



Eastlea Community Centre

Stockton Road, Seaham, County Durham, SR7 8DX

Children, Young People & Family Services



Tots 'R' Us Nursery

Special Educational Needs & Disability Policy

Last Updated: 13th January 2020

Eastlea Community Centre – A Registered Charity: 1160391
Ofsted Registered Nursery: EY489173

Special Educational Needs & Disability Policy (SEND)

At Tots 'R' Us Nursery, we believe that all children deserve the best possible start in life and the support that enables them to fulfil their potential. We aim to do this with regard to the Statutory Framework for the Early Years Foundation Stage 2017, The Equality Act 2010 and The Special Educational Needs and Disability (SEND) code of practice: 0-25 years (2014).

Our aims:

- Identify the specific needs of children with special educational needs and disabilities and meet those needs through a range of SEN strategies
- Work in partnership with parents/carers and other agencies in meeting individual children's needs
- Monitor and review our policy, practice and provision and, if necessary, make adjustments
- Have a designated Special Educational Needs Co-ordinator (SENCO)

The Role of the SENCO

Our Nursery Special Education Needs Co-ordinator (SENCO) is Melissa Singh. She will:

- Ensure all practitioners in the Nursery understand their responsibilities to children with SEND and the Nursery's approach to identifying and meeting SEND
- Advise and support colleagues
- Ensure parents/carers are closely involved throughout and that their insights inform action taken by the Nursery
- Liaise with professionals or agencies from beyond the Nursery
- Attend regular update meetings and training, feeding back to staff
- Where necessary seek the help and support from the Equality and Inclusion Education Development Advisers, who form part the Local Authority's Early Years Team

Links to other policies

- Safeguarding and Child Protection Policy
- Equality, Diversity & Inclusion Policy
- Positive Behaviour and Promoting British Values
- Staff Behaviour Policy
- Intimate Care Policy
- Health and Safety Policy
- Accident/Incident Reporting & Emergency procedure
- Sick Child & Existing Injuries Policy
- Medication Policy
- Admissions, Attendance and Fees Policy

Staffing arrangements

We operate a key person system, whose role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents/carers. The key person has a responsibility to the child, the parent/carers, and to the Nursery in terms of creating the atmosphere in which children can thrive by:

- Helping the child become familiar with the Nursery and to feel safe and confident
- Talks to parent/carers to make sure the needs of the child are being met appropriately
- Ensuring that records of development and progress are shared with parent/carers and other professionals as necessary
- Relevant staff training, expertise and qualifications relating to SEND

We are committed to the equal inclusion of all children and deliver our service in line with our Equality, Diversity & Inclusion Policy. We embrace equality and diversity across culture, race, ethnicity, religion and children with special educational needs and disabilities. We promote inclusion and diversity through our resources reflecting diversity, such as small world people from different cultures and through themes celebrating cultural holidays.

Admission arrangements

There is no selection process to enter the Nursery. Children with SEND have the same opportunity to attend as children without. We make every effort to meet the individual needs of all children. We provide an opportunity for the SENCO and key person to visit the child and family in their own home prior to the child starting the Nursery.

The purpose of the visit is to help the child, family, SENCO and key person get to know more about each other in the home environment where the child usually feels most relaxed. This will also enable the SENCO and key person to discuss the best way to introduce the child into Nursery. This could be with support provided by the parent/carer or reduced hours until the child settle. The home visit is an optional service that the Nursery provides and we understand that not all families may wish to take us up on this offer.

Working together

Parents/carers are the first and most important influence on their child's development and future outcomes. They know their child best and it is therefore a priority of ours to listen when parents/carers express concerns about their child's development. We will take on board the concerns raised and carry out further assessments to address these concerns. Further advice will be taken from outside agencies if necessary.

On induction to our Nursery, the SENCO, key person and parents/carers share information about the strengths and needs of the child to create a positive partnership. Families are supported for as long as it takes their child to settle. We want all children to feel happy and safe with us. Each child has a key person who works closely with the child and the family, and may identify a possible individual need.

