



SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

The SEND Code of Practice is statutory guidance on the duties, policies and procedures relating to part 3 of the Children and Families Act 2014 and associated regulations

Special Educational Needs and Disability code of practice

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

Statement of intent

The nursery is committed to provide a caring and secure environment for all children.

The nursery recognises that all children need to be in a secure and caring environment. All children have needs; however, some children have Special Educational Needs and Disabilities (SEND).

All children irrespective of their needs will be offered the same experiences and given the best possible opportunities for learning and achievements

All children with Special/Additional needs will be given support to access broad, balanced learning and development experiences and activities linked to the principles underpinning high quality early years education as set out in the Statutory Framework for the Early Years Foundation Stage (EYFS).and Equality Act 2010.

The principles underlying the Code of Practice which will be observed by all Early Years Practitioners within our settings include:

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood
- Children with SEND are recognised and met with support.
- Children with SEND can access all provision within the nursery.
- We will always take into account parents wishes and there will be a firm partnership between parents, children and nursery.

We shall work together with education, health and care to achieve joint outcomes for our children and we shall contribute to the local authority's Local Offer.

Local Offer

Many of our Nursery Practitioners have vast experience in supporting children with a variety of needs and disabilities.

They have attended training in SEND such as Eklan (speech & language), Makaton/British sign language, allergy training, Autism, ADHD, Speech and language, and a variety of other courses relating to SEND.

Our nurseries are on the ground floor and are therefore fully accessible to children and families. 2 of our settings have a first floor but we can use ground floor rooms where necessary. We have a vast experience of caring for children with SEN and disability such as Diabetes, Epilepsy, ADHD, children with allergies and dietary requirements, hearing and sight impairment, cerebral palsy. We shall always seek advice and support from relevant teams in our Local Authority.

Identification, Support and Assessment of child with SEN or disabilities:

We have regard for the SEND Code of Practice on the early identification and assessment of children with Special Educational Needs or disabilities

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the nursery according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of any needs not being met by the universal service provided by the nursery
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment

of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice

- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Responsibilities for the implementation of the SEND policy

It will be the responsibility of the SEN Co-ordinator for the implementation of a SEN policy, with close support from the Manager and the child's Key person.

The role of the person responsible for SEND

The SENCO is responsible for monitoring the needs and progression of children with SENDs.

Each setting will have their own designated SENCO whose details will be displayed in the setting.

This person shall be known as the SEND Co-ordinator and they shall be responsible for:

- If staff e.g. key person, have concerns regarding child, what do they do.
- Attending training.
- Day to day operation of the SEND.
- Liaising with and advising fellow members of staff.
- Co-ordinating provision for children with SEND across the setting.
- Collating the records of all children with Special Educational Needs.
- Liaising with external agencies e.g. PLA, Portage, Health Visitors, and Early Years Partnerships.
- Working together with other settings/childminders that the child may use also.
- Making new staff members aware of LDD procedures and other responsibilities.
- Ensure that all tailored support plans are delivered correctly and shared with key persons and other relevant persons.
- That systems are reviewed regularly and kept updated.

Admission for children with SEN or disability

As stated in the Admissions Policy: No one parent or child shall be discriminated against registration at the Nursery (Disability Discrimination Act). Admissions to nursery will be on first come first served basis. If there are no nursery places available the child's name will be placed on a waiting list. A child with SEN does not hold priority over any other child.

