



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Little Oaks Nursery:

SEND Policy

Date	December 2023
Review Date	December 2024

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Schools information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Keystage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012
- Early Years Foundation Stage Statutory Framework (2023)

Mile Oak Primary School and Little Oaks Nursery has a named SENCO, Kate Wells. She can be contacted on 01273 077114 or by email office@mileoak.brighton-hove.sch.uk.

Mrs Wells holds the National Award for Special Educational Needs Coordination. There is a named Governor responsible for SEND, Susan Wright. Together, they ensure that the Special Needs Policy is compliant with the above named policies.

Introduction: Vision and Ethos

It is our belief that all children, at Little Oaks Nursery, have an equal right to full and rounded education and care, which will enable them to achieve their full potential. The progress and wellbeing of every child matters and inclusion is the responsibility of the entire nursery team and wider school.

Every nursery practitioner, is a teacher of every pupil, including those with special educational needs and disabilities. We strongly believe in a 'team around the child' approach, where, as well as their key person being central, children with additional needs learn and play with a range of adults as they progress through the nursery. This approach supports growth and independence in our children, building the resilience and skills they will need in their onward journey through school.

We always use our best endeavours to secure special educational provision for pupils for whom this approach required.

Special educational provision means:

'For children of two or over, educational provision is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than in special schools in the area'.

SEND Code of Practice (2014)

- We recognise that children at some time in their life may have an additional need
- We believe that all children are entitled to have their individual needs met whether they are academic, social, physical, emotional or behavioural
- We believe, where possible, the views of the child should be taken into account
- We view families as partners in their child's progress and development, with a vital role in supporting their child's learning and care
- Crucial is the idea that: 'it is in the child's best interests for a positive dialogue between families, teachers and others to be maintained, to work through points of difference and establish what action is to be taken'
- We believe children with individual special needs should remain integrated within the nursery and that SEND provision should be given within setting where possible
- Children will at times, be withdrawn for individual or small group support. The SEND provision will be in the context of an inclusive approach to teaching, learning and care
- We will allocate our resources to achieve maximum value for money, reviewing and adapting provision as necessary

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning, teaching and care
- Acquire, assimilate and communicate information at different rates
- Need a range of different experiences to thrive

Teaching teams respond to children's needs by:

- Providing for their identified learning needs
- Planning for children's full participation in learning and in physical and practical activities
- Support children, through co-regulation, to begin to understand and manage their behaviour; enabling effective and safe learning and care to take place
- Supporting children to manage their emotions, particularly trauma or stress; enabling them to take part in nursery life

Equal Opportunities and Inclusion

We are committed to promoting Disability Equality. Throughout their early years practice, practitioners will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils, ensuring that barriers to learning are addressed and eliminated wherever possible. We pay attention to the provision for and the achievement of different groups of learners, including:

- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs and disabilities (SEND)
- Children who are gifted and talented
- Children who are looked after by the local authority
- Children whose families are accessing social care
- Others, such as those who are sick; young carers; in families who are under stress
- Any learners who are at risk of disaffection and/or exclusion

Through all early years' programs of study, we endeavour to meet the needs of all; taking account of gender and gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In this nursery, it is important that we meet the diverse needs of children in our community, to ensure inclusion for all.

Family Partnerships

Families are central to enabling children and young people with SEND to achieve their potential. Families hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All families of children with SEND will be treated as partners and will be given the opportunities to play an active and valued role in their child's education. We operate an 'open door' policy, where key adults are welcome to contact the nursery and SENCO, via our admin team:

office@mileoak.brighton-hove.sch.uk or 01273 077114.

The View of the Child

Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. Where possible, children are encouraged to contribute to the assessment of their needs, the review and transition process.

