

9.2 SEN Policy

Introduction

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0-25 (DfE, 2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for settings (DfE, Feb 2013)

SEND Code of Practice 0-25 (DfE, Oct 2014)

Early Years Guide to the 0-25 SEND Code of Practice (DfE, 2014) Statutory Framework for the EYFS

Safeguarding Policy

Access Action Plan

Provision Mapping

Behaviour Management Policy

Local Offer

Admission Policy

Medication Policy

Section 1: Setting information

The named SENCO at the Nursery is Manager/ Deputy

This policy was developed in consultation with Lancashire Special Educational Needs and Disability Service (SEND) and reflects the SEND Code of Practice, 0-25 guidance.

This policy is regularly shared with practitioners through staff meetings and supervisions and is shared with parents/ carers on induction and through a policy of the month scheme. We provide a graduated response to individual needs as referred to in our local offer (please refer to website, Local Offer) <http://www.elizabethsaundersnursery.co.uk/ourphilosophy>

Section 2: Aims and Objectives

We aim to:

Provide a secure environment in which all our children can flourish and in which all contributions are valued.

Identify and provide for children who have special educational and additional needs

Provide support, advice and training opportunities for all staff working with children with special educational and additional needs

Inform parents of the needs and progress of their child and work in partnership with them using a graduated approach (assess, plan, do, review)

Take into account the wishes of the child according to their age and stage of development.

Liaise with other professionals to ensure effective provision is offered for children with Special Educational Needs.

Use a process of self-evaluation to create our own setting provision map which details adjustments we make to meet the needs of all our children.

Section 3: Identifying Special Education Needs

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Children's needs may fall into one or more of the four broad categories of need:

Cognition and learning

Communication and interaction

Physical and sensory

Social, mental and emotional health

Practitioners at this setting identify the needs of the whole child, rather than focussing on their special educational needs (as detailed in the EYFS development matters.)

When a child is identified as needing intervention that is 'additional to or different from' that which is available within wave 1 provision (see provision mapping document), this should be recorded using an SEN support plan which includes links to a teaching and learning plan (TLP) and a wave 2-3 provision document.

Section 4: A graduated approach to SEN support

We recognise that high quality first learning is essential for all children to make progress through excellent interactions between practitioners and children. All practitioners are responsible and accountable for the progress and development of the children in their key groups, including where children access support from specialist staff.

Children are only identified as having SEN if they do not make adequate progress once they have had all the interventions and good quality personalised early years practice.

We recognise that high quality early years practice, differentiated for individual children, is the first step in responding to children who have or may have SEN.

We regularly and carefully review the quality of our early years practice for all children, including those at risk of underachievement. This includes reviewing, and where necessary, improving practitioners' understanding of strategies to identify and support vulnerable children and their knowledge of the SEN most frequently encountered.

When choosing to place a child on the Code of Practice record, we apply the assess-plan-do-review cycle. At all times we ensure that children, parents/carers are involved in this process.

Supporting children's needs on the Code of Practice

(see provision mapping & SEN support plans)

The different types of support available for children with SEN in this setting are:

Key person input via providing an excellent enabling environment, differentiated activities, targeted support for children's individual needs and interests. All children in the setting should be getting this as a part of excellent early years practice when needed. (Wave 1 Intervention).

Specific targeted work within a smaller group of children. (Wave 2 intervention)

Children identified by the parent/ keyperson/ inclusion teacher as needing more specialist input instead of or in addition to excellent setting practice and intervention groups, will be highlighted and a meeting will be arranged to discuss the child's progress and help plan possible ways forward. Parents may be asked to give your permission for the nursery to refer your child to a specialist professional e.g. a Speech and Language Therapist, Inclusion teacher or Educational Psychologist, etc. This will help the setting and parents/carers understand the child's particular needs better and be able to support them better in the setting. The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way the child is supported in the setting, support to set better targets which will include their specific expertise, a group run by setting staff under the guidance of the outside professional e.g. a social skills group, a group or individual work with outside professional. (Wave 3 Intervention)

For Children whose learning needs are severe, complex and lifelong the professionals may recommend an application for an Education, Health and Care Plan for your child.

