

**THE ELMS, OAKS AND MAPLES DAY NURSERIES**

**Special Educational Needs (SEN)  
and Disability**

**Statement**

The Elms, Oaks and Maples Day Nurseries are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences that enable them to share opportunities, develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

The nursery is committed to working alongside parents to meet children's individual needs, so that they are able to thrive in mainstream school settings and achieve their full potential. Our setting seeks to remove barriers that prevent children from participating and learning, making reasonable adjustments to enable every child to access the nursery's facilities fully.

**Admission and Induction arrangements**

Our admission policy is that all children are welcome. Our premises and staffing ratios may affect our liability to offer appropriate provision for everyone. As a setting, we will endeavour to meet the individual needs of all children and their families. We will seek to make reasonable adjustments, where appropriate to ensure that all families are made to feel welcome and included.

Admission arrangements will be discussed with each individual family when completing paperwork prior to entry, and then an individual induction meeting with all parents of new starters is arranged; one on the first visit with the senior practitioner / key person in the room, and then on a subsequent visit on with a member of the management team. This allows the opportunity for detailed information to be shared by the parents about their child's individual needs. Confidentiality is respected and information shared is used to best support a child's SEN and/or Disability.

All children will be given a full settling in period when joining the nursery according to their individual needs. Induction and settling in arrangements are flexible to meet the child/family's needs, and to ensure that the setting; both the environment, and the practitioners in terms of training, are fully prepared to safely and successfully include the child.

We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parents
- Liaising with an previous childcare provider
- Liaising with any professional agencies involved
- Reading any reports that have been prepared

There may be an early learning or care need that is identified once a child is already in attendance of the setting.

**Once a child attends our setting we continue to be committed:**

- Regularly monitoring and reviewing all children's development as individual's through the EYFS by completing a baseline assessment, tracker documents, transfer documents and two year old development check meetings
- Regularly monitoring and reviewing any specific targets that have been set on either an Increased Differentiation Support Plan or SEN Support Plan in accordance with a child's parents, key person and other professionals
- Attending/ hosting any review meetings with the local authority/professionals
- Completing any relevant referral documentation for the involvement of other professionals in consultation with a child's parents and key person

Currently the majority of the information provided by our setting is written in English. If any families require information to be printed in an additional language, we will endeavour to provide this as soon as possible.

**Aims**

We will:

- Recognise each child's individual needs and ensure all practitioners are aware of, and have regard for, the \*Special Educational Needs Code of Practice on identification and assessment
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with learning difficulties and/or disabilities
- We will take steps to ensure that children with medical conditions get the required support to meet their needs (as set out in the EYFS Framework)
- Develop and maintain a core team of practitioners who are experienced in the care of children with additional needs with designated Special Educational Needs Co-ordinators (SENDCO) who are experienced in the care and assessment of children with additional needs. These designated practitioners will be provided with specific training relating to Special Educational Needs and Disability (SEND) and the SEND Code of Practice in order to support the wider team
- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported

- Work in partnership with parents and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Practitioners will look carefully at all aspects of a child's learning and an additional language or if it arises from SEN or disability. Difficulties relating solely to learning English as an additional language are not necessarily SEND related. The settling in process, paperwork and parent partnership will help key persons and setting SENDCOs to establish whether any delay is related to EAL alone.

The Oaks named setting based SENDCOs are: Rebecca Slater (maternity leave), Kerry Eyre (maternity leave), Elizabeth Smith and Rachel Hurley. The Elms setting based SENDCOs are: Selina Hunt, Rebecca Lane, Sam Fenton, and Killian Baker. The Maples setting based SENDCOs are : Heather Bench.

Our SENDCOs work closely with all practitioners to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the nursery, always making sure plans and records are shared with parents. They have regular meetings to ensure that there is an opportunity for any new concerns regarding a child's development to be raised, and strategies put in to place to meet any identified needs. SEND meetings also provide the opportunity to allow the monitoring of development needs that have previously been identified.

Concerns may be raised by key persons, practitioners or the child's parents. A designated person's poster is displayed in the main nursery entrance area identifying the setting SENDCOs so that parents are able to identify who to approach with a query. Alternatively, all practitioners are aware of their designated persons and are able to consult with or arrange a meeting with the SENDCOs on a parent's behalf.

Each setting also has support from the area SENDCO team and has a named area SENDCO as their main point on contact. They are able to provide support and guidance to the nurseries through varying methods of consultation to ensure that individual children's needs are met. Area SENDCO teams provide information about any relevant external support that can be sought, as well as any training requirements for the setting SENDCOs or wider team to meet an individual child's needs.