Our aim at Little Oaks Nursery is to promote a positive inclusive environment where families are involved and engaged in their children's learning, and feel supported with their views and wishes respected. We do this through:

- ✓ Ensuring that all families are aware of the arrangements for children with SEND, through our welcome booklet and initial visit
- ✓ Involving families as soon as a concern is raised
- ✓ Providing meeting space for team around the family (TAF) meetings if needed
- ✓ Supporting families to understand the, sometimes complex, processes when a child is referred to an external agency
- ✓ Signposting families for further advice and support
- ✓ Offering individual appointments to families, with the SENCO to discuss the child's and families' needs
- ✓ We also strongly encourage family involvement through stay and play sessions, workshops and meetings with keyworkers
- ✓ Families can refer to further information contained on the local authority local offer pages on the Brighton & Hove City Council website:
<https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities>

Admissions

Children with additional needs will be admitted to the nursery accordance with the usual admissions procedures (see admissions policy). If there is a child, who has an already identified SEND need, the SENCO will consult with any previous settings and outside agencies, and then work alongside staff to identify suitable transition arrangements, support and training. The SENCO will work with the nursery team to ensure that the setting can meet the needs of the child.

If agreed, families and other professionals will be invited to discuss the provision that can be put in place in order to meet their identified needs.

Aims and Objectives

The aims of this policy are:

- To identify at the earliest opportunity all children who need special consideration in order to support their physical, sensory, social, emotional, communication or cognitive development
- To create an environment that meets the needs of every child with SEND so that they can achieve their learning potential and engage in activities alongside those who do not have SEND
- To request, monitor and respond to families and pupils views in order to build strong nursery/home partnerships
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well-targeted, continuing professional development
- To ensure, for pupils with medical conditions, full inclusion in nursery activities. We will consult with health and social care professionals when appropriate

- To identify the roles and responsibilities of all staff in providing for children's special educational needs and/or disabilities. Which includes outlining practice and procedures for identifying assessing, and making provision for pupils with special educational needs
- Through reasonable adjustments, enable all children to have full access to all elements of the Early Years Foundation Stage and wider nursery curriculum
- To work in full partnership with the Local Authority (LA) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of these vulnerable learners

What are Special Educational Needs?

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability or delay which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in nursery settings

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by nursery settings.

Areas of Need

The Code of Practice refers to four broad areas of need:

Communication and Interaction (C & I) - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

For example, children with Autistic Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Children may also have difficulties in their speech sound production and may need to access speech and language therapy (SALT) in school.

Cognition and Learning (C & L) - children with learning difficulties learn at a slower pace than their peers, even with appropriate scaffolding. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), such as dyslexia, dyscalculia and developmental co-ordination disorder (previously known as dyspraxia), affect one or more specific aspects of learning.

Social, Emotional and Mental Health (SEMH) - children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression; self-harming; eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attachment disorder or attention deficit hyperactive disorder (ADHD), including inattentive-type (previously known as ADD).

Sensory and/or Physical Needs (PD) - some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided.

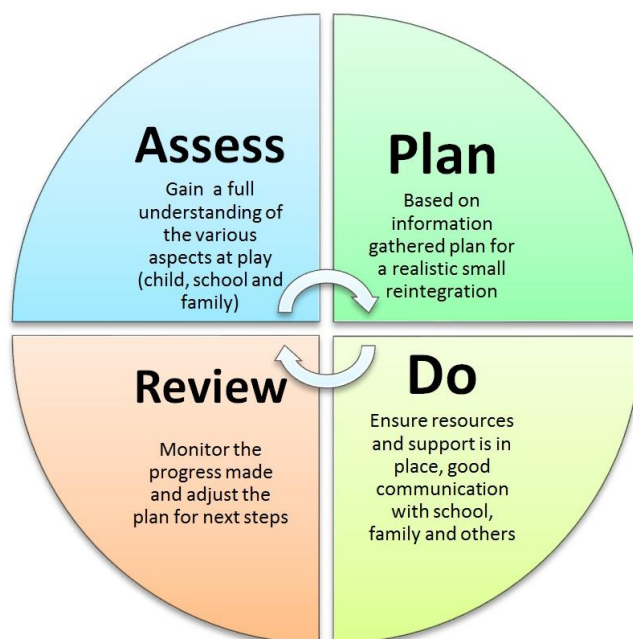
Many children with vision impairment (VI); hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Identification and provision for Special Educational Needs

Families, other professionals, wider school professionals or Little Oaks Nursery staff may raise concerns that a child may need an adjusted provision. Identification of, and provision for, children with SEND is a matter for the nursery team, particularly, the nursery manager.