If after making a Request for Guidance from the Learner Support Team, we feel that Additional Inclusion support (AIS) is needed, then a CAF will be completed in conjunction with the family. This will identify where information was found, what the unmet need is and who will need to be involved.

We draw upon services provided by the Lancashire SEND Learner Support team. With permission from parents/carers, we can call upon expertise offered by specialist Inclusion Teachers and HLTAs to support our work in meeting the child's educational needs. This is called a *Request for Guidance*. The Inclusion Teacher guides us through the process in order to access further support to meet the child's needs. This may or may not become *Additional Inclusion Support* and may/may not result in an Education Health and Care Plan.

When a child no longer needs to be on the code of practice record

If, after an agreed period of time, the child begins to respond to the support put in place and makes appropriate progress, which will be evidenced within their learning journey and tracker and also on review of Targeted Learning Plans, it may no longer feel necessary to continue to plan in smaller steps. This may become apparent when planning next targets as these targets actually are similar to those expected of children their own age. At this point, with agreement from all involved, including parents, the child may exit the CoP record.

Section 5: Supporting children and families

The Local Authority local offer (Regulation 53, Part 4) can be found at:

www.lancashire.gov.uk/SEND

Where necessary, the Key person and the SENCO will identify individual needs and plan next steps, accessing additional support from others where necessary, for example, Social care team, health professionals, speech & language therapist, physiotherapist, occupational therapist, paediatricians, children's centre, learning support inclusion teachers, portage, HLTAs.

We operate an inclusive admissions policy which ensures that no child or family is discriminated against with regards to all protected characteristics. (Equality Act 2010)

On booking a place a full induction is completed with the child, their parent(s) and key person to ensure all key information is gathered to ensure a smooth transition to the setting.

We ask parents/carers to give as much notice as possible if a child is disabled or has Special Educational Needs. This will enable us to explore with parents/carers and with any outside professionals how we can provide most effectively for their child.

(Please refer to admissions policy)

Where a child accesses more than one setting eg. a child-minder, an 'All about me' sheet is sent onto the other provider including information about the child's progress, interests and likes and dislikes. A blank sheet is also forwarded for the other provider to complete.

On induction to the setting the SENCO, leader or key person and parents share information about the strengths and needs of the child. The parents will have the opportunity to accompany their child on a visit to help settle them and develop a relationship with the key person. The child will always be at the heart of all we do. We work with the parents and support the child together. If other professionals are involved, a team around the child (TAF) meeting will be held with you to discuss your child's needs and ensure proper provision is in place before your child starts.

When joining we offer all children a number of visits to help them start to familiarise themselves and build relationships with key members of staff and get to know their environment. These sessions can be in the company of their parents or on their own. Each child is assigned a key person and their role will be explained. The Key person will form a relationship of trust and support with the parent and the child during these sessions and will ask for care plans and "all about me" forms to be completed with questions which will help the practitioners identify the children's needs, interests and to discuss if any agencies are involved in the child's development.

If a child is transitioning to school or moving on to a new setting, the child's new key person and SENCO are invited to observe the child and discuss the child's strengths and needs. The

child's current Key person and SENCO can attend meetings and share targets on TLP and minutes of review meetings.

When a child is transitioning their views and feelings can be shared through photographs reflecting what they have done, achieved and enjoyed. Learning journeys, TLPs, EYFS assessments and other relevant documents are passed on to the receiving setting. Photo books can be created of the new setting /school that the child can share with parents / key person on a regular basis before the move. The use of role play with school uniform, books and lunch time practise is a good way to help a child become familiar with new routines.

Section 6: Supporting children at setting with medical conditions

(See medication procedure)

Where a child is prescribed long term medication, the nursery manager will develop a health care plan with the parents. The nursery manager will agree with the parent how to recognise when the condition is getting worse and when to administer medication. The parent must complete the parental agreement form so that staff can administer medication.

Advice from relevant health care professionals will be sought to determine whether the administration of the medication requires training.

We recognise that some children with medical needs may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan which brings together health and social care needs as well as their special educational provision.

