



All Saints Nursery School

Children with Special Educational Needs and Disabilities Policy (SEND)

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Children with Special Educational Needs and Disabilities Policy (SEND)

All Saints Nursery School

All Saints Nursery is committed to the inclusion of all children. Each child has the right to be cared for, educated and allowed to develop to their full potential alongside each other through positive experiences. The Nursery setting encourages this by offering a welcoming, supportive environment with shared experiences where children will be supported according to their individual needs. Many children need individual, targeted support and by understanding this and their needs we strive to give each child an enabling environment which supports them to reach their full potential.

In order to achieve this, we are dedicated to working alongside parents/carers in the provision for their child's individual needs. As a setting we will also liaise with any professional agencies, attend meetings, read and/or prepare reports and regularly monitor observations carried out on the child's development.

Our objectives are to:

- Identify, support and provide for all children who have Special Educational Needs and Additional Educational Needs
- Ensure all staff can recognise each child's individual needs
- Work in accordance with the Special Educational Needs and Disability Code of practice: 0 – 25 years (2015), Special Educational Needs and Disability Act (2014) the Early Years Foundation Stage Framework (2017): Special Educational Needs 3.67: Information for parents/carers 3.73, and the Equality Act (2010)
- Provide well informed and suitably trained staff to help support parents and children alike
- Ensure that children's special needs are identified as early as possible, and action taken to meet those needs
- Provide a broad range of exciting and stimulating experiences based around each individual child's interest, strengths and needs to help them gain confidence to learn. Therefore, increasing the potential of every children regardless of ability, disability, race, gender or social origin according to Every Child Matters (2004) and the EYFS Framework (2017) recognising that, '*every child deserves the best possible start in life and the support to fulfil their potential.*'
- Employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care of children with additional needs
- Develop skills in identifying children with learning problems through a 'graduated approach' and construct suitable programmes of work
- Adopt positive and consistent strategies to help children with behavioural and/or emotional difficulties
- The nominated person for behaviour management is **Claire Barker** (see Behaviour Management Policy)
- Always keep parents/carers informed and involved in all areas of their child's wellbeing and development and to work in partnership with them, giving as much support as we can
- Work in partnership with other agencies including the health and education authorities, seek advice, support and training where needed
- Ensure all children are treated as equals and provide positive images and role models of those with additional needs

Arrangements for co-ordinating provision

The nursery has appointed a Special Educational Needs Co-ordinator (SENCO). She will provide support and advice for staff, liaise with external agencies and parents/carers and monitor and develop the special needs provision.

Designated SENCo (as of June 2018) **Claire Barker**

The SENCo will work closely with Lynn Harris (Manager) and Jackie Austin (Deputy Manager) as well as with all staff to identify and assess the needs of each individual child.

Jointly they will:

- Ensure a continuing appropriate admissions policy
- Risk assess the premises to ensure they are accessible and welcome to all (inside and outside)
- Consult and collaborate with parents/carers and staff to discover the Child's likes/dislikes, strengths or areas of special interest
- Work in partnership with parents to ensure inclusive practice through flexibility and differentiating activities, the environment or equipment for children who have educational, additional or physical needs; to support them by using strategies such as per tutoring, appropriate oral language, visual timetables and instruction
- Access regular training opportunities to extend knowledge and to keep up to date with changes and new ideas
- Collaborate effectively with early years advisors and other external agencies when required
- Discuss targeted plans (formally IEP's) and keep them up to date and regularly reviewed by the SENCO, parents/carers and key person (See Key Person Policy) and possibly shared with involved agencies
- Consult with the Best Practice Guidance for the Early Years in order to support the setting, staff and children

Identification, assessment and provision for children with SEN

The Equality Act (2010) states that all settings should make reasonable adjustment to accommodate everyone as part of SEN planning and review. This includes staff, children and parents.

The EYFS's (2017) four overarching principles are recognising every child as a **unique child**, building **positive relationships** in **enabling environments** and acknowledging that **children develop and learn in different ways and at different rates.**

Childrens SEN needs generally sits within four broad areas of need and support:

- Communication and Interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and/or physical needs

Monitoring achievements is essential to ensure adequate progress is being made. If difficulties in any area arise, these will be addressed by:

- Observations/cross referencing with the EYFS guidelines
- Tapestry
- Key Person observations
- Parent observations
- Progress matters

The SEN and disability code of practice: 0 – 25 years (2015) states that all early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care.

The principles that underpin the code are as follows:

- Taking into account the views of the 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 to children and young people.
- Focusing on inclusive practices and removing barriers to learning.
- Helping children and young people to prepare for adulthood.

