



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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We are committed to the inclusion of all children at our setting and enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where all children participate fully in learning activities and experiences by providing a broad and balanced curriculum allowing them to learn and develop their knowledge and understanding at a pace reflective of their individual abilities. We work closely with parents and other agencies to monitor the child's progress carefully and provide effective, additional support to meet the child's needs.

Our Aims

- To ensure that all staff, including students and volunteers are aware of the details of the SEND policy
- To ensure that we are working with due regard to the current SEND code of practice
- To identify the necessary provision and staff arrangements to meet the special needs of all children
- To adapt, modify and develop activities through planning to ensure children can access all activities
- To make flexible arrangements for additional adult support to enhance the social development and interaction of children
- To ensure the physical environment is suitable for the child and make reasonable adaptations to fit the needs of the individual
- To challenge inappropriate attitudes and practices
- To promote diversity and difference and encourage children to value and respect others

Our Special Educational Needs Coordinators (SENCO) are Abbie Goodrum (Preschool Manager) and Michele Rednall (Deputy Manager). Our setting SENCO Leads work closely with all staff to ensure our systems in place effectively monitor, review and evaluate the special needs of the setting. We ensure that the provision for children with special educational needs is the responsibility of all staff.

Staff roles and responsibilities are:

- To ensure the aims of the SEND policy are reflected in the practice of the setting
- To ensure that the needs of all the children with a SEND are included in all aspects of the nursery planning, practice and assessment.
- To maintain a special educational needs register and to keep up to date records on each child at each appropriate stage.
- To support staff and keep them well informed of developments in relation to SEND
- To ensure that all staff are aware of the procedures for identifying, assessing and making provision for children with a SEND
- To ensure staff development through staff training and course feedback at staff meetings.
- To ensure effective liaisons with parents and external agencies
- To support staff when writing Individual support plans (ISP) and Individual education plans (IEP) when appropriate and set realistic targets for the child.

- To set dates for evaluations and reviews, whilst working in partnership with parents, ensuring copies of all written reports are available to parents.
- To support staff when liaising with external agencies for example attending meetings and reviews.
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015

Staff will be sent on courses that support their roles as early year's practitioners. They are able to access specific courses designed to support them when working with children with a SEND, or medical needs where needed.

Staff are all made aware of the process of identifying a SEND child and are supported in their roles by the Lead SENCO.

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the setting facilities. All children have a right to a broad and well-balanced early learning environment. We undertake a Progress Check of all children at age two in accordance with the Code of Practice (2015) and statutory framework for EYFS.

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks, settings 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 disability. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

The 'graduated approach' to SEN support is based on 4 stages of action:

1. Assess: carry out an analysis of the child's needs, with the help of external professionals where necessary, and review it regularly to ensure support is matched to need
2. Plan: agree, in consultation with parents, the outcomes sought for the child, what will be put in place to achieve these, the expected impact and a clear date for review
3. Do: implement the interventions or programmes as agreed. The child's key person remains responsible for working with the child on a daily basis, but the SENCO should support them
4. Review: regularly evaluate the effectiveness of the support provided and agree any changes to outcomes and support in line with findings with parents

We ensure that staff are aware of the Code of Practice and are familiar with our settings SEND Policy and encourage staff to access relevant training to support working with children with special educational needs.

If we identify that a child may have a special educational need, we will discuss our observations with the parents/carers, establish a positive partnership and encourage them to contribute their understanding and knowledge of their child to enable us to offer different and alternative ways of learning. We are also aware that a child may join the setting where an additional need has

already been recognised, e.g. they may have an existing Education, Health and Care Plan (EHCP) already in plan.

We observe and monitor individual children's progress throughout their early years and if a child requires support in a specific area, we will identify their specific needs to ensure they reach their full potential.

Our SENCO Leads and the Preschool Manager/Deputy Managers will work closely with parents of children with SEN and ensure they are involved throughout the stages of assessment, planning, provision and review of their children's education.

We offer support to parents, and with their permission, we liaise with external support services e.g. health visitor, GP etc and seek advice from our Early Year's Advisor and/or the Children's Advice and Duty Service (CADS) team and will transfer any records regarding special educational needs, such as support plans, to other settings and schools when child leaves our setting. We provide parents with information on sources of independent advice and support.

The benefits of early identification are widely recognised; by identifying needs at the earliest helps improve long-term outcomes for the child.

Where necessary, we provide in-house training for parents, practitioners and volunteers and seek further training if required. We ensure the effectiveness of our SEN provision by collecting information from a range of resources e.g. Education Health and Care Plan reviews, staff meetings, parental and external agency's views and inspections.

Legal Reference and Context

Department for Education Special Educational Needs and Disability Code of Practice 2015

Equality Act 2010

Children and Families Act 2014

Disability Discrimination Act (DDA) 1995, 2005

Working Together to Safeguard Children 2018

Special Educational Needs & Disability Act 2014