



# Special Educational Needs and Disabilities (SEND) Policy

|                      |        |
|----------------------|--------|
| VERSION/DATE:        | Nov 24 |
| NEXT VERSION DUE BY: | Nov 25 |

Every governing body is required by law to publish information about how the nursery makes provision to meet the special educational needs and disabilities (SEND) of its pupils. Our Special Educational Needs and Disabilities Policy, the Local Offer/SEND Information Report is available, free of charge, to parents/carers of existing or future children of the nursery. The Local Education Authority, Inclusion Service, Health Services and any other interested parties may request a copy by: calling into nursery, accessing policies from our website or by post.

This document contains all the required information. Further information and advice on meeting special educational needs in schools is available from the government through 'The Special Education and Disabilities Regulations 2014' and the L.A's 'Special Educational Needs Handbook for Education Providers 2014'. Information for parents can be found in 'Special needs and Disabilities Educational Provision in Sandwell, A Guide for Parents and Carers', on the Sandwell website [www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

### **SEND policy**

Lavender Farm Nursery places great importance on meeting the needs of all children in the setting and recognises that some children will require additional support to access the curriculum.

### **Vision**

All children in their early years will be given the opportunity to achieve their full potential developmentally in a fully supportive, caring and inclusive environment.

### **Aims**

- At Lavender Farm Nursery we are committed to providing an equality of educational opportunities by placing the needs of the children first, supporting them and their parents both in nursery and, where appropriate, at home.
- We are an inclusive nursery and have successfully integrated children with physical disabilities, moderate and severe learning difficulties, and social, emotional and mental health difficulties.
- We encourage home/nursery liaison and have a welcoming ethos encouraging parents/carers to take an active role in the education of their children.
- We also assist our families to access the best support for their children. The Nursery SENCO will advise and sign post families to external services.

### **Objectives**

- To support children with Special Educational Needs and disabilities (SEND) within the Nursery.
- To ensure early identification of children with special educational needs.
- To provide guidance for the assessment of children with special educational needs.
- To establish procedures to meet our children special educational needs, providing a structured, staged approach to meet their needs, with support from outside agencies where necessary.
- To liaise with external professionals, implementing support plans, working in collaboration.
- To take into account the views of individual parents/carers when assessing their child's particular needs.
- To take into account the views of the child, taking into consideration their age and understanding.

### **Responsibilities**

- The Governing Body is responsible for ensuring every effort is employed to meet the needs of children with special educational needs and disabilities. The governor responsible for SEND is Ms Suzanne Smith.
- The Manager is responsible for ensuring that the Nurseries aims are evident in the everyday running of the Nursery and is responsible for the appraisal of the SENCO ensuring that they are challenged and able to justify decisions made.
- The SENCO is responsible for the co-ordinated provision for children with SEND.

### **Entitlements of children with Special Needs**

1. Access to education that is broad, balanced, realistic, relevant and differentiated to meet the learning needs of the individual and which seeks maximum participation in the Early Years Foundation Stage framework.
2. High quality teaching and support from adults in a positive and enabling environment.
3. An educational system that: -
  - A) Views individual needs as being on a continuum with no sharp distinction and which is flexible and appropriately resourced in order to meet individual needs.
  - B) Recognises that all practitioners have a responsibility to meet the needs of the children in their care. When planning and preparing activities all practitioners will make provision for children with SEN by providing differentiated activities which is appropriate for their needs.
  - C) Encourages early assessments of children to identify their needs. These assessments will be continuous and cumulative.
  - D) Will work in close collaboration with parents and other agencies including; Sandwell's Inclusion Support Early Years' Service, Speech and Language Departments, the District Health Authority and Social Services.

### **Equal Opportunities**

Equal opportunities must be provided for all learners regardless of age, gender, race or individual needs. The education given will promote respect for the cultural, social and linguistic diversity of our society.

We must ensure that all children are valued equally. Those children with special needs are as valued equally and are given the same opportunities to participate in the whole range of Nursery activities and are given the same share of responsibilities. This is also the case for children with physical disabilities.

### **Staff Development**

- All practitioners have a responsibility to meet the needs of the children in their care and so need to understand the issues of SEN provision.
- Staff attend regular training in relation to Special Educational Needs.

### **The role of the Manager**

The Manager has responsibility for the day-to-day management of all aspects of the Nursery work including provision for children with special educational needs. The Manager will keep the governing body fully informed. The Manager will also work closely with the Nurseries SENCO.

### **Resourcing**

The Manager and SENCO will apply for any available funding through the Early Years

### **Role of the Special Needs Coordinator**

1. To encourage the development of a Nursery ethos which is sympathetic to children's social, physical and emotional needs.
2. To ensure that colleagues are aware of the Nurseries collective responsibilities to children with special needs.
3. To oversee the implementation of the nurseries SEN policy.
4. To co-ordinate the procedure for the identification of special needs.
5. To assist with the identification and assessment of children with special educational needs.
6. To liaise with and advise fellow practitioners and where possible to provide colleagues with information concerning appropriate learning resources and in service training.
7. To liaise with and co-ordinate Key Carers for SEN children.
8. To co-ordinate the provision for children with special educational needs - organising some group or individual extra support for SEN children.
9. To maintain the nurseries SEN list and ensure that appropriate Individual Education Plans are in place.
10. To ensure that the relevant background information about individual children with special educational needs is collected recorded and updated.
11. To monitor the progress of children with special educational needs.
12. To liaise with relevant external agencies including voluntary bodies.
13. To ensure liaison with parents of children with special education needs.
14. To oversee the day-to-day operation of the nurseries SEN policy.

