progress into the Nursery School; if, however, this is

not the case, one term's written notice is required. Failure to give the required notice will result in the following term's fees being charged.

3.3 Entry into the Nursery School and Reception Class

Children make the transition from Highgrove into the Nursery School in the September of the academic year in which they become four years old. However, when places are available, children may join the Nursery or Reception at any point throughout the school year. It is expected that all Nursery children will progress into Reception; if, however, this is not the case, one term's written notice is required. Failure to give the required notice will result in the following term's fees being charged.

3.4 There is a 10% Pre-Prep fee remission (Reception, Year One and Year Two) for all children who have attended Queen's College Nursery Phase.

Pre-Prep Class Size

4.1 We teach children in classes that have a maximum number of 16 children.

4.2 Nursery Class Size

The Nursery Phase is fully compliant with OFSTED regulations.

5. Early Years Entitlement

5.1 The Government Early Years Entitlement provides funding towards Nursery provision for each eligible child.

5.2 Somerset County Council will fund part-time Early Years Entitlement places for three and four year olds starting from the funding period after the child's third birthday. Funding continues through to Reception until the child is five years old.

5.3 For more information on the Early Years Entitlement please either visit the Local Authority website: www.somerset.gov.uk or refer to the Somerset County Council 'The Early Years Entitlement for 3 and 4 Year olds – information for parents' booklet. Copies are kept in the Parents' information display case in the Nursery and Pre-Prep entrance hall.

5.4 Company childcare vouchers are also accepted in the College.

References: EYFS April 2017 Statutory Framework

Admissions Policy and Procedures - www.queenscollege.org.uk

Terms and Conditions – please refer to Queen's College website

Review

This policy will be reviewed annually by the Nursery Leadership Group and Early Years/Pre-Prep SENCO.

Signed: _____
Headmistress of Junior, Pre-Prep and Nursery

Signed: _____
Head of Pre-Prep

Signed _____
Head of Nursery Education

Signed: _____
Highgrove Nursery Manager

Signed: _____
SENCO

Date: 30.09.18

Appendix 4 – Local Offer

Support for your child at Queen's College Nursery.

Our job is to help your child achieve the very best she or he can at Nursery. You know your child best and you may feel that some additional help or support is needed at certain points in your child's time at Nursery.

This document is to inform you of the types of support available for your child at Queen's College Nursery. It will help you understand who can help and how this support can be accessed.

We admit pupils who may have special educational needs or disabilities (SEND) We will consider individual children's needs and admit pupils where we are able to meet their needs within our existing resources, available staff and expertise and where their attendance/presence would not be to the detriment of meeting the needs of existing children. In certain circumstances, we may need the advice and support of professional services e.g. a specialist nurse prior to admission.

Children with SEND have learning difficulties or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different learning opportunities e.g. modified activities.

Schools and other agencies can help most children overcome their difficulties. But a few children may need a little extra help for an extended period of time. This means that they may have a slight difficulty with some of the following areas:

- Expressing themselves
- understanding others
- organising themselves
- reading, writing or number work
- sensory perception or physical skills
- managing their behaviour
- making friends or relating to adults

How are children supported at the Nursery?

We have a highly experienced team of staff who may be involved in supporting your child at Queen's College. These include:

your child's key person who will always ensure that tasks set are appropriate and

accessible for your child. Staff are available to see you at the beginning and end of each day.

the SENCO (Gill Harrison) coordinates the provision of SEND throughout the Early Years Foundation Stage and the Pre-Prep department. The SENCO is a qualified and experienced teacher who holds a teaching degree and an RSA diploma in teaching pupils with specific learning difficulties.

In partnership and consultation with you, specialist support may be sought by the school e.g. Occupational Therapists or Speech and Language Therapists.