The Graduated Approach to SEND support, follows the approach as required by the 2014 SEND Code of Practice

This is a 4-part continuous cycle, where children's needs and progress are reviewed and adaptations to provision is made.



Assess:

Starting point assessments are carried out for every child, six weeks after they commence their place at Little Oaks Nursery.

These assessments, take into account the views of families, cover all areas of the Early Years Foundation Stage, but focus on the Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Statutory, 2 year old development check

assessments replace the starting point assessment, only when, the starting point assessment would be due at the same time. Ages and Stages Questionnaires are also completed, for 2 year olds, by their health visitor.

If a child enters Little Oaks Nursery, having attended a nursery setting previously, the nursery manager will ensure the relevant assessments and information have been shared, within the first 4 weeks. If the child already has identified SEND, the nursery manager and SENCO will use this information to determine and meet their needs.

All staff at Little Oak Nursery continually build up a picture the children in their care through a robust cycle of planning, observation and assessment. Our 'Key Person' approach, also means each child builds a special and insightful relationship with one practitioner. Information about how each child is developing through our nursery curriculum is gathered through.

- ✓ Post it note observations
- ✓ Focus activity notes
- ✓ Formative observations
- ✓ Specific observations (long observations, sensory profiles, SEND concern observations, well-being and engagement observations)
- ✓ Talk samples
- ✓ Paper evidence e.g. mark making examples
- ✓ Professional dialogue; including termly child progress meetings with the senior leadership team
- ✓ Conversations with families

Other assessments, specifically relating to communication and language development may also be used, if practitioners feel a child may need further support in this area.

The identification and assessment of SEND in children whose first language is not English requires particular care and EMAS (Ethnic Minority Attainment Service) will be consulted as appropriate.

Early in each term a meeting is held where the key person, Assistant Head Teacher for EYFS for EYFS and, where possible, the nursery manager discuss each child's progress. Any children that are raised as a concern will then be discussed with the SENCO.

A delay in learning and development may or may not indicate that a child has SEND. Equally, withdrawn or challenging behaviour does not necessarily mean that a child has SEND, and a child will not be placed on the SEND register for behaviour related difficulties alone.

With the support of the SENCO, Safeguarding Lead and senior teachers, the nursery practitioners will identify whether there are other factors such as family, housing, or environmental factors which are causing or contributing to any presenting behaviours. A 'Team around the Family' meeting, in line with Brighton and Hove's Early Help procedures, may be arranged.

Further information can also be found on Brighton and Hove City Council Website www.brighton-hove.gov.uk/earlyhelp.

Plan:

When a possible SEN is initially noticed, it is the responsibility of the key practitioners and nursery manager, guided by the SENCO and senior teachers, to make appropriate arrangements for differentiating the curriculum in group times and providing additional support for the child. They must take steps to address the issue through high quality recorded observations, targeted strategies or a specific intervention, usually for around one term; practitioners should refer to the Brighton and Hove SEND Guide for Professionals to decide on their actions.

The following documents will be drawn up for each child identified as needed SEND support:

- ✓ An 'All About Me' page to outline strengths, challenges and how the child can be supported (Appendix 1)
- ✓ An individual SEND support plan to identify SMART targets and a date for review (Appendix 2)

- ✓ A supporting task tracking document to ensure the interventions take place, even if a key practitioner is not on duty (Appendix 3)

These documents must be stored in a SEND folder with each child's paper work clearly accessible. It is understood that paperwork are working documents and practitioners may scribe notes about a child's support and progress as they progress through the graduated approach cycle. Digital copies of key document must also be made.

