



Special Educational Needs & Disability (SEND) Policy:

The nursery is 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.

The nursery believes 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, every attempt is made to include and provide for their needs.

The nursery is 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. The nursery is committed to work with any child who has a specific need or disability to enable the child to make full use of the nursery's facilities. All children with special needs have a right to a broad and well-balanced education. We aim to develop partnerships with parents/carers and will always consult them if we feel their child is having difficulties.

It is paramount to find out as much as possible about a child's individual needs and the way they affect his/her educational, development or care needs by:

- liaising with the child's parents
- liaising with any professional agencies
- reading any reports that have been prepared
- attending any review meetings with the local authority
- regularly monitoring observations on the child's development
- maintaining confidentiality at all times

All children will be given a full settling in period when joining the nursery according to their needs.

Aims

- To recognise each child's individual needs and ensure all staff are aware of and have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014), Special



Educational Needs and Disability Regulations 2014, and Children and Families Act 2014 in identification and assessment of any needs not being met by the universal service provided by the nursery.

- To include all children in our provision.
- To provide practitioners to help support parents and children with learning difficulties and/or disabilities.
- To develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a special needs 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 SEN/Disability and the SEND Code of Practice.
- To identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies.
- To work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities and seek advice, support and training where required.
- To monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services.
- To ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- To promote positive images and role models during play experiences of those with additional needs wherever possible.
- To celebrate diversity in all aspects of play and learning.

We use the following definitions set out in the law to describe SEN and disabilities:

- A child has SEN if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.
- A **learning difficulty or disability** means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age; and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.



- For children aged two or more, **special educational provision** is educational provision that is additional to or different from that made generally for other children of the same age.
- A child under compulsory school age has SEN if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.
- A **disability** is defined in the Equality Act 2010 as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they are also covered by the SEN definition.

Our nursery Special Education Needs Co-ordinator (SENCO) is Sarah Bold. They work closely with staff to ensure systems are in place to plan, implement, monitor and review the special needs policy of the nursery, always sharing plans and records with parents.

Methods

- designate a member of staff to be Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents
- provide a statement showing how we provide for children with learning difficulties and/or disabilities
- ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of 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 with disabilities
- work closely with parents of children with learning difficulties and/or disabilities to create and maintain a positive partnership



- ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education
- provide parents with information on sources of independent advice and support
- liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure continuity of care and information exchange
- use the graduated approach for identifying, assessing and responding to children's special educational needs
- provide a broad and balanced curriculum for all children with learning difficulties and/or disabilities
- provide differentiated activities to meet individual needs and abilities
- make referrals where necessary to Information Advice and Support Service Leeds Early Years after having discussed our concerns with the parents
- use the system of planning, implementing, monitoring, evaluating and reviewing Individual Plans and Education, Health & Care plans (EHC's) for children with learning difficulties and/or disabilities provided by Leeds Early Years Equality and Access Officer.
- review EHC's regularly each term and hold review meetings with parents at this time
- ensure that children with learning difficulties and/or disabilities appropriately involved 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 learning difficulties and/or disabilities
- provide resources (human and financial) to implement our SEN/Disability policy
- ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- use a Early Help Assessment/CAF (common assessment framework) where needed



- 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. Individual Plan 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
- monitor and review our policy annually

Special Educational Needs & Disability Code of Practice (2014)

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment.

Good practice of working together with parents, and the observation and monitoring of children's individual progress, will identify any child with special educational needs. Our 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.

Early Help Assessment / Common Assessment Framework (CAF)

At Ducklings Childcare Ltd we use the (CAF) as a key part of delivering integrated services around the needs of children. The CAF enables us to use a standardised approach to conduct an assessment of a child's additional needs and decide how those needs should be met. We complete a holistic assessment of a child's needs and strengths and involve parents and agencies as appropriate.

We then work together to agree what support is needed. The lead professional responsible will be assigned and the families will be fully informed at all stages. Parental involvement is essential to ensuring the welfare of the child.

SEN support in the early years

The nursery will follow the SEND Code of Practice 2014 in relation to Special Educational Needs support in the early years. See extract below:



It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs.

Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school **must** inform the parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.

Assess

In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should 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 from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, 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 should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The early year's practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from



the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner 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 should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

Transition

SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process

Involving specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's



area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents.

Requesting an Education, Health and Care needs assessment

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment.

Record keeping

Practitioners **must** maintain a record of children under their care as required under the EYFS framework. Such records about their children **must** be available to parents and they **must** include how the setting supports children with SEN and disabilities.