



## Special Educational Needs and Disabilities Policy

*The SEND Policy reflects the principles of the 2014 Code of Practice*

### Introduction

This policy is in accordance with the Code of Practice 2014 and the Equality Act 2010 and sets out our principles for working with children with Special Educational Needs and Disabilities throughout the nursery.

### Our Commitment

*Safeguarding and Welfare requirements, Special Educational Needs; "Providers must have arrangements in place to support children with SEN or disabilities." (Statutory Framework, 2017).*

*The aims of this policy are to uphold the following four principles of the EYFS Statutory Framework for all children:-*

- *"every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured*
- *Children learn to be strong and independent through positive relationships*
- *Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and*
- *Children develop and learn in different ways and at different rates"*

**Definition of Special Educational Needs and Disabilities** (Special Needs and Disabilities Code of Practice 2014)

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

## **Policy Statement**

### **Practitioners will:-**

- Observe and assess children in all areas of development and identify their needs to develop their next steps
- Engage parents / carers in jointly supporting children's development in a collaborative process that is clear, accessible and understood by the family
- Consider their inclusive practice, using resources, additional staffing and considering environmental changes, where appropriate to support the needs of all individual children.
- Plan appropriate and effective learning and teaching opportunities for all children.
- Work in partnership with other professional agencies where required to offer targeted, specialist support to a child whose needs require it.

The Nursery has a Special Educational Needs and Disabilities Co-ordinator (SENDCO) – Miss Rachael Pope. Her role is to oversee the implementation of all aspects of this policy in co-ordinating the provision for those children who have Special Educational Needs and Disabilities.

### **Identification of children with SEND**

- At Ramillies Hall Nursery we strive to provide a broad and balanced curriculum for all children supporting them to become confident learners with a growing ability to communicate their own views and ideas and ready to make the transition into compulsory education.
- The Early Years Foundation Stage Guidance provides the basis for planning that meets the needs of all individuals and groups of children. Staff observe children's play and learning and note their interests, stage of learning and levels of engagement. This information is used to respond to children's diverse learning needs.
- Sometimes children have barriers to learning that mean they require additional support and changes to provision. When a child appears to be falling behind expected levels of development in one or more area, staff will carry out more in depth observations and gather information from all relevant sources about that child's general development. Within the setting, staff will particularly consider the child's levels of development in the Prime Areas of the EYFS; Personal, Social and Emotional Development, Physical Development and Communication and Language. Staff will also raise concerns at the earliest opportunity with parents and consult with parents about their own observations outside the setting. Where other agencies have been involved in the child's care, information from their representatives will also be sought with parental permission.
- A delay in learning and development in the early years may, or may not indicate that a child has SEND. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND. However, where there are concerns, there should be an assessment to determine whether there are any casual factors such as an underlying learning or communication difficulty. If it is thought that housing, family or other domestic circumstances may be contributing to a child's behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.
- It should be noted that a child can need additional support due to temporary circumstances such as trauma, injury, illness, etc or they may have an ongoing need for support due to a long term delay or disorder for example.

## **Children who have English as an additional language (EAL)**

Difficulties related solely to difficulties in English as an additional language are not deemed as having SEND. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability. However, it should be noted that a child with EAL may still require additional support.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN, neither do they provide an exhaustive list as there are many other factors which could affect a child's development.

- Attendance and Punctuality
- Health and Welfare
- Being a Looked After Child
- Being a child of Serviceman/woman

## **Behaviour**

A child who displays ongoing unwanted behaviour may not necessarily be classed as having SEND unless there are other issues which indicate a delay in development or that a child is falling behind in a particular area. However, practitioners will assess and monitor the child's behaviour to search for underlying causal factors. An additional support plan may still be used to help improve the child's behaviour.

## **Disability**

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## **Support for Children with SEND**