It is essential that, at this point, families are involved in order to effectively reinforce any strategies and interventions at home. Early contact with Brighton and Hove Inclusion Support Service (BHISS), Speech and Language Therapy (SALT), health visitors, Seaside View Child Development Centre and Education Psychologists, may, in some circumstances be appropriate.

Do:

It is the responsibility of the nursery manager to ensure that key practitioners or additional support practitioners carry out planned interventions as detailed in the SEND support plan. Interventions may be carried out in small groups, as one-one, during group times, or within the nursery environment. The SENCO and senior teachers will ensure that this work is carried out effectively, and will support and advise staff with interventions as needed. Children's progress against targets is documented regularly in order to monitor and support as appropriate.

SEND provision can take many forms and may include:

- Scaffolded interactions and play
- Additional learning support materials or specialist equipment
- An individualised learning programme with adapted content
- SEND support in the classroom either to support targets
- Small group or individual support to work outside the nursery for the delivery of specific intervention programmes, for instance: Speech and Language Therapy, with a focus on speech sound or Occupational Therapy, with a focus on physiotherapy activities.
- Observations by the SENCO or other outside support services
- Small group or individual support work for social, emotional or mental health needs, for instance nurture support or supported play
- Small group or individual support for behavioural and emotional difficulties in or out of the setting
- Support for physical or personal care, such as eating, toileting, dressing or moving around the setting
- Specialist support from outside agencies

Review:

The SEND support plan and its associated SMART targets are reviewed using information gathered as part of our on-going cycle of planning, observation and assessment (outlined above). At this stage it may be decided:

- A) A child no longer needs a support plan and SEND provision – they have made rapid progress, concerns have been eliminated and quality first provision is deemed sufficient to progress to continue.
- B) A child has made progress toward their targets and their SEND support plan is adjusted. New targets, strategies, learning programmes, modifications to the curriculum, and extra support for the child, may be planned for.

The effectiveness of the SEND support plans will always be reviewed within the agreed timescales and with families. Families can, make face to face appointments or telephone appointments to speak to their child's key worker and SENCO. Any changes to outcomes and targets will be agreed depending upon the child's progress. This cycle will continue with increasing frequency to ensure that children make the best possible progress.

Greater levels of support, including Education Health and Care Plans

A small minority of pupils who have significant difficulties or do not make adequate progress may need a different, more intensive or personalised support to be provided. They may undergo a multi-agency assessment in order to establish their specific needs and the range of provision suitable to best meet those needs. This may include a referral and support advice sought from BHISS, SALT, health visitors, Seaside View Child Development Centre and Education Psychologists.

Adequate progress is defined in the SEND Code of Practice as progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but is less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to develop at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing skills in the Prime Areas of the EYFS
- Has emotional or behavioural difficulties, which regularly and substantially interfere with the child's own access to nursery provision
- Has sensory or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of others

The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The child's new individual targets will set out the strategies for supporting the child's progress. These will be implemented, at least in part, in the normal nursery setting. The delivery of the provision and strategies continues to be the responsibility of the key practitioner.

Outside agencies available to our nursery and wider school, include:

Brighton and Hove Inclusion Support Service BHISS, which integrates specialist support for:

- Educational Psychology
- SMHS Schools mental health service

- Social Emotional Mental Health (SEN Specialist Practitioners/Family Practitioner - Behaviour)
 - Autism & Language (SEN Specialist Teacher/Family Practitioners)
 - Sensory – Visual Impairment / Hearing Impairment (SEN Specialist Teacher; Family Practitioner; Brailist and Habilitation)
 - Literacy (Specialist Teacher)
 - Early Years (Specialist Teacher/Practitioner)
- School Counselling Service (provided by Dialogue, the counselling branch of the YMCA)
 - Ethnic Minority Achievement Service (EMAS)
 - Outreach support from special schools
 - School Nurse/Paediatrics health team

