

**BOWLERS COMMUNITY NURSERY**

**SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

(SEND Code of Practice 2014 paragraph xiii page: 15).

This policy is about our approach to the inclusion of:

* Children with special educational needs
* Children with disabilities
* Children with medical needs and conditions (see separate Medical Conditions Policy for more information).
* Children with any other need which could affect their access to the curriculum, their development and progress, or their enjoyment.

This policy is written in line with the SEND Code of Practice (2015) and the Equalities Act (2010)

**Please see Glossary for explanation of abbreviations (SEN, SEND, SENCO, EHCP, Short Term Plan)**

**Aims and objectives of the policy**

* To ensure that all children have an equal opportunity to access, engage in and enjoy a broad and balanced curriculum, involving rich first-hand experiences and play.
* To ensure that needs are identified early and followed by timely support and intervention.
* To ensure high aspirations for children with SEND to achieve their full potential.
* To involve work in partnership with parents and carers at every stage in plans to meet their child additional needs.
* To engage children in planning their learning and development based on observations of their interest, individual needs, external professional input and the many voices children use to express themselves, with regards to their age and stage of development.
* To ensure staff continually learn about different needs and disabilities of children on roll, and being confident and able to engage with and support the development of all children.
* To maintain a positive culture of respect, understanding and appreciation of difference throughout the school community.
* To ensure an effective, collaborative, multi-disciplinary approach to meeting the needs of children with SEND, actively seeking the support of professionals working with the child.
* To ensure systems are in place that enable us to review the effectiveness of our work with children with SEND, including the perspectives of a range of people, parents and external professionals.
* Principles underlying the Code: The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include: • taking into account the views of children, young people and their families • enabling children, young people and their parents to participate in decision-making • collaborating with partners in education, health and social care to provide support • identifying the needs of children and young people • making high quality provision to meet the needs of children and young people • focusing on inclusive practices and removing barriers to learning • helping children and young people to prepare for adulthood More information on the principles that underpin the Children and Families Act and

**Our Approach**

At Bowlers Community Nursery, we welcome all children as part of our community and we recognise and value each child as a unique individual. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and development. Many children, at some point in their Education and Academic career, may experience difficulties which may affect their learning and may be long or short term. We work on the belief that all children and their families have the right to be part of their local community and to be welcomed and included whether they have an identified SEND or not. In this way, we promote and celebrate an understanding of and respect for difference.

We take a ‘holistic approach’ to meeting the needs of children with SEND and regard it as everyone’s responsibility to remove barriers to learning and ensure all children reach their full potential. Our first response to supporting all children is through high quality pedagogy, differentiated to meet the individual needs of all children; through early identification of possible needs we will put in place strategies and additional support to enable every child to reach their full potential.

However, we are aware that many difficulties are resolved as children mature and that children develop at different rates, resulting in some children only needing extra support for a limited period. We therefore offer different levels of additional support depending on the level of need.

We believe children’s individual needs are best met through working closely with children, their families, and other professionals, building on their strengths, resilience and understanding of the different learning styles of children. This close partnership with parents and professionals, the high quality of care offered to the children through our Key Person system, the principles that underpins our ethos and the aesthetic qualities of our environment both indoors and outdoors enables children to settle and thrive in the nursery.

**Additional Funding to support children with SEND**

Funding is delegated to Local Authorities who determine how to distribute the funding in accordance with their own local funding formula and reflects the individual developmental educational needs of the child.

**ROLE OF SPECIAL EDUCATIONAL CO-ORDINATOR (SENCO)**

The SENCO is responsible for the day-to-day operation of the nursery’s SEND policy. The SENCO will support the identification of children with special educational needs, co-ordinate additional support for children with SEN and liaise with their parents, practitioners and other professionals who are involved with them. The SENCO is also responsible for coordinating professional development, monitoring the provision for SEND and for the overall strategic development of SEND provision within the nursery, alongside the Manager Aoife Morgan and the senior leadership team.

