Special Educational Needs Policy

**Quote.**

“We are more alike than different, but we are all individuals, with unique abilities and needs”

 Elianna Tardio

**Definition of special needs**

Children with Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them as defined in the Code of Practise 2016 for those who have special educational needs. Children have a learning difficulty if they:

1. Have a significantly greater difficulty than most of the same age;
2. They have a disability which hinders them from making use of the educational facilities provided.

When we think about Special Educational Needs it is important to remember that these can be temporary as well as being long term or severe. In other words, special needs should be a normal part of everyday life. Children with Special Educational Needs have learning difficulties that call for special provision to be made. After all we may all have a specific need at different parts of our life. We acknowledge and have a commitment to the: -

* Special Educational Needs and Disability Code of Practice 2015
* Children Act 1991
* Educational Act 1996
* Working Together to Safeguard Children 2018
* U.N Convention 1991
* Special Educational Needs and Disability Regulations 2014
* Every Child Matters 2003
* Children and Families Act 2014
* Equality Act 2010
* Early Years Foundation Stage 2012

This policy should be read in conjunction with the Equal Opportunities Policy. Inclusion and Behaviour Policies, as well as the Transition and Complaints Procedures. Meeting Special Educational Needs can be accomplished through the provision of a special means of access to the curriculum and by the attention to the environment in which the education takes place.

**AIMS**

The Horseshoe Day Nursery will strive to offer an integrated provision where no child will be excluded because of their ability. Each child is given the opportunity to achieve the best possible educational and other outcomes and become confident young children with the ability to communicate their own views and ready to make the transition into compulsory education. The best interests of the child will be paramount always. We aim to offer equal opportunities to all our children in our setting and follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements. All children are given the opportunity to advance through the curriculum with support.

When a child appears to be falling behind in expected levels of their learning or where a child’s progress gives a cause for concern, the practitioner should gather and consider all information about the child’s learning and development from all observations, formal checks and information from more detailed assessments, also from a child’s progress in communication and language, physical development and personal social and emotional development. Also, to include any information from parents and other outside agencies.

A delay in learning and development in a child may or may not indicate that a child has SEN, that is they may have a learning difficulty or disability that requires a special education provision. Equally, difficult or withdrawn behaviour does not necessarily mean a child has SEN. However, where there are concerns this is when assessments should be carried out.

**Main ways to start a SEN process**. This can be when a parent raises concern either in the early transition into our nursery or when filling in their child’s all about me forms.

The two-year check is when the child’s key worker writes a report on the three prime learning areas – Personal, Social and Emotional, Physical and Communication and Language. The purpose of this report is completed to enable earlier identification of development needs so that additional support can be put in place. The report will also be discussed with the child’s parent if there are any highlighted areas of concern. If a child starts the nursery after 24 months, we will request a copy of the Health Visitors Health check. We also request a transition form from any previous settings a child has attended if they come to our setting.

We believe it is very important to have positive parent relationships and believe parents should feel at ease if they have any concerns with their child’s development.

If a child comes to our nursery from a previous setting with a diagnosis, then we would gain the permission from the child’s parents and would communicate with the professionals already involved with the child. We work closely with South Tyneside Early Years Team who we would contact for further support.

Every child is unique, and we complete Individual Support Plans if we think a child needs support and these are centered around the child and will set out short- or long-term goals.

If staff have any development concerns about a child, they will raise them with the parent after talking first with the SENCO.

The process will move to **Stages of action**.

Build evidence through observations and speech and Language screening if required.

Individual Support plan to outline desired outcomes for the child.

Put the plan into action E.g. Basket of opportunity where practitioners can implement at nursery and involve the parents by sending them home with the child.

Review after 6-8 weeks with discussion with the keyworker and parents.

Seek support from South Tyneside Early Years Team and seeking permission from the child’s parents.

Our named SENCO with support from Manager. As part of our training commitment, Senco staff will be given access to special needs training, including writing and reviewing education plans or action plans. This training may be accessed in-house, through South Tyneside Early Years Team. Information will also be used from journals and publications and through links with other settings and agencies i.e.: NASEN.

SENCO will work closely with a key worker in order to help identify a child with additional needs in line with the current national legislation SEN code of practise, Equality Act 2010 and Children’s and Families Act 2014. If a child has an additional language and English is the additional language extra care will be taken when assessing the child and all aspects

**INCLUSION**

Our setting ensures children with SEND have equal opportunities and access to the EYFS curriculum. Our approach to inclusion is positive so learning can be extended, and all children can reach their full potential. Through observations we can plan for individual children put in place Individual Support Plans.

Our setting is on one level and is wheelchair accessible and has removable ramps.

Adapting resources.

At our setting we aim to adapt resources to meet the needs of all the children by –

* Creating quiet areas e.g. reading corners.
* Sensory stimulus through a feely/box basket, textured fabrics accessible musical instruments inside and out also a variety of outdoor resources to support physical development.
* Staff are highly qualified and can adapt to tasks and activities e.g. Use of visual timetable.
* We support all our families by children sharing home experiences E.g. family photographs, show and tell with their families and we are open to children having comforters to support children’s emotional and well-being.
* All staff are positive role models who interact in a professional and friendly manner.
* Planning is written every week and medium-term planning approximately every three months. Planning can be adjusted due to the lead of the children. One to one time is allocated for children who may require additional target work.
* Tools we support children with – SALT, BASKET OF OPPORTUNITY.

