



## Supporting children with Special Educational Needs and Disabilities



### *Policy statement*

We provide an environment where all children, including those with Special Educational Needs and Disabilities (SEND), are supported in reaching their full potential

### *Roles and responsibilities*

- **Jo Martin** is the designated person to be the Special Educational Needs and Disability Coordinator (SENDCO)
- Our SENDCO assistant is **Carlie Damer**

### *Procedures*

- We have regard for the DFES Special Educational Needs Code of Practice (2014).
- We follow the safeguarding requirements and welfare requirements of the early Years Foundation Stage.
- We promote equality of opportunity for disabled children and have regard to the Equality Act 2010 and make reasonable adjustments to ensure children with disabilities are not disadvantaged.
- We work with external agencies and other professionals to ensure children with medical conditions are supported and their needs met.
- We support children with special educational needs and/or disabilities (SEND) to ensure their individual needs are met and they have full access to the curriculum.
- We support parents/carers of children with SEND and work in partnership with them enabling them to take an active role in their child's education.
- We inform parents of the 'local offer' to ensure they are aware of support that is available.
- We identify specific needs of children with SEND and meet those needs through a range of SEN strategies.
- We involve other professionals, agencies and specialists that are matched to children's areas of need e.g. health visitor, portage, speech and language therapists, and specialist teachers etc to identify strategies.
- We monitor and review our policy, practice and provision to ensure it is effective and make adjustments if necessary.
- When dealing with children with SEN and complex behaviour we may need to use reasonable force to protect the child/ and or staff/other children. Please see below the definition of 'Reasonable force'  
There is no legal definition of when it is reasonable to use force. Reasonable force means 'reasonable in the circumstances' meaning that no more force than is absolutely necessary is used and must be proportionate to the student's behaviour and the perceived risk. For example, if two students are fighting, it may be necessary to physically intervene or if there was a fire and a student would not leave the building it may be necessary to use force to escort them. For force to be judged as lawful, the degree of force must be the minimum to achieve the desired result and proportionate to the consequences it intended to prevent.
- A risk assessment would be carried out to reduce the risks of the behaviour escalating.

### *Admission*

- Parents/carers of children with special educational needs should approach the Special Educational Needs & Disability Coordinator (SENDSCO) for more information and discuss how their child's needs can be met. If the special educational need is deemed complex then additional support would be applied for at the start date.
- Children with identified special needs will be accepted into the setting after consultation between parents/carers and any other agencies. This is to ensure that the child's individual needs are catered for and our provisions are adapted where necessary.
- At times our setting can be supporting a high number of children who have a wide range of additional needs. In order to ensure that we effectively meet the needs of all of our children, we have to carefully consider how we provide additional support. There may be times when we do not feel that we could effectively meet the needs of any new children with additional needs. We are strongly committed to providing the best care and educational opportunities for children and this is not a decision we will take lightly, all options of support will be considered before coming to a decision.

### *Premises*

- Our premises are situated all on one level allowing easy access to children and their families with disabilities. We would make reasonable adjustments to the setting accordingly.

### *The SENDCO*

- ensures that advice and support is offered to all staff in the setting and that they are aware of their responsibility to the provision for children with special educational needs;
- liaises with parents/carers and other professionals;
- ensures that background information is collected, recorded and updated;
- ensures that appropriate individual education plans are in place and are regularly reviewed;
- takes the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs
- takes the lead in monitoring and reviewing any action taken to support the child
- ensures that appropriate records are kept for children receiving 'SEN support' or who have an 'Education, Health and Care Plan', or Medical Care Plan
- The SENDSCO receives advice and guidance from our SENDO.
- The SENDSCO produces a report to the committee at relevant meetings and SEN is always on our agenda.
- The SENDSCO will be responsible for organising a speech and language intervention group with a programme of work.

### *Staff training*

- our staff have positive attitudes to including children with special educational needs;
- In addition to the SENDSCO staff attend/receive training related to special educational needs as available;
- Staff have received training and/or have experience of Autism, Cerebral palsy, speech and language delay, development delay, ELKLAN, PEIC-D, PECS, Wellcomm assessment speech and language toolkit, and makaton.
- staff work with other professionals to receive the necessary training to ensure a child's needs can be met.