The current SENCO post is held by Miss Katie Harris.

### **Role of the Governing Body**

There is an SEN Governor who meets with the SENCO and Manager to discuss SEN provision annually. The SEN Governor reports to the whole Governing Body the SEN provision within the nursery.

### **Procedures for the Process of Intervention**

Following the publication of the September 2014 Code of Practice identification and assessment of children with special educational needs are carried out according to the requirements of the Early Years Foundation Stage framework. The following points are helpful to remember at each relevant stage.

### **Identification and assessment**

The trigger is the expression of concern together with evidence for that concern. Parents, practitioners or any other professional such as health or social worker may voice this.

1. Early identification is necessary if the child is to receive help and support, however, due to the age of our children we must bear in mind that children all develop at different rates/
2. Assessment is not an end in itself but means of arriving at a better understanding of a child's difficulties and stage of development.

### **Assessment**

Plan, Do, Review - It is a guide to present needs. It can be used as a basis against which to monitor progress. It is a continuous process.

1. The Senior Practitioner, Key Carer and practitioners in each room are directly responsible for his/her key children and are in a key position to:
  - Observe their response in the rooms.
  - Recognise the child who is having difficulties with learning or behaviour.



- Try out different approaches to help meet the child's needs.
  - Keep notes and records of special work provided and the child's response and progress.
  - Monitor their progress through regular assessments.
2. We have a shared responsibility for all our children. All staff should know which children need additional support beyond the usual differentiation, the nature of those needs and how best to meet them.

### **Behavioural Problems**

If a practitioner becomes concerned about a child's behaviour, parents should be consulted, a record will be kept to monitor the behaviour that will be used to decide upon the appropriate action to take. When a child has an Individual Behaviour Plan, all practitioners will be informed, including lunch time support, to ensure a consistent approach is taken. Parents and the child may have been involved in deciding the targets but agree to them in order for the programme to be viable.

### **Intervention's (advice sought from Sandwell's Inclusion Support Early Years)**

The trigger for this is that the child's current rate of progress is below expected levels of development and that:

- The child is making little or no progress even when strategies are in place targeted at the area of the child's need.
- The child presents persistent and/or emotional difficulties, which cannot be dealt with by the behaviour management techniques usually employed by the Nursery.
- The child has physical or sensory needs and continues to make little or no progress despite the provision of specialist equipment.
- The child has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

**Evidence for this may be obtained from:**

#### **The Nursery**

- Room records, including any from other Nurseries attended by the child
- Early Years Foundation Stage Framework Progress Reports
- Records of achievement (Tapestry, WellComm, Two Year Check)
- Reports on the child in nursery settings (observations and assessments)
- Observations about the child's behaviour (ABC Charts)

#### **The Parent**

- Views on the child's health and development
- Perceptions of the child's performance, progress and behaviour at Nursery and at home
- Factors contributing to a difficulty
- Actions the nursery might take

#### **The child**

As Lavender Farm Nursery care for children aged 0-5 years in some cases this requirement is not always possible or appropriate.

- Personal perceptions of any difficulties.
- How they may be addressed.

### **Other Sources**

- External agencies: Sandwell, Speech and Language Therapies, Early Years Integrated Support, Sensory Hearing and Vision Team, Health Visitors, Occupational Therapy and Physio Therapy.

Once the parents, Key Carer and SENCO agree that intervention is necessary a series of actions are set in motion.

### **Action**

- A room observation and/or assessments may be carried out by the SENCO
- Specific targets are identified and discussed with the Senior Practitioner and Key Carer.
- A SEND Support Plan may be put in place by a development Officer outlining...
  - Overview of development / Nature of difficulties
  - Professionals involved
  - Child information
  - Individual targets.

A copy will be agreed and given to parents.

- Activities are further differentiated within the child's room in a similar way as before and children will receive support from an additional adult in a withdrawal situation or in class as part of a small group.
- A review date is set to discuss progress, effectiveness of the support, parental views, and child's views (where appropriate) and future action to take which may include a consultation with Early Years Integrated Support.

**At all stages the SENCO will keep the Nursery Manager informed.**

### **Role of Parents**

- At all stages we work in partnership with parents. Parents have valuable information that they can give to the Nursery. They can support the work we do or the strategies we put in place with their child at home.
- Parents should always be told of any special help their child receives and the outcome of that help, usually during parent reviews.
- Key Carers may talk to parents on a more regular but informal basis.

### **Ensuring Continuity**

The Nursery will liaise with all authority services supporting practitioners in delivering the SEN policy and with the Health Care Professionals. The Nursery will also liaise with any previous child care settings from when children arrive and schools to which children go, in order to achieve continuity of provision.

The purpose of education for all children is the same. The goals are the same. But the help that individual children need in progressing towards them will be different.

Warnock 1978