We are part of the Durham County Council's 'local offer', which provides information in one place about provision available across education, health and social care for children and young people in our area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plan. Information can be found on the County Durham Families Information Service – www.countydurhamfamilies.info

Involvement of the Child

Whilst recognising that it is often difficult to ascertain the views of very young children; staff will encourage their contributions, particularly when establishing individual programmes to support learning. Staff should ensure that all possible information is gathered from children, enabling them, for example, to express their feelings and identify personal preferences and interests. The involvement of children will contribute to the relevance to each of any programmes developed and implemented, maximising opportunities to incorporate their views and progress their learning.

Identifying children with special educational needs and disabilities

Children's special educational needs are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all children, through continually assessing, planning, implementing and reviewing, as described in the SEND Code of Practice. On-going observational assessments are made of all children and linked to the Early Years Outcomes and Development Matters ages and stages of development, as outlined in the Statutory Framework for the Early Years Foundation Stage.

We assess all children when they join our Nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for each individual child. If our assessments show that a child may have a special educational need we will use a range of strategies that make full use of all available resources. In liaison with the SENCO, the child's key person will offer interventions that are 'different from' or 'additional to' those provided as part of the Nursery's usual working practices. The key person will keep parents/carers informed and draw upon them for additional information. If the SENCO, key person and parents/carers feel that the child would benefit from further support, the SENCO will then take the lead in further assessments of the child's needs. In order to achieve this, we aim to identify any difficulties or special abilities that a child might have and to work closely with the children, their parents and carers, and other agencies if this is necessary. We will:

- Use the 'graduated approach system' for identifying, assessing and responding to children with special educational needs. The process for doing this is to Assess, Plan, Do and Review as outlined below. Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible, with arrangements in place to ensure that there are sufficient services to meet the needs of all children, whether or not the child needs an Education, Health and Care Plan (EHC). An EHC plan is the document that replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs. EHC plans identify educational, health and social needs and set out the additional support to meet those needs
- Explain how children's individual needs are to be met by planning support using a written Support Plan (SP). The SP will state clearly the short-term targets for the child, the nature of the staff intervention, the use of any particular resources and home support and will detail when reviews are scheduled and identify any involvement of outside agencies
- Provide copies of the SP for parents/carers as well as keeping a record by the child's key person and Nursery SENCO
- Ensure all documentation relating to the child is kept in the child's file and locked filing cabinet to ensure confidentiality
- SP targets will be reviewed and new ones planned by the key person, SENCO, parents/carers and where possible the child
- Access where necessary additional support from other professionals
- Work with all other staff to ensure implementation of the SP and subsequent continuity of care and education by everyone
- Ensure that the parents/carers are informed at all stages of assessment, planning, provision, monitoring and review of your child's progress
- Learning Journals are available to view at any time and may be borrowed to take home
- Provide support to apply for funding to support your child

Graduated Approach System

Assess

In identifying a child as needing SEND support, the key person, working with the Nursery SENCO and the child's parents/carers, will carry out an assessment of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to the need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the Nursery. Where professionals are not already working with the Nursery, the SENCO will contact them, with the parent/carers' agreement.

Plan

Where it is decided to provide SEND support and having formally notified the parents/carers, the key person and the SENCO will agree, in consultation with the parent/carer, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will be identified and addressed. Parents/carers will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The key person and the SENCO working with the child's parents/carers and taking into account the child's views will evaluate the impact and quality of the support. They will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/carers will have clear information about the impact of the support provided, and be involved in planning the next steps.

This cycle of action will be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage, parents/carers are to be engaged with the Nursery, contributing their insights to assessment and planning. Intended outcomes will be shared with parents and reviewed with them, along with action taken by the Nursery, at agreed times.

