

3.4 Supporting children with Special Educational Needs (SEN) Policy

The Nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (2015) to identify, assess, and make provision for children's special educational needs.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Statement of intent

We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We provide a positive and welcoming environment where supported according to their individual needs and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs.

We are committed to work in partnership with children and their parents in order to meet each child's individual needs and develop to their full potential.

We undertake a Progress Check of all children at the age of two in accordance with the Code of Practice (2015) and the EYFS Statutory Framework (2021).

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard to, the Special Needs Code of Practice (2015)
- Ensure that all children are treated as individuals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities.
- Include all children and their families in our provision

- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Encourage children to value and respect each other
- Provide well informed suitably trained practitioners to help support parents and children SEND
- Identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs.
- Monitor and review our practice and provision and, if necessary, endeavour to adjust, and seek specialist equipment and services when required
- 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
- Work in partnership with parents and other agencies in order to meet individual children's needs
- 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.

Our Special Educational Needs and Disability Co-ordinators (SENCO's) are:

Heidi Kennedy and Denise Thurgood

The role of the SENCO in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring all parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

Graduated Approach - Asses, Plan, Do, Review

We follow the SEND code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and co-ordinated

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. The graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

Assess

In identifying a child as needing SEND support, the key person, working with the SENCO, the child, and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' permission.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

Do

The child's key person will be responsible for working with the child on a daily basis with support from colleagues and the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Care Plan (EHCP)

Some children may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments, and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence.

If the child receives an EHC plan, we will work with the local authority and other agencies to ensure that the child receives the best support they need to gain the best outcomes.

Legal Framework and Guidance

- SEND Code of Practice (2015)
- Children and Families Act (2014) part 3
- Equality Act (2010)
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)