The **SEND** Coordinator or ‘**SENCO**’ is Janet Abraham

**Monitoring Provision**

The provision for children with SEND is monitored overall by the Manager Aoife Morgan and the SENCO

External professional advice and support is sought via the Area SENCO, Social Communication Team **(SCT)**, Educational and Clinical psychologist and the Child Development Team.

**Staff Training in SEND**

The SENCO is responsible for coordinating training for all staff that supports their work with children with SEND. Training is offered in a range of ways as follows:

* The SENCO offers guidance and support to staff directly through discussion and joint observation of children.
* Staff learn new information and strategies from professional discussions at Short Term Plan review meetings.
* Other professionals, who support children with SEND, may visit the centre and offer advice to practitioners
* We buy into support from the Educational Psychology service.
* Staff may attend CPD courses offered by the local authority.
* Staff may attend accredited courses.
* Staff may visit and learn from other early years settings.

**Arrangements for coordinating SEN provision**

The SEND Code 2015 sets out an approach set out around an “Assess, Plan, Do, Review” approach to supporting children with SEN or disabilities. This resonates strongly with the Early Years Foundation Stage, which all Ofsted registered settings must follow.The response becomes increasingly individualised as we build up a detailed picture of the child’s strengths and weakness.

The SENCO has responsibility for overseeing and leading the process of ‘Assess, Plan, Do, Review’ and for ensuring that communication with children, families and outside agencies is as smooth as possible.

The Early Years Teacher, under teacher’s Standards 2012 and the SEN code of practice 2015 has responsibilities to contribute to the graduated response, to be aware of children’s additional needs and to plan for the nursery cohort and individual children accordingly.

**Stage 1 Identification of a special educational need or disability.**

Identification of a child’s special educational need or disability happens in a range of ways:

Parents/carers may discuss their concerns in regards to their child/ren development

Some children enter the setting with information and possibly previous assessment of their SEND. The child and family may already have a professional team working with them such as the ‘Early Years Development Team’. In these cases, some preparatory work can be done before the child starts in the nursery to ensure they have a positive and safe start.

For these children, we will hold a transition meeting and complete a Transition Plan

Nursery staff or other professionals may raise a concern about a child’s development, either through observation and interaction with the child, through the assessment system when tracking a child’s progress or via information shared with them by the child’s family. Staff are encouraged to share any concerns immediately with the SENCO

We use the Early Years Foundation Stage developmental outcomes to help us assess if a child’s progress is within the expected range of development in a particular area.

We also offer the Early Years Foundation Stage ‘Two Year Progress Check’ for all children on roll in the nursery between their second and third birthday which supports the integrated review between education and health services. The two year old checks offer us a standardised way to assess children’s progress against expected levels.

The Four area of needs focused within the differentiated planned curriculum to meet children individual developmental needs are:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Physical and/or Sensory needs

**Progress checks at age two and five**

When a child is aged between two and three, early years’ practitioners must review progress and provide parents 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 SEND), practitioners should develop a targeted plan to support the child. This is an integrated review that also covers health development.

**Initial response to a concern or identified need**

The SENCO will initially explore any concerns raised or identified needs through discussion with staff or examining any additional information such as reports from outside agencies. If the concern has been brought from a staff member, the SENCO may ask them to seek further information from their observations of the child or discussion with the child’s parents. The SENCO will also observe children to clarify concerns or gather information.

As soon as a concern is clearly raised or identified the SENCO will lead the process to fully discuss the child’s needs with their parents. From this discussion several courses of action or a combination of courses are possible.

**Response to an identified special need or disability**

Through discussion with the child’s parents, the Key Person, the teacher, the SENCO and any other professionals already supporting the family we respond in a range of ways.