A very small number of children, whose needs are complex and/or severe, may require a greater level of support than that which can be provided from the school's own SEND resources. For these pupils, a request will be made to the local authority (LA) to conduct an education, health and care needs assessment (EHCNA). This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's SEND and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- SEND Individual support plans, including targets for the child
- Records of regular reviews and their outcomes
- Records of the child's health and medical history, where appropriate
- Progress data relating to the Early Years Foundation Stage, which will always include the Prime Areas of the curriculum
- Observations, assessments and comments from outside specialists, for example Speech and Language Team, Sensory Needs Team or Early Year BHISS
- Views of the families, and of the child

The family of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Little Oaks Nursery will initiate requests for Education, Health and Care Plans in a timely manner to ensure that provision is in place as necessary by the time a child starts full time statutory education. This will include liaising with the LA, if it is deemed appropriate, to apply for the High Needs funding. Generally this will be for children with an EHCP.

The SEND Register

In deciding whether a child should be added to the Special Education Needs and Disabilities register, the nursery manager, senior teachers and SENCO will consider all information gathered.

If the support required is *different from or additional to* what is ordinarily offered by the nursery, the child will be placed on the SEND register. The SENCO will manage the register of pupils who are identified as having SEND.

At the end of each Assess-Plan-Do-Review cycle, a decision will be taken as to whether a child should be taken off the SEND register. Only children that have made sufficient and sustained progress towards

achieving their personal targets and it is felt that they are able to maintain this with high quality nursery provision, may be removed from the SEND register. The school nursery will continue to closely monitor the progress of these children.

SEND Funding

The purpose of Additional Support Funding (ASF) is to give children with significant additional needs equal opportunities to access the Early Years Foundation Stage curriculum within a mainstream setting.

Criteria:

To qualify for ASF the setting needs to provide clear evidence that the child's needs are such that there will be a considerable and significant impact on:

- The child's ability to access the Early Years Foundation Stage
- The child's emotional and physical well-being and safety
- The emotional well-being and safety of other children in the setting
- Or any combination of these

Eligibility

- Your BHISS contact must agree the child's level of need meets the criteria to apply
- To be eligible for ASF the child must have been referred to their local Child Development Centre (significant medical needs will be considered on an individual basis).
- The setting must provide evidence of the support / strategies already in place

Funding is only available to cover EYFE hours. Funding is only available to cover a maximum of 570 (1140 for extended entitlement) EYFE hours. Brighton and Hove will pay for 100% of the additional support hours supplied. The funding must be used to employ an additional member of staff. The practitioner is employed by the setting, not by BHISS.

We will also be able to receive Disability Access Fund (DAF) for children in receipt of disability living allowance.

Key Roles and Responsibilities

The SENCO is responsible for:

- Overseeing the day to day operation of the SEND policy
- Managing the SEND record
- Coordinating provision for children with SEND
- Liaising with and advising fellow teachers and practitioners
- Supporting practitioners with writing paper work and targets
- Contributing to the in-service training of staff
- Overseeing the records of all children with SEND
- Liaising with families of children with SEND
- Liaising with external agencies including the LA support and EP services; health and Social Services and voluntary bodies
- Co-coordinating and developing nursery and school wider strategies for the identification and review of children with SEND

- Making regular visits to nursery to monitor the progress of children on the SEND register and to offer advice in providing appropriate resourcing
- To regularly carry out learning walks to ensure the needs of the SEND children are being catered for and that all staff are being deployed inclusively within the setting
- Through Pupil Progress Meetings, review termly progress of pupils with SEND, highlighting those who did not make progress and reviewing provision

The nursery manager (with support from senior teachers) is responsible for:

- Ensure key workers carry out their responsibilities effectively
- Ensure SEND paperwork is up to date and stored clearly and accessibly
- Organise nursery timetables to ensure the needs of SEND children are being met
- Being proactive in seek advice and support from senior teachers and SENCO
- Ensuring advice around resources and provision from senior teachers, SENCO and wider professionals is implemented
- Effective deployment of additional adults
- Identifying on class planning, the provision they are making for pupils with SEND