## **Learning Environment, Curriculum and Resources**

The Oaks Nursery premises are situated in a ground floor building and have internal access ramps. Internal and external doors are suitable for wheelchair access as are the two toilet facilities situated at either end of the building. The Elms Nursery building is over two levels, with playrooms on each floor. Both nurseries also have sensory rooms that all children can access, providing them with a broad variety of interacting and engaging activities.

The learning environment is organised with the individual needs of each child in mind. Practitioners are flexible with regard to room layout, routines/timings and access to appropriate resources.

The setting SENDCOs attend all relevant training available, and will seek and access specialist training to meet an individual child's needs where appropriate. If appropriate all relevant information will be shared with key persons and/ or the wider staff team through staff meetings, supervisions, memos, and internal training and review meetings.

## **Special Educational Needs Code of Practice**

It is the duty of the nursery to carry out our statutory duties to identify and support children with SEN or disabilities and to promote equality of opportunity for children in our care. The Code of Practice states that in addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years. Practitioners can use the non-statutory Early Year's Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age across the prime and/or specific areas of learning. Where there are concerns, there should be an assessment to determine whether there are any causal factors that may be contributing to the presenting behaviour; housing, family or other domestic circumstances. A multi-agency approach, supported by the use of Early Help should be adopted providing targeted help to address those needs to improve outcomes for children.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Early quality intervention services can improve outcomes for children, families and communities and are essential in helping the child prepare for future adult life.

Where we identify a child as having SEND, our setting SENDCOs will work in partnership with parents and key persons to establish the support a child needs. The SENDCOs role will ensure that appropriate records are kept according to the Code of Practice. We will adopt a graduated approach with four stages of action: assess, plan, do and review.

## **Assess**

In identifying a child as needing SEND support, the child's key person alongside the setting SENDCO and the child's parents, will have carried out an analysis of a child's needs by completing a record of Additional Support and agree a set of measurable targets to work towards. (Increased Differentiation Support Plan document continue to be used.) This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment will be sought from agencies beyond the setting, for example, health visitors, speech and language specialists, educational psychologists or specialist teachers.

## **Plan**

Where it is identified that a child needs SEND support, having formally notified the parents, the child's key person and setting SENDCO should agree, in consultation with the parent the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development and behaviour and a clear date for review. Plans will take into account the view of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, and where appropriate parents should be reinforcing the provision and contributing to progress at home.

Where, despite the relevant and purposeful action to identify, assess and meet the special educational needs of a child, the child has not made expected progress, the setting will consider requesting an Education Health and Care Plan, (EHC – a legal document that describes a child/ young persons' special educational health and social care needs.)

## **Do**

The child's key person remains responsible for working with the child on a daily basis, and working alongside the setting SENDCO and the child's parents, they will oversee the implementation of the agreed implementations or programmes as part of the SEND support. The setting SENDCO will offer support and advice in assessing the child's response to the action taken.

## **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date, where any changes to the outcomes and support in light of the child's progress and development are agreed.

The graduated approach will be led and coordinated by the setting SENDCO working with a child's key person informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Where a child has an EHC plan, the local authority must review that plan a minimum of every twelve months. As part of this review, LA's can request us to convene and hold the annual review on its behalf. LA's should consider reviewing EHC plans for children under five at least every six months to ensure that the provision continues to be appropriate.

### **Gifted and Talented**

Every practitioner has a responsibility to be alert to the unique strengths, interests and capacities of children in their care, predominantly those in their key groups. Their role is then to address barriers to development, provide access to an environment that will engage the children, and provide opportunities to extend their learning. In the early years, gifts and talents are more likely to be revealed when practitioners and parents work in close partnership, sharing observations and information about the children at home and at their setting. Practitioners will communicate on a daily basis about all children's achievements and experiences and seek to gain information from their homes by encouraging contributions to online Learning Journeys and building good parent partnerships.

All children are entitled to provision that reflects their unique characteristics, fascinations and enthusiasms. It is important to identify all children's strengths and interests at every stage in their development to ensure that this entitlement is met. Where key person planning alone is not meeting the development needs of a child, an Increased Differentiation Support Plan will be introduced alongside this to record the additional support and intervention.

Where a child's needs have been identified there will be a detailed plan in preparation for their transition to school which is likely to involve close participation with the child's key person, parents, school and for some children, any professionals involved.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>14<sup>th</sup> December 2017</i>	<i>Paula Hunt</i>	<i>December 2018</i>