The graduated approach will be led and co-ordinated by the Nursery SENCO working with and supporting the individual key person in the Nursery and informed by the EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Progress Check at Age 2 – Integrated Review

The Integrated Review is the bringing together of health and early education reviews for young children at the age of two to three. This could involve local authorities, health visiting services and early year's providers. This is an important time for children and their parent/carers and a period of rapid growth, learning and development in a young child's life. It is also a crucial time when a child's need for additional support from health services or the education system can become clear.

When a child is aged between two and three, it is a statutory requirement that the Nursery **must** review each child's progress and provide parents/carers with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check **must** identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) we will develop a targeted plan to support the child, involving other professionals such as, for example, the Nursery's SENCO or the Equality and Inclusion Education Development Advisers, who form part the Local Authority's Early Years Team, or any other professional as appropriate. In addition, health visitors currently check children's physical development milestones between ages two and three as part of the universal Healthy Child Programme. This will form part of an integrated review that will cover the development areas in the Healthy Child Programme two-year review and the EYFS two-year progress check.

Either the Nursery or where the child spends the most time completes the check. It is a statutory requirement for the provider to share the progress check with the parents/carers. There is an expectation that the parents/carers will share it with the health visitor, ideally to coincide with the

Healthy Child Programme two-year-review. The Nursery supports the parents/carers to attend a meeting that involves the parents/carers, health visitor and key person/Manager to discuss the integrated review and outcomes for the child.

We will use the following as an aid to assist this check and track the child's progress:

- Flying from the Start
- Every Child a Talker
- Learning Journal
- Information from parents/carers and professionals from other agencies
- Records from other settings where the child may have attended

Accessibility of the environment

Our Nursery room and outdoor area is within a local community centre and accessible all on one level. Should there be any limitations of the building affecting a child then we will attempt to make all reasonable changes and adjustments. Our resources are all accessible by the children who have free choice.

Personal Emergency Evacuation Plan (PEEP)

Where appropriate and applicable each child will have a Personal Emergency Evacuation Plan (PEEP). A PEEP is completed for any child who requires assistance with any aspect of emergency evacuation. The PEEP describes the child's intended means of escape in the event of an emergency, including drills. The PEEP specifies what type of assistance is agreed and how it is to be maintained, to ensure the child's continued safety and includes the assistance required from the point of raising the alarm to passing through the final exit of the building. The PEEP is written with the involvement of the SENCO or Nursery Manager, the child's key person and their parents/carers. A copy of the completed form kept in the child's personal records.

Working with other professionals

We have contact with the following professionals:

- Health Visitor
- Local Authority Early Years Team
- Equality and Inclusion Education Development Advisers
- Speech and Language Therapist
- Local Children's Centre Staff (e.g. family support workers)
- Education Psychologist
- Team around the Family
- Occupational Therapist

We can contact many other professionals regarding a child's specific individual needs.

Further information

The SENCO and key person are always available for advice and support in the first instance. We can signpost parents/carers to other professionals that may be able to help such as health visitor, speech and language therapist, children's centre and others. If a child's needs are referred to a specific team, we will be able to support parents and carers in accessing these services.

Moving on to school/or another setting

We have a Transition Policy in place and hold transition review meetings to plan transition for a child into nursery/school. As well as parents/carers and Nursery staff, these meetings could include foundation stage schoolteachers, school SENCO, receiving setting staff and relevant professionals. We share all documentation such as support plans, early year's assessments and observations. We invite receiving nursery/school to visit our Nursery to familiarise themselves with, and observe the child and to share information in partnership with parents and carers. We have

booklets containing pictures and information of the receiving nursery/school, which we share with the children and families. We operate an open door policy and our staff welcomes families to visit our Nursery. We will aim to work together to include any child with special educational needs and disabilities.

Compliments and Complaints

We will address any concerns or complaints regarding the Nursery in line with our Complaints Policy. We welcome any feedback that can enhance our service delivery.

Reviewing, Monitoring Evaluating the SEND Policy

The Nursery Manager and Chair/Nominated Registered Person review the SEND Policy annually alongside all other policies and procedures for the Nursery. The review includes looking at the effectiveness of identification, efficiency of record keeping, resources and provision.