

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Policy Intention

Every child has the right to grow and develop, play and take part in activities and experiences tailored to their needs and the following procedures demonstrate our practice in delivering this. In line with the Equality Act 2010 and the Special Educational Needs Code of Practice, reasonable adjustments will be made.

All children within our setting have a right to be included in everything we do and everything we offer, each unique child will be supported and enabled to reach their full potential as part of our commitment to them.

We provide a positive and welcoming environment where children are supported according to their individual needs. We work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs, we see that each child's needs are unique.

All children should feel valued, have a sense of belonging and partake in experiences and opportunities that are tailored to their needs.

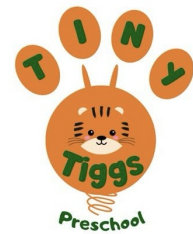
Genuine inclusion is much more than a child with a place in our setting. It ensures their active and meaningful participation in our curriculum.

We are committed to working in partnership with parents to meet their child's individual needs and will consult in a clear, honest, and transparent way at all times.

We provide environments that support all children to thrive, spaces that are calm, support regulation and where children's unique ways of learning, thinking, communicating, and playing are valued and validated through positive connections.

We have a clear approach to observing, identifying, and responding to a need at the earliest opportunity, working with parents/carers and respecting every child's skills and abilities.

We will ensure that progress, development, and emerging support needs are identified through a strength based, neuro affirming lens, through regular observation and assessment. Where we will always highlight what children can do as well as discussing what children are unable to do at that moment. We will always provide time to discuss children's development



needs with parents/carers in an empathetic, supportive manner that holds no judgement or criticism.

We will work with parents/carers and other professionals involved to help us deliver the best support and provision we can for each child. This may include:

- Broadening knowledge through reading any other professional reports or assessments
- Being available for and attending any meetings relevant to the child's needs, when asked
- Observing each child's development and monitoring this for progression or any further areas of difficulty

This policy is in place to make sure that all children have access to an early years education that allows them to achieve and have the best possible outcomes.

The procedures demonstrate our commitment to inclusion, staffing and funding and provide clarity on what parents/carers can expect from our provision.

Procedure: our commitment to SEND

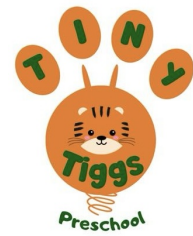
We will identify the specific needs of children with a diagnosis or who are on the pathway to diagnosis and meet those needs through a range of strategies. This will be discussed, planned, and reviewed in a clear and transparent process with all those involved in the child's care.

We will ensure we have a core team of well informed and neuro affirming educators who will keep high quality SEND provision on the agenda.

We will have a member of the team in the Special Educational Needs Co-ordinator role, whose focus will be on monitoring practice, provision and liaising with parents and other professionals regarding the care and education of children requiring SEND support.

We will share any assessments made by the setting with parents and work in total transparency. We will always endeavour to support parents in seeking any help they or the child may need.

We work with the local authority to ensure funding arrangements meet the needs and progress of children with SEND.



Facilities, resources, arrangements and accessibility requirements are in place to allow for the admission of a child with a disability

We use the graduated approach - Assess, Plan, Do, Review:

Assess

Children starting will be observed and assessed in an appropriate manner in line with the Early Years Foundation Stage (EYFS) within the first few weeks of their start date, this is to ensure a baseline is established and provision can be planned for. We regularly assess all children for their progress and development to be carefully monitored. We always listen to the views of parents and/or caregivers.

The nursery will complete a Progress Check of all children at age two in accordance with the EYFS.

If we are concerned about a child with no previously known needs, we will discuss this with the parents/caregivers and progress will be monitored carefully. If appropriate permission will be gained to refer to an outside professional for advice.

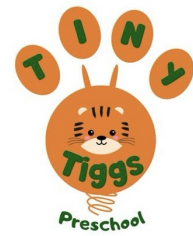
Where a child has identified SEND, their needs will be assessed by the SENCo on entry and all necessary interventions will be implemented as soon as possible, this will generate an action plan, in partnership with parents.

Plan

Where SEND support is required, the SENCO, parent/caregivers and the child's key person will draw up a plan outlining all adjustments and interventions which will be put in place, as well as reasonable and appropriate strength-based targets. This plan will have a date for review.

Do

The key person is responsible for ensuring the child's learning and development needs are met daily, through effective and appropriate individualised support. They will liaise with the SENCo regularly to monitor the delivery of the plan. The SENCo will provide support and guidance to the key person and the team.



Review

The plan will be continually monitored by the SENCo and key person. Parents/caregivers are supported to participate in a review meeting on a regular basis, to ensure effective partnership participation. If a child continues to progress, not as expected, a referral to an appropriate support team/professional will be made, in full discussion with the parents/caregivers.

If though continued support a child continues to progress less than expected, we will consider requesting an assessment which may lead to the local authority issuing an Educational Health and Care Plan (EHCP).

Parents/caregivers will be kept up to date at every stage of this process.

Other policies and procedures to be read alongside our SEND policy:

- We are alert to emerging difficulties and respond promptly to any developmental concerns, in line with our [Understanding and Supporting Behaviour Policy](#)
- We take necessary steps to support children with medical conditions and follow the [Administering Medicines Policy](#).
- We collate information and evidence which would identify SEND concerns and ensure record keeping is kept up to date in line with our [Information and Records Policy](#).
- We work in partnership with parents/carers to provide appropriate support to children with special educational needs or disabilities. Parents/carers are asked to share information around health assessments and any medical needs and physical difficulties, in conjunction with the [Parent Partnerships Policy](#).