Staff receive training in supporting children with SEND. Recent training includes Sensory Processing Disorders. A Nursery member of staff holds a CACHE Level 3 qualification in Supporting Children and Young People's Speech, Language and Communication. (QCF)

All staff are trained in First Aid and Paediatric First Aid in EYFS and we are fortunate in having a medical centre with a qualified team on the campus. Staff have ~~recently~~ been trained in supporting pupils with diabetes and we are able to accommodate children with both Type 1 and Type 2 diabetes. We would seek further training as necessary to support individual needs.

How is the decision made about what type and how much support my child will receive? How is support monitored and reviewed?

Before your child starts in Nursery, you will be asked to complete an induction pack "All About Me" letting us know all about your child's interests, medical information (where appropriate) and any other information you feel that we need to know in order to enable your child to settle happily into the Nursery. If you have any concerns or know of any special need that has been identified, it is important that you let us know so that we can discuss with you any necessary arrangements that we need to make. Staff will meet with you and any outside agencies involved, in order to make an informed decision about the best possible provision for your child's needs.

If you have any concerns about any aspect of your child's development after s/he has started, please let your child's key person know so that we can observe your child in the setting and discuss with you any interventions that may need to be made e.g. referral to an optometrist. Where applicable, a home-school link book may be kept so that we can maintain regular contact with you.

Every child's progress in Nursery is monitored using the Early Years Foundation Stage (EYFS) learning goals which are divided into seven areas of achievement. All pupils' speech and language development is checked using an ECAT form ("Every Child a Talker") If staff become concerned that your child is not achieving the levels expected in some of these areas, they will observe your child to decide what steps to take to

help. If, after these steps have been taken, there is still concern that progress is not being made, you will be contacted to discuss the concerns; this will usually be with your child's key person in Nursery. We also hold termly parents' meetings where information is shared and you can read your child's EYFS profile with the staff to discuss and review progress.

Following a period of observation and discussion between staff and you, your child may need a Special Educational Needs Support plan (SEN Support Plan) drawn up to help him/her make progress. A Support Plan shows outcomes to be achieved and outlines ways in which the staff will help your child achieve those outcomes. A Support Plan is reviewed regularly with you and you will be able to have a copy. Often, you can also help your child work towards achieving the outcomes at home and this partnership can be very beneficial in accelerating your child's progress.

In Nursery, we make sure that we listen to every child's voice and views through our Personal, Health, Social and Moral Curriculum e.g. through *Circle Time* which helps everyone learn how to play together and respect each other. If your child is finding it a little difficult to meet the behavioural expectations of the Nursery, we put strategies in place to help them overcome this barrier.

Some pupils may benefit from referral to a specialist agency such as the Integrated Therapy Service (ITS) which can help with a range of medical needs e.g. Physiotherapy, Occupational Therapy and Speech and Language Development. You will always be consulted in the decision-making process and will be asked to sign a letter of consent, giving permission for us to refer your child to any outside agency contacted by us. Where appropriate, and with your permission, we may also contact the Early Years Area Special Educational Needs Coordinators for advice and support for your child.

Accessibility and personal care

Our Nursery entrance can be accessed via steps or a ramp. There are some facilities within the setting that have a number of steps to negotiate.

There is a disabled toilet which also has facilities for nappy changing. The facilities for the children are age-appropriate and situated next to the Nursery rooms. Children are helped and supervised appropriately.

All staff receive regular training in basic first aid. Staff know how to store and administer medicines appropriately and have been trained to support diabetic pupils who use insulin. There is a qualified nurse based in the senior school who is able to help with emergencies.

Staff dine with the children and support them in managing utensils as appropriate.

For children who speak English as an additional language (EAL), we have a specialist EAL teacher who works with individuals or small groups where appropriate. Staff use Somerset Total communication (STC) signs in Assemblies. All classrooms and classroom furniture are labelled with photographs and STC symbols where appropriate to ensure easy access for all pupils irrespective of first language or Literacy levels. When parents' first language is not English we try, where appropriate, to engage the support of other adults in our community who can help as interpreters.