**Roles and responsibilities**

At the Horseshoe Day Nursery all practitioners should be fully aware of the procedure identifying, assessing and making provision for the children with Special Educational Needs. The keyworkers will remain responsible for working with the children daily and for planning and delivering the individual programmes. The manager has overall responsibility for managing all the aspects of the nursery’s work, including the provision for children with Special Educational Needs, and with the Senco regularly review and evaluate the quality and breath of the support they offer or can access for children with SEN or disabilities. The Senco in the nursery is our Deputy Manager. Our SENCO is there; - to oversee and ensure that the daily operation of the SEN policy is being practised, to monitor and coordinate the development of the SEN policy.

* To liaise with the parents of the children with SEN ensuring that they are closely involved throughout and their insights information action taken by the setting.
* To ensure that the appropriate record keeping, observation, assessment procedures regarding SEN are in place and up to date.
* To ensure that the action plan/IEP’s are being implemented and that the child’s progress is reviewed on a regular basis.
* Advise and support colleagues on each stage of process.
* Liaise with professionals or agencies beyond the setting.

SENCO I and the Manager are there as a point of contact between parents and outside agencies, but also as someone staff can refer to and ask advice with the regards to SEN.

In our handbook parents are advised that it is best practise to share all information, and any concerns they may have will be made aware of and any arrangements or actions concerning the child, as early identification from the parents is crucial.

**Liaise with other Agencies**

We are committed to establishing and maintaining effective links with professionals and outside agencies. We will seek their expertise, advice and support where this has been determined to the best interests of the child. These may include Health Visitors, GP’s Educational Psychologists, Special Educational Units, Speech and Language Therapists, Medical and Social Services and other support agencies. Before any such advice is sought, the Senco will discuss her concerns with the parents and seek their consent. All paperwork is confidential and stored in a locked cabinet. If information is required to be sent electronically, we use the system Egress which is a secure e-mail service.

If a child attends another setting, we ask the parents to provide the settings details and permission for us to share information on the child to provide the best support. We complete transition forms to feeder schools and arrange a transition meeting inviting the child’s parents and all the professionals involved with the child to the meeting, so the child makes a smooth transition.

**Parents and Partnership**

We recognize the importance of the effective dialogue between parents and staff and will work together with parents to support children who have been identified as having Special Educational Needs, so a good start can contribute significantly to later developments. For parents/carers of children with SEN the nature, quality and input during the formative years can be a significant difference to future outcomes.

We work closely with parents of all the children to ensure we draw upon their own expertise and knowledge in planning the provision for their child. Parents are consulted in all decision making and can see all documentation involving their child. Parents/Carers, comments are included in assessment and reviews. Any concerns will be dealt with in a confidential manner and recorded and acted upon. Parents will have access to information, advice and support. We will always gain parental consent before asking outside professionals to see their child. At each stage of the special educational needs process on to the next stage. The child’s progress and achievements are shared and discussed at regular intervals in the nursery review or in an informal basis. We ensure that parents/carers are aware of the roles and responsibilities of staff e.g. Photo displays, and introductions.

 **Identification, Assessment and Provision**

At the Horseshoe Day Nursery, we follow the Early Years Foundation Stages. We operate a play-based system of observing, planning, implementing, monitoring, evaluating and reviewing. This enables us to monitor the children in the nursery ensuring that we meet their needs, and checking on their progress on an individual basis, this is completed through observations, assessment system and the child’s learning journey and summaries. It lets us build upon their areas of interest and abilities. The early identification of difficulties is crucial and if we recognise a child requires something additional to or different from the level of support that is already given in the setting, we will discuss this with the child’s parents and prepare an action plan outlining clear targets for the child. This is known as Early Years Support. The effectiveness of the support will be evaluated by the key worker and Senco working with the child’s parents and taking account of the child’s views. If a child’s needs cannot be met in this way, we will request further support and advice from the appropriate outside agencies through the Early Help. This will be detailed in the Action Support Plan and will be reviewed and revised approximately every 12 weeks. For a very few children the help given through Early Years Support may not be sufficiently effective to enable the child to make progress. It will be necessary to consider a request for an Education Health and Care Plan. These plans run for children aged 0-25 years with the highest level of need. EHCP co-ordinators will support the families through the process and will co-ordinate team around the family meetings and work with the family and other professionals to produce a centred plan around the child, focussing on outcomes for the child, reviewing every 3-6 months with all those involved in making decisions which affect them, considering their age and levels of ability. We will support children and their families and ensure any transitions are smooth and organise these. We involve parents in planning implementation and reviewing strategies and targets.

**Safeguarding - Early Help Assessment**

A delay in a child’s learning is not always a SEN issue. Equality, difficult or withdrawn behaviour maybe down to different circumstances but should be assessed to determine whether there are casual factors such as underlying learning or communication difficulties through housing, family or domestic circumstances. A multi-agency approach, supported by the Early Help Assessment, and as defined in the Children Act 1989.

**Transition**

We link with other schools when necessary to facilitate a smooth transfer from our nursery to full-time education or another setting for a child who requires additional support. We invite the feeder setting to visit our nursery to see the child in their familiar surrounding and to speak to the child’s key worker.

The Senco will pass all the relevant information over about the child, including all professional support agencies who are involved.

**Monitoring and Reviewing the Policy**

The effectiveness of the policy is monitored by the Senco. Views of the parents/carers and effectiveness of systems will be monitored to identify next steps and developments. The policy will be reviewed annually, and all staff will be involved in the review.

**Equality Act 2010**

We have a duty under the Equality Act 2010 that we must not discriminate against any child and always promote equality of opportunity for disabled children with medical conditions as set out in the EYFS framework.