

SECTION SUPPORTING CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES. SEND and BECO POLICY Local Offer

Springwood provides an environment in which all children, including those with special educational needs and disabilities, are supported to reach their full potential.

When a child initially starts with us we provide settling in sessions where the key person familiarises themselves with the child's individual needs, interests and abilities. This is the initial opportunity for the parents to identify any needs with the key person so that these can be catered for.

We have an embedded system to ensure that a key person is allocated to every child. This key person completes regularly observations that are then used to inform the child's planning around their individual needs and interests. These include interests from home and interests at preschool and nursery. The key person completes assessments on every child to identify any support that may be required. Child may have 1 to 1 individual SEND support assistant and this member of staff will also contribute to observations, assessments, etc. These assessments are shared with parents who are encouraged to contribute. We then implement a joint approach.

We have a nursery SENCO (Special Educational Needs and Disabilities Co-Ordinator) to support the key person, 1 to 1 support staff, child and family to ensure that the child's individual needs are met.

The SENCO will work closely with the key person to differentiate resources, experiences and activities to support the child.

Parent's communication is valued and the key person will work together with the parents to ensure that every child's learning is supported.

At the initial settling in sessions the parent/ carers will work with the key person to settle the child into the nursery. The key person/manager/SENCO will work with the parent to devise appropriate times for the child to settle into the nursery at their own pace. Throughout this time the key person will complete the information sheet to understand the child's individual routines, needs, interests and abilities.

The parents are encouraged to work together with the key person completing observations and activities for home to keep them informed of new interests so that this can be incorporated in the activities that are planned for that child.

The parents will be invited to attend regular meetings to review the child's progress.

If the family has English as an additional language they will be encouraged to share key words in their home language for the key person to understand with the child.

We have robust policies and procedures in place, which are reviewed regularly ensuring that our resources and environments are suitable and accessible for all.

- We have regards for the DfES Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support parents and children with special educational needs and disabilities (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.

- We monitor and review our policy, practice, and provision and, if necessary, make adjustments.
- We have in house Early Years Advisor and Owner, both with strong knowledge and extensive experience with SEND.

Procedures

- We have a designated member of staff to be the Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of the setting.
- All our staff members are on ongoing continuous professional development. All staff have access to a variety of training linked to child development and may have experience of specialist training such as Makaton, dietary needs, First Aid, SENDCO training, communication and language or any training that would meet specific medical needs.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing, and responding to children's special educational needs and disabilities.
- We can, depending on needs and next steps, and along with IP's, IEP's IBP's EYPP plans, monitor children's progress through various tools, e.g Tapestry -Outcomes for children or SEND learning journal (both on Tapestry or paper version), detailed Developmental Journal (Early Support) or Early Years Developmental Check List (NHS).
- We will use Early Years Settings' Healthcare Needs and Critical Incidents Plan for children with additional healthcare needs including responses to critical incidents.
- We have very effective system in place for monitoring and administration of medication.
- We invite and consult with healthcare professional if needed.
- We have systems in place for supporting children during EHCP assessment and with EHCP plan (Education, Health and Care Plan).
- We will support any transition, like from room to room, new early years setting or school.
- We work closely with parents of children with special educational needs and disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision, and review of their children's education and well-being.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced, and differentiated curriculum for all children with special educational needs and disabilities.
- We offer 1 to 1 activity sessions, group activity sessions, communication and language, and more. This can be tailored to child's individual needs.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.

- We have very effective systems in place for referring children for further assessment e.g. Speech and Language Therapist (SALT), area INCO, Common Assessment Framework or Portage, etc.
- We use a system of planning, implementing, monitoring, evaluating, and reviewing individual educational plans (IEPs) and Individual for any child that needs an IEP including those with special educational needs and disabilities.
- We ensure that children with special educational needs and disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We spend Early Years Pupil Premium (EYPP) money effectively. We ensure that money is used for the provision and it will be targeted to support child's individual needs. Some resources may benefit the whole setting like sensory dens or range of books. The resources may range from toys, props, additional training for staff members or outings. We keep record of child's needs and how money was spent to support them.
- We keep records of the assessment, planning, reports from professionals, Springwood's educational and behaviours plans, and review for children with special educational needs and disabilities.
- We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, children's needs, inspections, and complaints. This information is evaluated and reviewed annually.

Procedures for getting support

When Springwood believes that child would benefit from additional support we will:

- Speak to parents/carers to find out more and if they would have any concerns about their child development or well-being.
- We have effective system in place to monitor child's development and well-being – Outcomes for children, National strategy tools to monitor communication and language development, Threshold to ensure child and family wellbeing is at appropriate level. We will also use other additional assessments tools if needed, e.g. Nhs guidance or paediatricians questionnaires, etc.
- If Springwood is in doubts we will ask Springwood's Early Years Advisor, Owner or/and Inclusion Are Coordinator (INCO) for a visit to ensure appropriate plan is put in place eg. additional checks or referrals to outside agencies.
- Appropriate plans, strategies will put in place and all staff will have understanding of child's needs, abilities, and next steps.
- We ask for copies of reports from outside agencies to effectively plan for future learning and well-being. Recommendations from reports will be reflected in child's individual plans.