* The SENCO takes the lead in this process. We offer different levels of support depending on the child’s level of need. All levels of support in the nursery is termed ‘SEND support’. We always consider how to work in partnership with outside agencies. We may plan:
* To continue monitoring the child’s progress in line with the assessment policy for all children via our tracking system and regular termly reviews with families. We may choose for example particular termly targets that are linked to a child’s particular need**.** To make an Individual Health Care Plan for a child with the input of at least one health professional with knowledge or access to knowledge of the child’s medical needs.
* To refer the child for further support to a professional agency, for example the Speech and Language Therapy Service or Child and Adult Mental Health Service (CAMHS). We may also seek advice or support from a specialist service to inform our planning, for example the Area SENCO with responsibility for visual impairment.
* At any point in a child’s time in the nursery their plans could be reviewed and we may choose to respond differently or to increase, decrease or end our level of extra support for a child. The key to planning is that it is flexible and responsive to new information or changes in the child or the child’s family circumstances.

**Monitoring plans made for children**

* Targets for children’s learning and development are set termly by Key Persons in conversation with the child’s parents. Progress is monitored through observations and tracking against the developmental outcomes in the Early Years Foundation Stage Framework. Parents or staff may arrange more frequent meetings if they feel that is appropriate.
* Short Term Plans are either reviewed at the child’s termly review or, if outside agencies are involved at a Short Term Plan review meeting held approximately six times a year.

**Ending Intervention to Support and SEN or Disability**

Some children will need extra support but it is important to remember that, either in response to the intervention, their access to nursery provision or simply through maturation and the support of their family that children may not need to continue to have additional support throughout their time at the nursery. When this happens, in full consultation with the child’s family we discontinue additional support.

**Short Term Plans**

A Short Term Plan includes several (usually 2-4) short term goals and the strategies to help children reach those goals to enable progress. It always includes the arrangement to review the plan. The goals are clear, measurable in some way and designed to be achievable by the following review. Short Term Plans should include anything that is additional or different to the general provision offered to all children.

The Short Term Plans also contain a brief record of any other issues discussed with the family and/or professionals that might impact on the child’s development. Following or during a Short Term Plan review the SENCO will record changes on the plan and forward copies to the child’s parents and other professionals supporting the child, with parental permission.

**Partnerships with other Early Years Providers**

Where a child is attending more than one Early Years Setting we endeavour to work in as close a partnership as possible with the other provider, with explicit parental permission. This might include sharing health care plans or holding joint Short Term Plan reviews or generally sharing information.

**Request for statutory assessment and Education Health Care Plans**

For a child who is not making adequate progress, despite a period of SEN support, and in agreement with the parents/carers, we may request the Local Authority to make a statutory assessment in order to determine whether it is necessary for the child to have an **Education Health Care Plan** (see Glossary). Children have Education Health Care Plans when their needs cannot be met through the ‘Local Offer’ (see Glossary) of provision for children with SEND. When an application is made there are different possible outcomes; the child’s needs don’t meet the threshold for an EHCP and continues with SEN Support; the child is given a revised coordinated SEND Support Plan, or an assessment for an EHCP is granted. Families are supported through this process by the SENCO.

If an assessment is granted, then the SENCO and local authority will co-ordinate the schools and the parent’s contribution to the assessment process and facilitate other professionals to gather information about the child in the setting. It is important that this is done in a timely way, particularly if a child will be making the transition to primary school. Parents are fully involved in all stages of the assessment process and the local authority will allocate a key worker from the SEN team to support families through the process. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

**Education Health Care Plans**

**Education Health Care Plans** are reviewed at least annually to consider the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

Some children are awarded an EHCP just before their entry to primary school. In this case the SENCO will liaise with the receiving school using the EHCP as material for the discussion in planning for the child’s needs in the new setting.

**Transition to Primary School (or another Early Years setting)**

All children are sensitive to change and change may induce a child to regress or falter in their development. Children with difficulties in processing information, with mobility issues or any form of SEND are likely to find the transition to primary school or any new setting even more challenging than normally developing children. Families of children with SEND may also find the choices they need to make are more complex than those facing other families.

We will offer extra support to all children with SEND when they are about to transfer to a new setting. These usually include a visit to the new setting with their Key person as well as a parent and use of photos of the new setting or new significant people to help the child think about the change.

We support parents by offering a meeting with the educational psychologist specifically for parents of children with SEND around choosing schools.