Section 7: Monitoring and evaluation of SEN

We regularly and carefully monitor and evaluate the quality of provision we offer by:

- Undertaking regular audits of the provision
- Sampling parent views through parent questionnaires
- Staff meetings
- Action plans
- The setting SEF
- Staff professional development

Our trained SENCO can offer advice and support to the key person and room practitioners. The SENCO will liaise with other professionals to seek advice and support in identifying individual needs if necessary. Support and advice from our SEND Inclusion Teacher can be sought with parents' permission.

Reports from health care professionals such as health visitors, speech and language therapists identify children's individual needs. The setting welcomes parents and professionals sharing these reports with them in order to plan appropriately to meet individual needs.

Observations, listening, assessments, evaluations all contribute to Individual Targeted Learning Plans (TLPs). We will listen to you as well as your child.

Our SENCO will explain how children's individual needs can be met by planning support using a TLP and the advice from the SEND Inclusion Teacher.

Our SENCO, will explain who may become involved in your child's development and their role. The key person will work with the SENCO to oversee the TLP targets for your child.

The SEN policy is reviewed on an annual basis by the SENCO & Management team. The Key person and the SENCO will identify individual needs and plan next steps, accessing additional support from others where necessary (e.g. Speech and Language Therapist, SALT or applications for additional funding, AIS.)

TLPs will be reviewed with parents. The key person's role will foster relationships with and understand the individual children. SENCO will maintain an overview of experiences and progress. She will also work with other practitioners to ensure provision is relevant / appropriate and seek support when needed.

Decisions made about how much support a child will receive is monitored through observations made by the key person of the child in the setting and then discussed with parents, SENCO and Manager. Observational assessment linked to the EYFS and knowledge of child development will be used to identify what support is required. Extra support will be put in place if necessary with the aim of enabling the child to become independent within the environment.

On-going partnership working with parents by the setting and other professionals involved with the child/family will support the decision making process.

The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family.

Reports from health care professionals or others working with the child and family will be used to plan support within the setting.

The SEND Inclusion Teacher or other professionals working with the setting SENCO will support the decision making process linked to planned targets on the TLP. The TLP will be written with parents and will include how parents can support their child at home. Staff meetings within the setting will ensure all staff working with the child are aware of the child's needs and how to support them.

The setting reviews its SEN provision through continual self-evaluation, we will make special contingences if a child has specific needs and adapt our provision where necessary.

Section 8: Training and Resources

All staff are experienced working with the Early Years age group and understand Child Development. Staff are deployed appropriately to their level of qualification and staff who

are currently training are fully supported by the management team. The Management team and SENCO have accessed specific training on SEN and other relevant courses. Staff will be given further training where necessary highlighted through supervisions and staff meetings.

The Management team and SENCO regularly attend cluster meetings to keep up to date with the latest information and news and cascade any information to all staff at staff meetings and a record of staff training is kept on file.

The equipment and resources aim to meet a range of individual needs, however where there is a need for additional specific pieces of equipment a discussion will be had between the nursery, parents and professionals.

SECTION 9: Roles and Responsibilities

The Role of the SENCO: Responsibilities and Duties

Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.

Advising and supporting colleagues

Ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting

Liaising with professionals or agencies beyond the setting

Ensuring the SEN policy is reviewed and shared with all staff

The setting has a strong link with the Inclusion Disability Support Service who provide advice and guidance on the development of inclusive early learning environments. They help make links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory training.

Section 10: Storing and Managing Information

(Please see documentation policy)

Section 11: Reviewing the Policy

In line with the new requirements for SEN 2014, the SEN policy will be reviewed annually with all staff and management.

Section 12: Accessibility

Responsibilities

The Equality Act 2010, places a duty on all settings to ensure that they make reasonable adjustments and do not treat disabled individuals less favourably. The duty to make reasonable adjustments is anticipatory.

It is expected by the Local Authority that all early years providers draw up their own 'access action plans.'

The access action plan considers:

'Access' in the widest sense: the environment, information, resources, play, opportunities staff skills, knowledge and practice etc.

How the setting increases and promotes access for disabled pupils to the EYFS curriculum. This covers the wider curriculum of the setting such as participation in leisure and cultural activities or trips and visits.

How the setting improves access to the physical environment and physical aids.

Section 13: Dealing with Complaints (See complaints procedure)