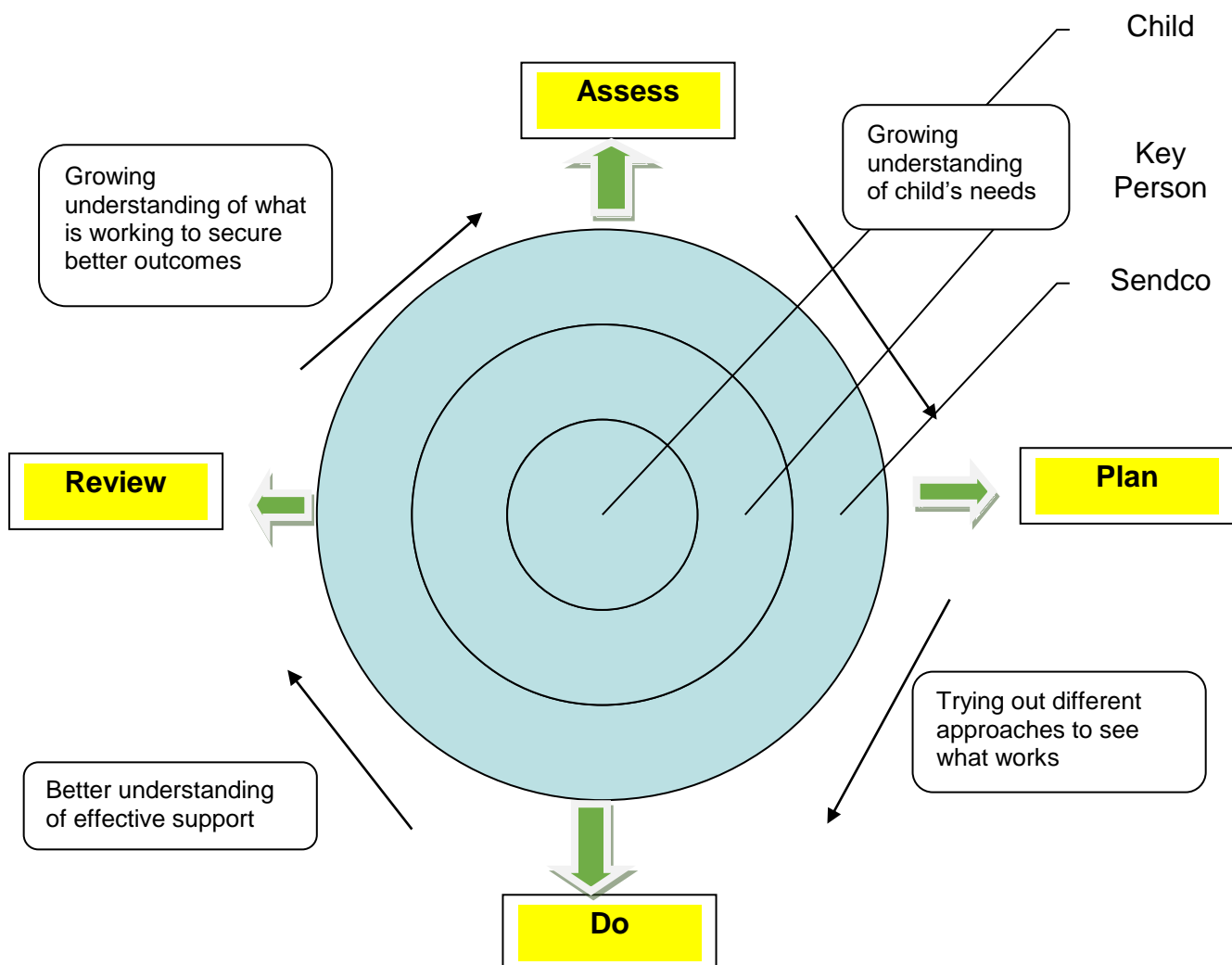
- If our assessments indicate that a child needs additional support, we use a range of strategies which are co-ordinated by our SENDCO and the child's Key Person and which are informed by and shared with the child's parents.
- The child's Key Person and other Nursery Staff will offer interventions which differ from or additional to those provided as part of the Nursery's more general provision.
- The SENDCO will also liaise with relevant outside agencies where appropriate, with full parental permission, drawing on information provided by them, and sharing information about the child's behaviours and learning at Nursery for their own records.
- The SENDCO will be responsible for ensuring that strategies to be used and targets for developmental progress are recorded on an Additional Support Plan. The writing and use of the plan will be shared with the child's parents. Having access to the plan offers guidance and consistency for all staff working with the child, and the plan is shared with the child where

appropriate. There will be an agreed review date for the plan.

- The Plan will be put into action by those adults working with the child and the child's progress will be assessed.
- On review, if the child has achieved all or some targets, the plan will be changed to reflect these new levels of development.
- If a child has not made significant progress then the plan may be adapted and put into place for longer.
- If interventions are not achieving significant progress after some time, then the Nursery in conjunction with parents and carers may make a decision to make a referral for specialist help from an outside agency.

This method of addressing concerns is known as a Graduated Response and dovetails well with our observation, assessment and planning next steps cycle which we use for all children.

Graduated Response Diagram:



Where appropriate and in consultation with parents this will be a multi professional approach which calls on the services and advice of other agencies who can support the child's needs.

**Additional Funding to support implementation of additional support for individual children.**

In some cases, it may be necessary for the nursery to acquire additional funding to support a child’s needs adequately. This will be done with parental permission and in accordance with the policies of the Local Authority. At all times, it will be clear where any funding secured for this purpose has been used.

**Education, Health and care needs assessment**

Whilst the majority of children with SEN or disabilities will have their needs met within mainstream early years settings and schools, some children may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. This is likely to be the case when the above cycle of assessment, planning, implementation and reviewing a support plan has not produced significant development. If it is decided that an EHC needs assessment should be carried out then the Nursery will do so in accordance with the guidance from the Local Authority.

Date written / reviewed	October 2020
Signed by Manager	
Date due for review	October 2021