



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

### Purpose

We are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

### Policy

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are 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. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

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, 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 needs 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.

Our nursery Special Education Needs and Disabilities Co-ordinator (SENCO) is **Moushmi Vora**.

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and weaknesses, in planning future support for the child in discussion with colleagues, and in monitoring and subsequently reviewing the action taken. The SENCO should also ensure that appropriate records are kept including a record of children's SEN support and those with Education, Health and Care plans. The practitioner usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2015).

If a child were to proceed to the route of the graduated approach, then this should be completed alongside the parents, gaining their full consent and listening closely to their views. Children may need additional support plans (ASPs) which should be set with the key person and the parents' involvement. Settings may need to make referrals to outside agencies, which again must be completed with the consent of the parents. Any other professionals working with the family should contribute to any review meetings, either in attendance at the meeting or by providing a written report.

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



## Methods

We will:

- Designate a named member of staff to be Special Educational Needs and Disability Co-ordinator (SENCO) and share their name with parents
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice 2015
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of staff in the nursery
- Ensure that our inclusive admissions practice includes equality of access and opportunity
- Ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's care and education
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the graduated approach for identifying, assessing and responding to children's special educational needs and disabilities
- Provide a broad and balanced early learning environment for all children with special educational needs and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Additional Support Plans for children with special educational needs and/or disabilities and discuss these with parents
- Review Additional Support Plans a minimum of 3 times per year and holds review meetings with parents at this time
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated approach, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for children with special educational needs and/or disabilities
- Provide resources (human and financial) to implement our SEND policy. We work closely with families and professionals to ensure any funding allocated to the setting for specific children is used to target that child's needs. Reviews are then completed to analyse the impact the funding has had on the child's progress.
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Use the local authority's Assessment Framework (see details below)
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff



- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make it available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.

### **Effective assessment of the need for early help**

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Children and families may need support from a wide range of local agencies.

Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These Early Help Assessments should identify what help the child and family require to prevent needs from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 2004.

The area below (bold/italics) is subject to differences depending on the LA/locality of the nursery. In the event, please follow your local LA Send policy and procedures.

*(The Early Help Assessment can be undertaken by any professional working directly with the family and would be done in the hope that a referral to Early Support and Care Co-ordination (ESCO) would be successful. The ESCO service supports both the parents and children and helps to coordinate the care delivered by professionals to target the unmet needs of that child. If the ESCO service can support the unmet needs, then an ESCO caseworker would be allocated to the family and an initial review meeting would be made.*

*If at any time it is considered that the child may be a child in need as defined in the Children Act 2004, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional.)*

### **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 provisions for children's special educational needs.

The nursery will undertake a Progress Check of all children between ages two and two and a half in accordance with the Code of Practice. The early year's provider will also undertake an assessment at the end of the Early Years Foundation Stage (usually in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child. There may be exceptions to this, for example where a child has deferred their entry into reception, either because they are summer born, or because of SEND.



The Code of Practice recommends that, in addition to the formal checks above, the nursery should adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disabilities. The 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.

### **Stage 1**

When a practitioner or SENCO identifies a child may have 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 a Support and Outcomes Plan (Additional Support Plans). 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 plan. The nursery will share its records on the child with those services so that they can advise on any targets and appropriate strategies to help the child.

### **Statutory Assessment**

If the help given through a Support and Outcomes Plan (Additional Support Plans) is not sufficient to enable the child to progress satisfactorily, it may be necessary for the nursery, in consultation with the parents and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving an education, health and care plan.

### **Associated Documents**

- [Additional Support Plans](#)
- [Early Help Assessment](#)
- [Safeguarding Policy](#)
- [Confidentiality Policy](#)