Transition

At Queen's College Nursery, every effort is made to ensure a smooth transition from home to Nursery and between Highgrove Nursery, Nursery School and Reception settings. Visits to our Nursery are arranged to familiarise parents and children with the setting before the children start; home visits and visits to other settings can also be made. For those children who have been offered a place in our Reception class, a parental welcome and information evening is held early in the Summer term.

When a school place has been identified for a child, we support the school entry planning process and communicate with Reception staff in order to facilitate a smooth transition. Places are offered in our Reception class when a child's needs can be met within our existing resources, available staffing and expertise. If a child transfers to a setting outside the college, the head teacher, SENCO and staff will liaise very closely with parents and staff there; where appropriate, we will attend school entry planning meetings. Records will be passed on to the new setting in order to effect a smooth transfer for your child.

We are fortunate in having the Nursery School adjacent to our Reception classrooms so the children are familiar with the layout of the building and share many of the facilities e.g. the garden, playground, hall for lunch and music room. A series of visits is planned in the Summer term so that Nursery School children who are transferring to Queen's College Reception class spend time in the Reception classrooms with the Reception teachers carrying out activities and thereby preparing for transfer in September.

If you are considering Queen's College Nursery and Pre-Prep for your child and would like more information please contact Mrs. Vanessa Monks, Registrar (Nursery, Pre-Prep and Admissions Department)

Telephone: 01823 27892
email: junioradmissions@queenscollege.org.uk

Appendix 5 - Graduated Response Procedure

If a member of staff has concerns for the educational, social, emotional or physical development of any child within the Nursery the following procedure will be implemented to ensure the needs of the individual child are being met at all times, in conjunction with liaising with parents/carers and their wishes. This procedure shows regard to the SEND Code of Practice 2015

Notifying the SENCO and Key Members of Staff

- If a member of staff is concerned that a child may have delayed development/behavioural difficulties they must inform the child's key person, SENCO and the Manager as soon as possible.
- The key person will observe the child with regard to the concerns raised. The process of *Assess, Plan, Do, Review* will be initiated at this point so that positive interventions are implemented in order to remove barriers to learning and development. If progress is not achieved in the first cycle of the process, the next stage of the graduated response will commence as detailed in the next point. Small group targeted intervention may be used to support learning at this stage.
- The Manager, key person or teacher will notify the SENCO as soon as practicably possible, detailing any particular patterns of behaviour noted, if applicable, or particular areas of concern. NB: It will not always be necessary to involve the SENCO during a transitional stage as all children may demonstrate a relapse in developmental progressions and behaviours may alter for a short period of time. If the concern persists once the child has completely settled into his/her new routine it will then be applicable to involve the SENCO—who will then evaluate to see if SENCO involvement is appropriate; this is likely to involve observations of the child.

Parental Involvement and next steps

- The SENCO will analyse and evaluate the observation and discuss her findings with the key person and the parent/carer. The SENCO, key person and parent/carers will discuss options and decide on the appropriate action to be taken. The SENCO and key person will collaborate to identify and implement support and strategies for the child. A Support Plan may be drawn up at this point if appropriate. The plan will be created by the key person, parent and SENCO where appropriate. Each plan will have identified outcomes to support the child.

