



Supporting children with special educational needs and disabilities (SEND)

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

- **We have regard for the DfES Special Educational Needs and Disabilities Code of Practice (2014), the Early Years Foundation Stage, and the Equality Act 2010.**
- We ensure our provision is inclusive to all children with special educational needs and disabilities.
- We support all parents and children with special educational needs and disabilities.
- We ensure that play is inclusive and encourages anti-discriminatory practice by enabling all children to take part and ensuring appropriate risk assessments are put in place if necessary
- We identify the specific needs of children with special educational needs and disabilities, and meet those needs through a range of SEND strategies, both in setting and working with outside professionals
- 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

The name of our Special Educational Needs and Disabilities Co-ordinators (SENDCO) are

The role of the SENDCO is:

- Ensuring a close involvement from parents throughout the care and provision provided and planned for by the setting of children with special educational needs or disabilities. They should also ensure that the parents insights inform the action taken by the setting. They are also responsible for sharing information regarding how any additional funding is allocated for the child.
- Advising and supporting other practitioners in the setting, ensuring that they are aware of their role and responsibilities to children with SEND.
- Ensuring that appropriate support is in planned for and carried out specific to each child needs, for example in the form of an Individual Education Plan (IEP)
- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- Meeting with relevant professionals relating to the child's SEND needs, alongside the family.
- Sign posting families to other sources of support and outside agencies.
- Applying for additional funding to support children with SEND (if appropriate).
- Making referrals for children with possible SEND to ensure that they are receiving all possible support both inside the nursery and beyond.

Identification and assessment of children with Special Educational Needs

If a member of staff has concerns about a child's development they will take the following steps to ensure early intervention:

- Once an initial concern has been identified this will be discussed with relevant colleagues and recorded on a 'record of concern form'

- All concerns will then be confidentially shared with parents and parents will be asked if they have any concerns
- With permission from parents the child's key person and/or SENCO will carry out some focussed observations of the child
- Once sufficient observations have been taken these will then be discussed with parents along with the appropriate course of action.
- With permission from parents, staff will liaise with outside agencies (when/if appropriate)
- Staff will then implement strategies to support the child, agreed by the family.

Graduated approach

The 'graduated approach' is the steps taken by the setting when a practitioner identifies an area of SEND. There are four steps to the approach; assess, plan, do and review.

Assess

When an early education practitioner, who works with the child, or the SENDCO, identifies a child with special educational needs or disability (SEND), they should devise an assessment of the child and their need. This assessment should be reviewed regularly to ensure that support given is matched to the need. Where necessary as a setting we may contact specialist teachers/ health care professionals for more specialist support and assessment.

Plan

Where it is decided to provide support which is different from or additional too those provided as part of the settings curriculum and strategies the SENDCO and key person will meet with the child's family. Together we will plan for each of the child's needs and put in place appropriate interventions agreed by all, and a clear review date for this will be set, this is usually every 6-8weeks. Any related staff development needs will be identified and addressed here, in the form of training for example.

Do

The key person will be responsible for working with the child on a daily basis. With support from the SENDCO they will oversee the implementation of the interventions agreed by

all. The SENDCO will support the practitioner in assessing the child's response to the action and support where they are needed.

Review

The support put in place will be reviewed with a meeting with the parents. Here it will be discussed how the support has impacted on the child and the quality of this to achieving their goals. The views of the parents, child, SENDCO and key person will all be taken into consideration during this time. Together any changes agreed will be agreed, as well as support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support in setting, as well as in the home.

Partnership with parents

We understand that Parents are a child's first and most enduring educators and therefore we value the input of each family as they hold a wealth of knowledge about their child. This will be drawn upon in all aspects of our assess, plan, do and review strategy.

Staff

We ensure that the provision for children with special educational needs and disabilities is the responsibility of all members of staff. All staff are willing to attend training courses to help them broaden their knowledge of a specific need if necessary.

Facilities and resources

At our setting we provide opportunities for children with special needs to have access to facilities, activities and play opportunities. The nursery is fully accessible to wheelchair users including toilet facilities. At the nursery we provide a range of equipment and resources, and would purchase further equipment if necessary to meet the child's specific needs.

Sharing information

As part of the identification and assessment it may be necessary for us to contact outside agencies, with parental consent. This can be done in a number of ways, usually beginning with contacting relevant services and agencies, for example, SEN support services (IAA). All information shared with these will be discussed with parent prior to the referral, and always documented.

We may also need to share information when your child moves onto school. In regards to children with SEN, this will generally be done in the form of a 'Transition Passport'. (See Transition Policy)

Procedures

- We ensure that our inclusive admissions practice ensures equality of access and opportunity
- 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
- We provide parents with information on sources of independent advice and support
- We liaise with other professionals involved with children with special educational needs
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans for children with special educational needs
- We provide resources (human and financial) to implement our Special Educational Needs Policy
- We provide a complaints procedure and these will be handled confidentially and will follow the nurseries complaints policy
- We monitor and review our policy annually

We value all opinions, if there is reason for complaint in regards to the SEND policy, please see our Complaints Section for information and advice.

This policy was reviewed on 1st March 2017.

Trustee:- _____ (_____)

Trustee:- _____ (_____)

Trustee:- _____ (_____)