

Special Educational Needs and Disability (SEND) Policy

This policy has been written with reference to the following guidance and documents:

- **Special educational needs and disability code of practice 0-25 years - January 2015**
- **Statutory Framework for the Early Years Foundation Stage 2015** Updated March 2017
- **Children and Families Act 2014**
- **Equality Act 2010**
- **The Special Educational Needs and Disability Regulations 2014**
- **Working Together to Safeguard Children 2015**

The nursery recognises that every child should be equally valued and included and has the right to be given the opportunity to achieve their potential. We therefore welcome all children and parents/carers into the setting and we will endeavour to meet each child's individual needs. The nursery aims to:

- Identify special educational needs and disabilities at the earliest opportunity.
- Develop a partnership with parents/carers to aid early identification of special educational needs.
- Ensure equal access to the nursery by all children, including those with special educational needs.
- Provide a wide range of learning opportunities.
- Build on each child's knowledge, experience and abilities.
- Provide a firm foundation for all future learning.

Admissions

The nursery Admission Policy ensures that no child will be refused admission to nursery on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against any child. We will accommodate any adjustments that might be necessary for disabled children.

Special Educational Needs Coordinator (SENCO)

We have an Inclusion officer and designated SENCO who works in conjunction with the Nursery Manager and is responsible for:

- Co-ordinating support for children with SEND (special educational needs and/or disabilities)
- To lead, motivate and ensure all practitioners understand their responsibilities to children with SEN. Advising and supporting colleagues.
- The day to day operation of this SEND policy
- Maintaining the nursery's SEND register and overseeing the records of all children with special educational needs.
- Organising and implementing the use of SEND resources.
- Ensuring parents are closely involved throughout.
- Liaising with any external agencies and professionals which may be involved with individual children's development.



Parent/Carer Partnership

Partnership with parents/carers plays a key role in enabling children with SEND to achieve their potential. We fully involve our parents/carers in all aspects of their child's development and obtain permission with a consent form for us to be able to contact the relevant professionals to assist and advise us on the best support for their child/children.

Parents/carers will be part of review meetings for their child's development termly and any additional meetings required to help support the parent will always be available with our SENCO and/or the child's key person.

Any concerns or queries can be made at anytime.

We have our settings local offer which explains in more detail what we provide to support children with SEND and their families.

Implementing the Graduated approach

In line with the requirements of the code of practice we use the graduated approach. This consists of four stages of action: **assess, plan, do and review**. It forms a good basis for reflective practice and developing high quality teaching.

If practitioners/key persons in consultation with parents/carers conclude that a child may need additional support to help them progress, staff should seek the help of the SENCO. The SENCO and colleagues will collect all known information about the child and seek additional information from the parents/carers. This information will help the key person and SENCO formulate a detailed plan to meet the needs of the individual child.

The SEND Code of practice requires us to implement a person centred approach to assessment and planning. This is called 'One Planning'. It is a continual process of listening and learning about what is important TO and FOR the child. This is put together with the child, family, SENCO, keyperson and any other relevant professionals working together to make it happen. One plans are reviewed and updated on a regular basis (each term).

External support services will advise on learning outcomes for a child and provide specialist input to support the process.

Education, Health and Care plan

Where a child has significant needs and is not making the expected progress despite us having taken relevant and purposeful action to meet their needs, we are able to support parental requests for an assessment for an Education Health and Care Plan (EHCP). In some instances we can make requests on the parents behalf.

During the course of an EHC needs assessment, the local authority has a duty to gather advice from relevant professionals about the child's education, health and care provision that may be required to meet the identified needs and achieve desired outcomes. The nursery will endeavour to co-operate with the local authorities by providing the requested advice and information. The request would be made with the parents full involvement and agreement.

An EHCP is designed to support a child to achieve the best outcomes possible. The plan records what support and provision is needed to help the child achieve the desired outcomes.



Transitions

Transition to schools/early years settings will be supported by the SENCO where needed alongside the key person and will include planning and preparation before the child leaves.

Records of achievement and development will be shared with all required agencies and the receiving setting/school.

The transition into the new setting can be supported by visits to the new setting by the child's key person and/or SENCO with the child and their parent/carer.

There will be information sharing with the new settings SENCO and class teacher/Key person. All One plans in place will be discussed and current strategies used will be explained.

Should a child start at this setting with already identified needs we will work closely with the family to ensure a smooth transition is successful. This may include a meeting with our SENCO and they may also arrange a home visit. We will gather all necessary information to ensure support is in place for when the child starts.

Record Keeping

The nursery maintains a record of all children in its care as required under the EYFS framework.

The nursery will record the steps taken to meet children's individual needs.

The SENCO will maintain records about their children which will be made available to parents /carers. These records will include how the setting supports children with SEN and disabilities, It will also store all reports and documents from other professionals about the individual children.

Training and development

Our SENCO will assist the Manager with regular training and updates to practitioners on matters regarding SEND provision. Continued training is important to us and all of our team have access to online training provided by Essex county council.

Document reviewed on	October 2020	Where this document is displayed / duplicated; Website Policy and procedures folder Staff induction pack
Reviewed on behalf of the nursery by	Lucy Rose/ Teresa Warren	
Date disseminated to staff	August 2018	
Date for next review	October 2021	