Facilities within the nursery for children with SEN or Disability

- There is a staff room or manager's office that could be accessible for a quiet area to work with children who have language or speech problems.
- We aim to provide suitable resources for each child's individual needs and stage of development.
- Staff may see a need to adapt equipment and make it suitable for children with SEND.
- The use of specialist equipment and resources will be accessed when necessary

Identification and Support

Identification

To identify a child who may have SEND the staff will use all forms of record keeping on that child, to justify that decision. There are staff observations on the child, focused activities, and record of achievement. The parents will be invited then to discuss the concerns. Only with the parents' permission will outside agencies become involved. This is when main signs suggest a child is having difficulties when he/she:

- Makes little or no progress, even when we have used approaches that target their difficulties.
- Continues to work at a level well below that expected of a child of their age, in certain areas.
- Displays persistent emotional and/or behavioural difficulties despite behavioural management strategies that have been used.
- Has sensory or physical problems and makes little or no progress despite having personal aids or equipment to support them.
- Has communication and/or interaction difficulties and needs specific support in order to learn.

Planning and Monitoring/Assessment

We plan our Learning and Development as set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) as to include children with SEN as follows:

- Record Keeping Systems
- Individual Programmes
- Documents that are appropriate to meets the child's needs

The parents' views and the staff's view are now taken into consideration and both should be in agreement that the child might need additional provision to be made.

SEND Code of Practice to be followed

SEND SUPPORT – A GRADUATED APPROACH TO SUPPORTING CHILDREN WITH SEND

Where we have identified a child as having SEN we shall work in partnership with the parents to establish the support the child needs.

We shall adopt a graduated approach in stages:

Stage 1

Where a practitioner or SENCO identifies a child with special educational needs, the nursery will assess and record those needs and provide a number of key actions to help the child. As part of this process, the nursery will consult with parents and seek any additional information from external professionals. The targets for the child, any teaching strategies or changes to provision, are set out in an Individual Education Plan (IEP) or an EHC (education, Health and Care Plan). The plan will be continually under review in consultation with the child and his/her parent(s). This stage will involve a cycle of assessment, planning and review in increasing detail, with increasing frequency, to identify the best ways of securing and maintaining progress.

Stage 2

This is where a practitioner or SENCO, in consultation with the child's parents, decide external support services are required usually following a review of the IEP or EHC. The nursery will share its records on the child with those services so that they can advise on any IEP targets and appropriate strategies to help the child.

Access to the Early Years Foundation Stage

The nursery recognises the extent to which a learning difficulty influences a child's development. This not only depends on the nature or severity but also on the extent to which their environment supports them in coping. The appropriate learning resources, the appropriateness of the nursery's content and delivery is vital. For these reasons the nursery takes particular care to ensure that all children with SEND participate fully in the provision and curriculum offered. This is met by:

Integration into the Nursery

The nursery strongly believes in equal opportunities for all. We are committed to ensuring that all the children are involved in all activities and events, with additional support when necessary. All children irrespective of their needs participate fully in the social and educational life of the nursery.

Partnerships with Parents

It is crucial to have the trust and confidence of all parents within the nursery; however, when dealing with parents of a child with SEN or disability we should ensure that we:

- Promote a close and welcoming relationship.
- Encourage the parents to come into the nursery and discuss their worries or concerns and actively seek their views
- Contact parents as soon as there is cause for concern about their child.
- Will share with parents information and objectives concerning their child whilst using EHC plans.

- Involve parents in regular meetings to discuss their child's progress; this can be done during review meetings, annual Parent Evenings, or when staff or parents think necessary.
- Work closely with other settings/childminders as appropriate.

Complaints

If a parent wishes to complain the same procedure is followed as with any complaint. Please see the Company Complaints Procedure on the notice board in the entrance hall.

Links with other Settings/Schools

It is very important to liaise with other schools or settings which the child will move on to.

All assessment and record keeping will be passed on to the school or settings with parental permission. Meetings will be arranged to share information and give support.

Liaising with Outside Agencies

The SENCO will liaise with outside agencies when necessary and with the full support of parents.

APPENDAGE TO SEND POLICY CHILDREN WITH EXCEPTIONAL NEEDS

Children with exceptional needs are recognised and met with support.

The Nursery strongly believes in equal opportunities for all, and these children would be continually challenged and supported when necessary.

Signed: *Amanda Gilbert*
General Manager - For and on behalf of For Under Fives Ltd

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