

Special educational needs policy

Twinkle Toes Day Nursery is committed to making our setting inclusive and accessible to all children and to making sure that children can reach their full potential. We seek to support and involve parents and children, actively listening to, and acting on their wishes and concerns whilst working in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.

Our Ethos:

*“To help little toes step into a brighter future, by providing a rich and **inclusive** learning environment”.* (Twinkle Toes Day Nursery Ltd)

At Twinkle Toes Day Nursery we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability: *‘A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.’*

All children have the right to be cared for and educated to develop to their full potential alongside their peers 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, and we work hard to ensure no children are discriminated against or put at a disadvantage because of their needs as each child is unique.

Our SENCO (Special needs co-ordinator) is Sumaya Ahmed. Her role is to:

- Work alongside practitioners to identify children with SEN.
- Support staff to identify, assess, plan, do, review.
- Support staff in completing early years support plans (EYSP).
- Liaise with the child’s parents and child.
- Liaise with any professional agencies.
- Attend any review meetings with the local authority/professionals.
- Observe each child’s development and monitoring such observations regularly.
- Model a range of strategies to support children.
- Manager and SENCO will provide training relating to SEND and the SEND Code of Practice.
- Monitor and review our practice and provision and, if necessary, adjust, and seek specialist equipment and services if needed.
- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting’s approach to identifying and meeting SEN.
- Signpost parents and families to access local support and services.
- Review children’s progress and support plans every term and work with parents to agree on further support plans.
- Provide a complaints procedure and make available to all parents.
- Monitor and review our policy and procedures annually.

Identifying and supporting children with SEND at Twinkle Toes Day Nursery.

Strategies employed to enable the child to progress will be recorded within a targeted plan. This will include information about:

- The short-term targets set for the child,
- The teaching strategies
- The provision to be put in place,
- When the plan is to be reviewed
- The outcome of the action taken.

Sometimes a child may require extra support because:

- They find it harder to learn than their peers.
- They have persistent emotional or behavioural difficulties.
- They have sensory or physical preferences (despite use of aids and/or equipment).
- They have communication and/or interaction difficulties.

In such cases, concerns would be shared with the nursery SENCO, who would arrange to meet parents to discuss how best to help the child. Staff would then consider the child's needs when planning the curriculum and make any adjustments to facilitate their learning. They would record observations and progress made, and the SENCO would arrange a time to feedback to parents.

Partnership with parents

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. This setting recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Our policy is to maintain open communication with parents through both informal conversations and arranged meetings. The nursery will actively provide parents with independent advice and support as and when needed. We will always consult parents before contacting external agencies.

Transitions

Children with Special Educational Needs and their families will need extra support during times of change. Twinkle Toes Day Nursery helps transitions to be as smooth as possible by:

- Use objects of reference to support daily routines.
- Preparing a visual timetable of the day's activities so that all children and parents can understand their routines.
- Establishing a key person who will support the child through changes during the day.
- Ensuring that information about the child's experiences is passed on.
- Making sure that the child knows and understands what's going to happen next and reassure them that they are safe, and their needs will be met.
- Having clear roles and responsibilities for staff.
- Help the child become more independent – to build relationships with other children and learn new skills.
- Ensuring continuity with a daily diary.

Graduated Approach

Twinkle Toes Day Nursery use the graduated approach system (assess, plan, do and review) to ensure that children progress and we will ensure that parents are involved at all stages of the assessment, planning, provision, and review of their children's progress.

The SENCO will also ensure that appropriate records are kept including a record of children using the graduated response approach. The key worker is responsible for working with the child daily and for planning and delivering an individualised programme. Where appropriate, we will consider children's views and wishes in decisions being made about them, relevant to their level understanding.

Education and Health Care Plan (EHCP)

Some children and young people may require an EHCP. The purpose of an EHCP plan is to adjust 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 consider a wide range of evidence, including:

- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent, and context of the child's SEN
- Evidence of the action already being taken by us as the early years provider to meet the child's SEN.
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above to which is usually provided.
- Evidence of the child's physical, emotional, and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other bodies to ensure that the child receives the support they need to gain the best outcomes.

Confidentiality

All information will remain confidential and only be shared with other professionals with parental permission.

Complaints

If parents are in anyway unhappy about this provision, they should make an appointment to see the SENCO or Nursery Manager to discuss the issues that have a concern.

Policy reviewed by: Sumaya Ahmed (Manager)

Date: October 2023

Next review: October 2024