If a child appears to be giving cause for concern in any area of the curriculum- regarded as two levels below chronological age band, the setting has a responsibility to consider all information about the child and develop strategies within the setting. These strategies could take the form of a targeted plan written

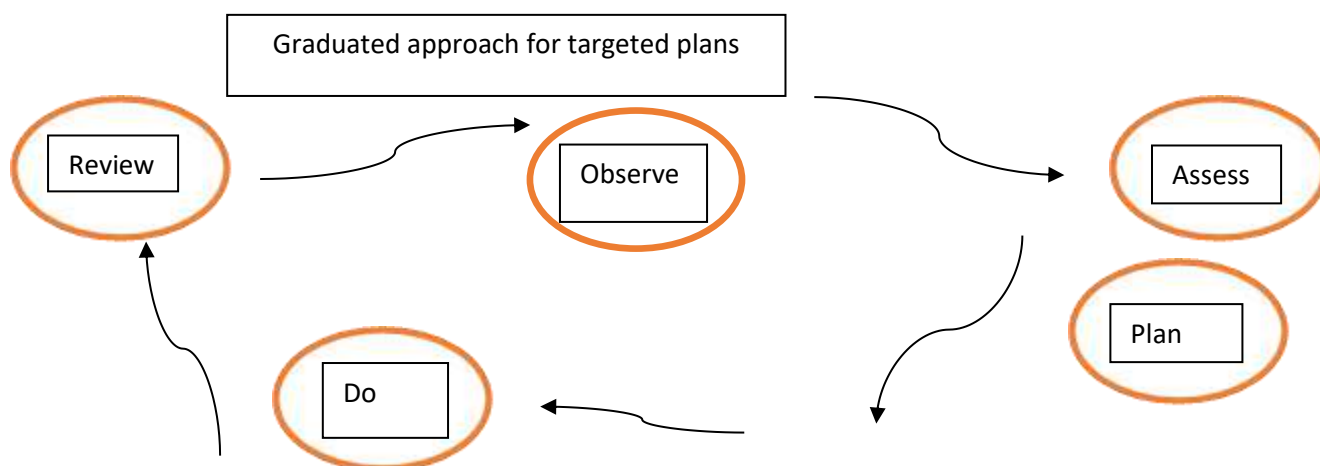
in collaboration with the SENCO, key person and parent/carer. If there is input from any outside agencies- speech and language therapists, occupational therapists, physical therapists then a 'personalised plan' will be put in place.

The Setting may wish to take a child's case to a LIFT (Local Inclusion Forum Team) meeting, in which case the parent/carer would need to give written permission. The outcome of the LIFT meeting could be to provide additional help from health or education authorities to the setting and family, an observation/assessment from the specialist teaching service.

The setting has a responsibility to do all they possibly can to help and support each individual child and test and try different and varying approaches. The setting will use a graduated approach of:

- Initial assessment
- Observation and assessment of children's SEN
- Planning and Intervention
- Involving the child
- SEN Action plan
- Record keeping

The Graduated Approach is a four-part cycle; Assess, plan, do, review. Through these actions are reviewed and refined to give a clearer understanding of a student's needs and what support is required to meet the child's needs.



If the child's case is taken to a LIFT meeting, additional support may be provided by outside agencies or the specialist teaching service. If it is felt that more help is needed an EHC plan may be applied for. (replacing the statement). The outside agencies may consist of Speech and language therapists, Occupational therapists or physical therapists. The key person, SENCO and parent/carer will liaise and work directly with these outside agencies to pursue the best outcome for the child.

Parents/carers in Partnership and Complaints

We recognise the importance of effective dialogue between staff and parents/carers. Parents/carers are consulted and kept informed of their child's progress at every stage and are welcomed into nursery to support their child's learning. At each stage of the process parents sign consent forms to give permission for their child to move to the next stage and regular reviews of targeted plans (these are done every 6 weeks/termly).

Should any parent/carer be dissatisfied with the nursery's efforts on behalf of their child, they will be referred to the co-ordinator and/or manager so that the situation can be investigated and resolved.

Confidentiality and Liaison with other Pre-schools/Schools and agencies

The records for any child with Special Educational Needs within the nursery will be passed, with parent's permission, to their primary school. Additionally, there are liaison/transition meetings between the SENCO at nursery and the SENCO at the relevant primary schools. Specialists from external agencies are used to support the progress of the children.

All information regarding any special/additional need on an individual child will be strictly confidential within the nursery and only forwarded with parents/carers consent.