The nursery key workers (with support from the nursery manager and senior teachers) are responsible for:

- The progress and development of all their key children, including those with SEND
- Writing and reviewing SEND documents (See above), where these have not been devised by specialists from outside agencies
- Ensuring that Individual support plans are implemented in the classroom
- Regular liaison with families and the SENCO

Support practitioners are responsible for:

- Working with children in the nursery as directed by the nursery manager
- Aiming for full inclusion of all children in the nursery
- Ensuring they are aware of any additional needs in the class and are familiar with children's documentation and targets
- Implementing interventions, which support the identified SEND need, as directed by the nursery manager
- Preparing resources to support children with SEND, as directed and planned for by the nursery manager
- Record keeping, including contributing to observations that will inform the plan, do, review cycle
- Undertaking training to develop relevant skills

The Governing Body is responsible for:

- Supporting and challenging the nursery and its staff members to secure necessary provision for any pupil identified as having SEND
- Asking probing questions to ensure practitioner and teachers are aware of the importance of providing for these children
- Ensuring that funds and resources are used effectively

- Review data on SEND pupils' progress

Access Facilities

Access facilities include the following:

- Carpeted area in the main nursery
- Ramps to the playgrounds and fields
- Disabled toilet
- Specialist equipment as advised by the Occupational Therapy service
- Fans in some classrooms

Little Oaks will endeavour to provide any necessary access facilities, as and when the needs arise.

Supporting Children with Medical Needs

We recognise that pupils at nursery with medical conditions should be properly supported so that they have full access to our provision, including trips, outings and physical development activities. Some children with medical conditions may be disabled and, where this is the case, the nursery will comply with its duties under the Equality Act 2010.

Depending on individual needs, appropriate modifications will be made wherever possible. Individual Health Care Plans are recorded and up-dated regularly. Personal Emergency Evacuation Plans (PEEPS) are kept as appropriate.

Transition

For Nursery children whose families secure a school place with us, additional support and provisions are put in place as they begin their transition to reception. This may involve the SENCO meeting with families and staff to ensure all information about the child is passed on as required. Practitioners will also provide relevant information about children's learning using the Brighton and Hove Early Years Record. Children with SEND needs joining Mile Oak will receive an enhanced transition program to ensure they feel secure in their environment and begin to build relationships with their new teachers. Children also access personalised transition books, which are shared with families to continue reading over the summer holidays.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system and provides staff and governors with regular summaries of the impact of the policy on the practice of the nursery. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of assessment evidence, in line with the EYFS assessment requirements
- progress against expected developmental milestones and based on their age and starting points
- interventions' baseline and exit data
- children's engagement, observations and voice (where applicable)

The Assistant Head Teacher, Nursery Manager and SENCO discuss all SEND children and their progress at termly Pupil Progress Meetings.

Training

The SENCO attends regular SENCO support group meetings to update and revise developments in Special

Needs Education and Inclusion.

All staff have access to professional development opportunities and are able to apply for Additional Needs or Inclusion training where a need is identified, either at an individual pupil or whole setting level. Practitioners are sign posted to Early Years' specific training delivered by Department for Education. School governors also attend training to enable them to support the school's ethos of inclusion

Brighton and Hove Inclusion Support Service (BHISS – Early Years) works closely with the school to audit and meet needs, including staff training needs.

Allocation of Resources

The Senior Leadership Team is responsible for the operational management of support staff and agreed resourcing for SEND within the school and nursery, including the provision for children with Education, Health and Care plans.

The Head teacher informs the Governing body of how the funding allocated to support SEND has been deployed.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to families for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet and electronically. Individual SEND files are transferred to receiving schools when children move on from Little Oaks.

Complaints

We urge families with any concerns regarding the SEND policy or the provision made for their child at Little Oaks to speak to us as soon as possible. In the first instance, please speak to the Nursery Manager. If families feel their child's needs are still not being met, they should request a meeting with the SENCO and Assistant Head Teacher. If families still do not feel their child's needs are being met, they should request a meeting with the Head teacher.