

# Special Educational Needs

## Statement

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014

Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The nursery is committed to working alongside parents in the provision for their child's individual needs, to enable us to help the child to develop to their full potential. The nursery is committed to work with any child who has a specific need or disability to enable the child to make full use of the nursery's facilities. All children with special needs have a right to a broad and well-balanced education.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that affects his/her educational needs by:

- liaising with the child's parents
- liaising with any professional agencies
- reading any reports that have been prepared
- attending any review meetings with the local authority
- Regularly monitoring observations carried out on the child's development.

All children will be given a full settling in period when joining the nursery according to their needs. Children who need one-one support will not be able to start until that person is in place. Should that staff member be off for any reason the child will not be able to attend nursery (unless we have spare Staff)

## The Role of the SENCO

Our nursery Special Educational Needs Co-ordinator (SENCO) is Ashton Wilbond They will work closely with staff to make sure that there are systems in place to plan, monitor and review and evaluate the special needs policy of the nursery, always making sure plans and records are shared with parents.

## Special Educational needs Code of Practice

The nursery will carry out our statutory duties to identify, assess and make provision for children's special educational needs. The code of practice recommends that our nursery should adopt a graduated approach. Good practice of working together with parents and the observation and monitoring of children's individual progress will identify any child with special educational needs. Our SENCO will work alongside parents and key person 1-1 worker to assess the child's strength's and plan for the future. The SENCO will ensure that appropriate records are kept according to the code of practice.

## Policy implementation:

All staff are required to monitor each child's development and learning through accurate observation and record keeping. Through this process staff are required to identify any child who may be experiencing difficulties in specific areas and ensure the needs of such children and any children who present to the nursery with individual needs already identified are met (funding in place)

## **Aims**

- recognise any special needs a child may have and ensure all staff are aware of and have regard for the Special Educational Needs Code of Practice SEND 0-25 2014 (England) on identification and assessment of special needs
- include all children in our provision
- provide practitioners to help support parents and children with special educational needs (SEN)/disabilities
- identify the specific needs of children with SEN/disabilities and meet those needs through a range of strategies
- work in close partnership with parents and other agencies in meeting individual children's needs including the health and education authorities and seek advice, SEN support and training.
- 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 equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- promote positive images and role models during play experiences of those with additional or special needs wherever possible

## **Our nursery Special Education Needs Co-ordinator (SENCO) is Ashton Wilbond**

They work closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special needs policy of the nursery, always making sure plans and records are shared with parents.

## **Methods**

- Ensure that the provision for children with SEN/disabilities is the responsibility of all members of the nursery
- Ensure that our inclusive admissions practice ensures equality of access and opportunity
- Ensure that our physical environment is as far as possible suitable for children with disabilities
- Work closely with parents of children with SEND to create and maintain a positive partnership
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure continuity of care and information exchange.
- Use the graduated response system for identifying, assessing and responding to children's special educational needs
- Provide a broad and balanced curriculum for all children with SEND
- Provide a differentiated curriculum to meet individual needs and abilities

- Use a system of plan, do, assess, and review. implementing and reviewing individual educational plans (IEPs) and MSP and EHCP for children with SEND
- Review IEPs AND MSP regularly each term and hold review meetings with parents at this time
- Use a system for keeping records of the assessment, planning, provision and review for children with SEND
- Ensure the privacy of children with SEND when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed regularly.
- Provide a complaints procedure
- Monitor and review our policy annually.

### **Special Educational Needs and Disability Code of Practice – June 2014**

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment through assess, plan, do, and review. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will identify any child with special educational needs. Our nursery has identified a member of staff as a SENCO who will work alongside parents to assess the child's strengths and plan for future support. The SENCO will ensure that appropriate records are kept according to the Code of Practice.

#### **The Code specifies four broad areas of need:**

Communication and Interaction (including Autism Spectrum Disorder)

.Cognition and Learning

.Social, emotional and mental health difficulties

.Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

### **Graduated Response**

If a child in our setting is not making the expected progress, it may be necessary to use alternative approaches to learning. We operate a graduated response system where staff initially:

Bring an issue to the attention of the SENCO

Observe monitor and share findings with staff and parents

Are allocated time to devise planned intervention and monitor.

Adapt working practices and the environment to suit the needs of the child.

Produce Individual Educational Plans with achievable targets for the child

My Support Plan if needed

Attend regular staff training to provide effective intervention.

EHCP to arrange if needed.

This graduated response recognises that there is a continuum of special educational need and, where necessary and with parental support draws support from a range of specialist expertise to support the child. In our setting the different support maybe

Referrals to outside agencies including SEN support, speech and language, paediatricians, educational psychologists etc.

Support from Early Years Team/LA support services and advice for equipment.

(SEND support in education provision) Where a child or young person **is** identified as having Special Educational Needs, educational establishments should take action to remove barriers to learning and put effective special educational provision in place.

The system should follow four **stages**, often referred to as a 'cycle': Assess, Plan, Do, and Review. For further information about this cycle, often referred to as the '**graduated approach**', see Chapter 6 of the SEND Code of Practice.

### **Assess**

A child's needs must be assessed so that the right support can be put in place. This assessment will normally include the views of the parents/carers and the child, formal assessment information and sometimes advice and further assessment from other professionals such as a specialist teacher or an educational psychologist

### **Plan**

The setting will need to agree, with the involvement of the parents/carers and the child, the outcomes that the SEN support is intended to achieve - in other words, how the child will benefit from the support they get. All those involved will need to have a say in deciding what kind of support will be provided, and when it will be reviewed.

### **Do**

The setting will put the planned support in place. The Key person or 1-1 support staff are responsible for working with the child on a daily basis, but the SEN coordinator (SENCO) and those involved in providing support will work closely together to track the child's progress and make sure that the support is working.

### **Review**

The support the child receives should be reviewed regularly and at the time agreed in the plan. The review is a chance to see if the support is helping, whether outcomes have or are being achieved and if any changes should be made.

## **Long Term Aim of this Policy**

### **Objectives**

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole Nursery approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.

The SENCO meets with Key person or 1-1 and monitors the progress of children with SEN

The nursery employs 1-1 staff for children with additional needs if there is funding to cover this. Staff and 1-1 workers meet with the SENCO regularly to discuss any child with additional needs and plans in place.

The Designated for Safeguarding is Joanne Wilson and Josie Hodgson.

Updated: 01 March 2022

The member of staff responsible for Looked after Children is Kate Lodge

### **5 stages**

**Stage 1** – A Childs key person or member of staff will identify & register a Childs Special Educational Needs & after consulting with the nursery manager & SENCO initial action will be taken.

**Stage 2** – the SENCO will take lead responsibility for gathering information & for co-ordinating the Childs Special Educational provision working with the Childs key person.

**Stage 3** – The Childs key person & senior co-ordinator are supported by local agencies.

**Stage 4** – The Local Education Authority will consider the needs for the child to have a statutory assessment & if appropriate make a Multi disciplinary assessment.

**Stage 5** – The Local Education Authority will consider the need for an EHCP appropriate make a statement & arrange monitor & review provision.

### **Guidance and publications:**

Special Educational Needs and Disabilities Code of practice 0 – 25 years (DfE 2014)

Equality Act 2010

Children and Families Act 2014

Statutory Framework for Early Year Foundation Stage

Working together to safeguard children