

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

At Hopes and Dreams Nursery School we 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, 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 as a consequence of their needs.

Definition of SEND

'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.' (SEND CODE of Practise 2014 paragraph xiiipg: 15)

We believe that all children have a right to experience and develop alongside their peers no matter what their individual needs. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those needs; any way that this may affect his/her early learning or care needs and any additional help he/she may need by:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and monitoring such observations regularly.

All children will be given a full settling in period when joining the Nursery School according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of any needs not being met by the universal service provided by the Nursery School
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. The SENCO be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice
- Identify the specific needs of children with special educational needs 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
- Share any statutory and other assessments made by the Nursery School with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care 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 individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- 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.

The Special Education Needs and Disabilities Co-ordinator (SENCO) at Hopes and Dreams is Lynn Bradbury.

The role of the SENCO is to take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The SENCO will ensure that appropriate records are kept including a record of children's SEN support and those with Education, Health and Care plans. The key person responsible for the child will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action (code of practice 2015).

The SENCO works closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs practice and policy of the Nursery School, always making sure plans and records are shared with parents.

Role of the SENCO

- Supporting colleagues in planning to meet the needs of a child with SEN.
- Advising colleagues about the range of strategies available to use.
- Keep up to date with legislation and attend relevant training.
- Identifying staff training needs and encouraging colleagues to attend relevant training.
- We give all children a six-week settling in period. We identify children's needs both through observation and by talking to their parents. We monitor the progress and development of individuals through ongoing observation using the cycle of Assess, Plan, Do and Review.
- We share any concerns about the development of individual children with all staff within the setting at staff and room meetings.
- We support staff in differentiating the curriculum for individual children.
- If we feel that the provision in our setting does not meet the needs of an individual child we will adapt it accordingly differentiating the curriculum for the individual child for example
- The SENCO is responsible for organising a number of meetings such as the Settling in review (SIR) Team around the Child (TAC) Short Term Plan (STP) SEN Support Plan (SSP) Education and Health Care Plan (EHC) and Transition Plan (TP) with parents, keyworker and other outside agencies/professionals where appropriate. The SENCO will also organise meetings to review the STP every six to eight weeks.
- The SENCO will set up a confidential file for each child and ensure all records assessment reports are filed and kept securely in line with Data Protection (2014).
- We work closely with partner agencies including those in education and health and social care. We work in partnership with parents/carers to make referrals where necessary. This may include contributing and initiating Common Assessment Framework (CAF).
- Assist with the annual review of the Special Educational needs and Disability Policy (SEND)

Effective assessment of the need for early help

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Children and families may need support from a wide range of local agencies.

Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments, such as the Common Assessment Framework, should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and

- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional. *Working together to safeguard children 2015/17*

Statutory guidance and Legislation

The Nursery School has regard to the statutory guidance set out in

- The Special Educational Needs and Disability code of practice (DfE 2015)
- Equality Act (2010)
- The Statutory Framework for the EYFS (2017)

The Nursery School will undertake a Progress Check of all children at age two in accordance with the Code of Practice. The Nursery School will also undertake an assessment at the end of the Early Years Foundation Stage (in the final term of the year in which a child turns 5) to prepare an EYFS Profile of the child.

The Nursery School has a graduated approach to assessment and planning, led and coordinated by the Early Years Teacher and SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. The SENCO will work alongside parents to assess the child's strengths and plan for future support.

Stage 1

Where a practitioner or SENCO identifies a child with special educational needs, the nursery will assess and record those needs and provide a number of key actions to help the child. As part of this process, the Nursery School will consult with parents and seek any additional information from external professionals. The targets for the child, any teaching strategies or changes to provision, are set out in a Short Term Plan (STP). The plan will be continually under review in consultation with the child and his/her parent(s). This stage will involve a cycle of assessment, planning and review in increasing detail, with increasing frequency, to identify the best ways of securing and maintaining progress.

Stage 2

This is where a practitioner or SENCO, in consultation with the child's parents, decide external support services are required usually following a review of the Short Term Plan. The Nursery School will share its records on the child with those services so that they can advise on any Short Term Plan targets and appropriate strategies to help the child.

Statutory assessment

If the help given through a Short Term Plan is not sufficient to enable the child to progress satisfactorily, it may be necessary for the Nursery School, in consultation with the parents and any external agencies already involved, to request a statutory assessment by the local authority. This may lead to the child receiving an education, health and care plan (EHC).

Reviewed on: March 2018

Signed on behalf of the Nursery School..... 

Next review date: March 2019