- A file for the child concerned will be created. Each child will have an individual record where all observations and notations will be stored. Each observation will be given to the child's key person. The setting will continue the process of *Assess, Plan, Do, Review*
- The Support Plan must be signed by parent/carers. A copy of the Support Plan will be given to all relevant persons e.g.; parent/carers, key person and SENCO.
- All agreed strategies will be implemented by the key person to support the child's development.
- Appropriate activities for the child will be developed to help achieve the desired outcomes. Wherever possible, activities will incorporate the child's interests to encourage focus and engagement.
- Small group intervention may be used to support learning. The intervention will be time-related and reviewed after an appropriate length of time. The SENCO, key person and parent/carers will collaborate to identify and implement strategies for the child at home and within the Nursery.
- The Support Plan will be reviewed regularly and on a minimum of two occasions throughout the year. Following the review, further assessments may be necessary in order to inform planning to meet the needs of the child. However, if all barriers to learning have been removed and the child is meeting the expected outcomes detailed in the Early Years Foundation Stage learning goals, no further action will be necessary and the child will continue to be monitored within the EYFS Framework.
- If the child is still demonstrating difficulties, e.g. outcomes are not being achieved, parent/carers may also be asked to complete a permission form enabling the setting to contact outside agencies e.g. the Early Years Area SENCO or the Integrated Therapy Service for assistance and guidance for specific developmental needs of the child. Partnership with parent/carers will be of paramount importance throughout this process.
- Parents may be asked to help in completing the referral process and will have a right to see all documentation sent to outside agencies. Following referrals, reports are usually shared between the parents, the Nursery staff and the SENCO. Information and advice is used to create a support plan which is compiled by the SENCO, Key

Person and the parents. The Support plan is implemented and reviewed as outlined above.

Education and Health Care Plans

- In very rare circumstances, a child may not respond to the interventions detailed above. The child may need to be brought to the attention of the local authority if an Education, Health and Care Plan (EHCP) Needs Assessment is necessary. Parental/carer consent will always be sought before this step is taken; their views will be encouraged and noted at all times. Parents/carers may choose to initiate an EHCP Needs Assessment themselves.
- If an EHCP assessment is required, the Early Years Area SENCO may recommend a meeting to be held by the setting. Parent/carers and all relevant professionals will be invited to attend.
- A designated person will take minutes and record all information from this meeting. A copy should be available and sent to all relevant professionals.
- Following the meeting, any further actions will be recommended by the relevant professionals. Staff will offer support to the parents throughout this process.
- For those children within the setting, the staff will work closely with the parents in order to best meet the child's needs and help achieve identified outcomes. For those children who move to other settings, staff and the SENCO will work closely with staff in the new setting to effect a smooth transition for the child and support the parents throughout the process, attending School Entry Planning meetings where appropriate.

Appendix 6 – Summative Assessment Timetable for Pre-Prep

Queen's College Pre-Prep Summative Assessment Timetable
(Updated Sept 2018)

Year 1 and 2 (Key Stage 1)

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
YARC RWInc Phonic Assessment Writing Assessment 1 (Green Book)	NGRT Reading Comp Year 2 only	Writing Assessment 2 (Green Book)		SWST Year 1 + 2 Spelling – on computer PASS – Pupil Attitudes: Year 2 only Maths No Problem Assessment		NGRT Reading Comp – Year 2 only Writing Assessment 3 (Green Book)	RWInc Phonic Assessment	Maths No Problem Assessment	GL Progress Tests in English Year 2 – computer Year 1 – written booklets. Writing Assessment 4 (Green Book) GL Progress Tests in Maths Year 2 – computer Year 1 – written booklets
<p>Year 2 - 'Bug Club' reading comprehension checks each half-term, and Year 1 in Spring and Summer terms.</p>									

Reception

Ongoing formative assessments:
Daily on-going assessment and observations using Pupil Profiles with reference to the EYFS learning outcomes and characteristics of effective learning.
Summative assessments:
September Baseline Assessments
Literacy -Half termly Writing Assessments –(in Green Book). Half-termly phonics progress checks. Termly Red Word Assessments
May/June Assessment of 17 Early learning Goals
Moderation of ELG levels compared with National averages and results submitted to SCC.

Document reviewed on	30.09.18	Where this document is displayed / duplicated
Reviewed on behalf of the setting by	SH, GH, EH,	
Date disseminated to staff	October 2018	
Date for next review	10/18	
		<ul style="list-style-type: none"> • School Website • Intranet on Shared Area • SEND Files