### *Early Help*

- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it.

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.

- At the Orchard Nursery we will signpost families and arrange support by liaising with other professional to provide Early Help.

### *SEN support*

The SEN Code of Practice 2014 emphasizes the importance of early identification of special educational needs. We work closely with parents and listen to any concerns they may have about their child's development. Children's concerns are also listened to and addressed.

We ensure parents are involved and informed at all stages of assessment, planning, provision and review of their child's education to create and maintain a positive partnership. If deemed necessary at any stage of the following process we would apply for additional 1:1 support to provide extra input, this would be in liaison with our SENDO. We use the graduated approach with four stages of action, these are:

### *Assess*

- Key persons observe, monitor and review the progress and development for all children throughout their time in our setting and monitor against the development matters age bands of the EYFS. We conduct initial profiles, learning journey reviews, and 2 year old progress checks which enables us to review children's progress identifying strengths and any areas where the child's progress is slower than expected or gives cause for concern;
- for children whose first language is not English, all aspects of the child's learning and development will be looked at to establish whether any delay is related to learning English as an additional language or it arises from SEN;
- key persons discuss any difficulties or concerns with the SENDCO and the child's parents;
- with parental permission intervention may include more specialist assessment from health visitors, educational psychologists, portage workers, speech and language therapists, specialist teachers or other agencies from beyond the setting.

### *Plan*

- Where the practitioner and SENDCO agree and in consultation with parents it is agreed to provide SEN support then an Individual education plan (IEP) will be put in place.
- children's SEN are generally thought of in four broad areas of need and support, these are: communication and interaction; cognition and learning; social, emotional and mental health and sensory and/or physical needs and give an overview of the range of needs that may be planned for;
- The IEP will detail the outcomes being sought, the interventions and support put in place, the expected impact on the child's progress, development or behaviour and a date for review;
- the support and intervention decided will be based on the observations of the child carried out by the key person and is selected to meet the outcomes identified for the child;
- If a child has an identified need for speech and language development we would conduct

a Wellcomm assessment to help identify stage of development and strategies to put in place for their specific need.

- any staff development needs are identified and addressed;
- Parents are given a copy of the IEP.

#### *Do*

- The child's key person remains responsible for working with the child on a daily basis and keeps parents informed;
- The SENDCO will support and oversee the implementation of the interventions agreed as part of SEN support;
- The SENDCO 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 is reviewed on an agreed date;
- The impact and quality of the support is evaluated by the key person and SENCO working with the child's parents.
- Any changes to the outcomes and support for the child will be agreed in light of the child's progress and development;
- Where a child has not made expected progress despite the action taken to meet their needs a request for an education, health and care needs assessment will be considered;
- Where a child has an Education, Health and Care plan (EHC plan) this will usually be reviewed by the local authority at a minimum of 6 monthly.
- We would follow guidelines in the integrated education, health and care assessment planning arrangements and statutory timescales.

#### *Transition*

- We work closely with the receiving school to ensure transition is as smooth as possible;
- a review of the SEN support being provided or the EHC plan is reviewed if felt necessary;
- To support the transition information agreed with parents is shared with the receiving setting or school.

#### *External support*

- We are committed to joint working with external agencies linked to children's individual needs;
- Liaison is ensured using a variety of means such as telephone contact, written correspondence and email as well as face to face visits to our setting;

#### *fCAF (Family Common assessment framework)*

- A Family common assessment framework is a tool to conduct an assessment of a family's needs and helps all professionals on how those needs should be met.
- When support needs are identified we will speak to the child's parents and complete a pre-assessment checklist.
- If an fCAF is required staff will contact Alan Falmer on: 01202 456350 to check if one already exists.
- Staff will arrange a Team around the Family meeting (TAF) to discuss possible actions plans. All agencies involved with the child will be invited to attend.

Signed on behalf of the nursery.....*Emma Middleton*.....Date:... August 2020