We will conduct a transition meeting with parents/carers, staff from the new setting and relevant professionals involved with the child and family to ensure a supported flow of information before a child is due to transfer. This offers a chance for the new setting to plan and allows families to communicate their knowledge, hopes and any concerns to new staff with the support of professionals that they know well.

**Safeguarding for Children and vulnerable Adults**

We are using the term special educational needs and disabilities (SEND) to refer to children who have disabilities or additional needs. Other descriptive terms may including:

* additional needs
* additional support for learning
* additional learning needs.

Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn’t right.

Some children may be vulnerable because they:

* have additional communication needs
* they do not understand that what is happening to them is abuse
* need intimate care or are isolated from others
* are dependent on adults for care.

Raising awareness of special education needs and developing clear policies and procedures that everyone understands can prevent abuse and neglect. As a result, we can show them there is someone they can trust and give them the confidence to tell someone if the feel uncomfortable.

We need the ability, confidence, skills and training to identify safeguarding concerns appropriately and better when working with young children and vulnerable adults, spot the signs of abuse and avoid mistaking the indicators of abuse as signs of a child or young person’s disability.

Continuous training and updating our policies to reflect recent Government Legisligation enables’ Bowlers Nursery Practitioners in identifying and keeping abreast of safeguarding concerns, communicating efficiently with children and young people to ensure their safety, and fostering a safe environment for everyone.

**Glossary**

**Equalities Act 2010**

This act includes a duty on all schools to publish information each year about their plans to tackle discrimination, particularly towards with protected characteristics. Protected characteristics include having a disability.

**Individual Health Care Plan**

If a child suffers from a medical condition that might endanger his or her life or cause severe illness or is subject to a programmed of medication, then they are required to have an Individual Health Care Plan before they are left in the care of nursery staff. This plan must be completed by or checked by a health care professional who knows the child’s needs well or has access to that information. The child’s parents also fully participate in writing the plan and sign it, along with the head teacher. Examples of children who might require a health care plan are a child with a severe allergy that could engender anaphylactic shock or a child who suffers seizures or has regular medication to control an on-going and serious condition.

**SEN and SEND**

These terms refer to ‘special educational needs’ and ‘special educational needs and/or disability’.

**SENCO**

This stands for Special Educational Needs Co-Ordinator. The role of the SENCO is outlined clearly in the Code of Practice 2015. The SENCO is charged with liaising with outside professionals, staff and families, coordinating and facilitating the support for children with SEND, arranging training for staff and generally ensuring that the code of practice is fully adhered to.

**Short Term Plan (STP)**

This is the plan of agreed goals for a child who has or may have SEND. It is usually agreed in a Short Term Plan meeting, in consultation with parents, Key Person and SENCO. Sometimes this also involves other professionals. The STP is usually reviewed every 6 – 8 weeks.

**Education Health Care Plan (EHCP)**

If a child has severe and complex SEND and their needs cannot be met by the local offer, then they may be assessed as needing an Education Health Care Plan. The assessment is carried out in a coordinated way by professionals from health, education and other agencies as appropriate. The child’s family and, as far as possible the child themselves must be fully involved in creating the plan. The plan sets out the child’s needs, outcomes sought for the child, the special provision required and the child’s interests and aspirations. It will also include the name of the school the child is/will attend.

**The Local Offer**

The local offer is provided by Islington (and all other local authorities) to give clear and up-to-date information about the support and provision for SEND in the local area. You can find Islington’s local offer at:

<http://directory.islington.gov.uk/kb5/islington/directory/localoffer.page?localofferchannelnew=0>

**Under-Fives Advisory Group (UFAG) panel**

This panel allocates places at Islington Early Years settings and Children Centre’s for children identified with severe and complex needs. Referrals to this panel can be made by education or health professionals.

**This policy links to:**

• Equality Act 2010

Inclusion statement

• The Nursery access plan

• Educational visits

• Key person and settling-in

• Admissions

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**Manager: Aoife Morgan Signature: Aoife Morgan**