

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

We believe every child is unique and should be equally valued and fully included in all aspects of our provision. It is of greatest importance that every child has access to a broad and balanced curriculum, and this is supported by ensuring we adapt the experiences and opportunities on offer to suit every child's developmental needs and interests.

At our setting we will:

- Value and respect all children in our care as the unique individuals they are.
- Work in accordance with the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 years (2015).
- Work in accordance with the Equality Act (2010).
- Ensure we have practitioners to carry out the role of Special Educational Needs Co-ordinator (SENCO). **Our named SENCO is Sophie Freyer.** It is their duty to ensure that all aspects of inclusion are carried out in the setting and that any child with a disability or additional needs is well supported and catered for.
- Ensure all staff work together in identifying children with Special Educational Needs and Disabilities.
- Ensure the right provisions are in place for the child; this must be done in partnership with the child's parents and carers, with the child if possible and where necessary with support from external agencies.
- Work in partnership with parents and carers and offer them guidance, information and support which is clear and accessible during their child's time in the setting.
- Ensure with the involvement of the parents and carers and other professional agencies, a plan is put in place, actioned, monitored, and reviewed in the best interests of and to support the child.
- Maintain records about the child and be a positive channel of communication between agencies.
- Involve children in decisions concerning their play and learning and support them in making choices.
- Challenge inappropriate behaviour and attitudes from individuals. This will be done through staff modelling good practice and positively educating individuals.

Accessibility:

- Our setting is on one level; we have carpeted areas, quieter areas, and many stimulating outdoor opportunities.
- All doorways are wheelchair accessible. We have accessible toilets on site and suitable changing facilities.
- Consideration is given to acoustics, lighting i.e., blinds to prevent glare, colour contrast, outdoor play facilities and accessibility.
- We will do all we can to enable an inclusive environment in all areas and adapt or add to facilities as and

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when required.

- We will differentiate our curriculum, activities, and experiences to ensure they are accessible for all, considering how they are presented and explained to the child, the amount of support given e.g. visual aids and our expectations of the child. We will build on success and celebrate each child's achievements.
- Meetings with parents and carers will allow staff to put in place appropriate plans to support access to the curriculum.

Supporting children's learning and developmental needs:

Early Years Foundation Stage (EYFS):

- All children are observed undertaking a range of activities and interactions in relation to the EYFS framework; this allows us to celebrate achievements and identify areas that may need more focus.
- The staff in each room are responsible for planning activities and experiences for all the children based on what each child already knows, can do, and understand; staff will use this information to plan the next steps for the children.
- Each child will be allocated a key person. The key person will be responsible for ensuring that the child's needs and interests are met.
- A variety of observations, photos and children's work will be recorded in each child's individual learning journal (Family) by the key person which will be accessible to parents/carers at any time.

Identifying and supporting concerns:

- If a child is recognised as making limited progress in any areas of development, the child's key person will bring this to the attention of the parents and carers, SENCO and senior staff. The key person will continue to plan specific activities to support each child whilst continuing to work with parent/carer and SENCO.
- Following the above observation, the SENCO will observe the matter raised to identify the next steps. All information will be shared with the child's key person and parent/carer.
- If it is deemed necessary to get external professional support to guide the child, the family, and staff in the setting will do this with the parents/carers signed consent. External professionals could include Early Years Portage and Inclusion Team, Speech and Language Therapist, Educational Psychologist or Paediatrician.
- If it is identified that a child does have a specific need, we would then discuss the development of an Individual Educational Plan (IEP) with the parent/carer. The whole team that works with the child with SEND will have knowledge of this plan and implement it to the best of their ability.
- If it is deemed that any child with SEND needs more specialised support, as a setting we can apply for funding. The Early Years Special Educational Needs Panel will decide the allocation of funding using the 'Bristol Universal Descriptors'.

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- When supporting any child, it is of great importance that communication is of a two-way process to allow the best support and strategies to be put in place for the child and their individual needs. Therefore, all observations of the child must be shared between room staff, parents and carers and other appropriate agencies to allow the best support to be put in place.
- Provision for any child with SEND is a matter for everyone in our setting. Therefore, all staff will be made aware of the individual needs of children that attend so that we all provide continuity of care and support. We will seek to offer and apply the appropriate level of support for individual children e.g., arrange 1:1 or small group times when needed.

Monitoring progress:

- Any family with a SEND child will have up to date information shared with them regarding their child's progress.
- We will hold meetings with parents and carers and other professionals (if applicable) three times a year or as and when required to review the IEP and revise or set new targets.
- We offer an 'open door policy' so if ever a parent or carer would like to come and look at their child's learning environment, we would arrange a suitable time to accommodate this.
- If a parent or carer would like to discuss their child's progress in-between meetings, then we encourage them to arrange a suitable time with their child's key person.
- It is of greatest importance to us that the child is supported in a sensitive manner in every way possible throughout their time in the setting and that there are no obstacles in the way of their development.

Working in Partnership with Parents/Carers:

- We are committed to working in equal partnership with all our parents and carers considering individual views and experiences of the child's development and interests.
- Parents and carers are given an information booklet about the setting and access to our SEND policy. We will offer information to parents in ways that are accessible to them and are always available to answer any questions that may arise.
- It is of greatest importance that parents and carers share and discuss any concerns in relation to their child's needs either when offered a place or during their child's settling in sessions allowing us to ensure that the child's transition from home to our setting is as smooth and supportive as possible.
- We will arrange parent and carer meetings at times to suit parent and carers throughout the year. This is an opportunity for the parent or carer to meet with their child's key person and any other professionals involved and discuss the progress that their child is making via the child's learning journal and set new challenges/targets. We encourage all family members to be involved in all steps of planning and reviewing of their child's development.

Working in Partnership with the Child:

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- We have a variety of ways of enabling young children to make choices and to express their feelings in our setting. We use language at their level of understanding, visual aids including significant objects, photographs or picture images, puppets etc.
- We will find ways of acknowledging/listening to the children's preferences, interests and views when planning and setting targets for their needs. This will be mainly done through observing them in their play.
- It is our duty to ensure that we find ways of communicating positively and effectively with regards to giving children feedback on how they are progressing.

Training for staff to support children with SEND:

- Training is of highest priority, and this includes training relevant to equal opportunities and inclusion and in meeting the needs of children with SEND. Our staff attend ongoing training, have access to a variety of resources and attend regular meetings allowing them to extend their knowledge and further develop their practices in the setting.
- Our SENCO receives support and guidance from the Early Years Portage and Inclusion Team. This allows them to access a variety of training opportunities as well as share and further develop good practices.
- As a setting we monitor staff skills and training in supervisions and annual appraisals allowing us to ensure relevant training and support is provided.
- If specialised training is required for any child with SEND, we would work with the parents/carers and other professionals in trying to source the correct training to allow us to support the child's needs.

Managing the administration of medication and a child's personal care:

- We have a robust policy for administering medication and this policy refers to health care plans if they are required.
- If specialist training is required to administer medication to an individual child, this will be sought as and when required.
- The child's key person, where possible is responsible for the personal care of the children in their group.
- All staff working in any room will know all the children and their care needs; this will allow them all to ensure that each child in their care is safe and secure.

Supporting transitions:

- We have a transition policy in place to support the following transitions:
 - From home to our setting
 - From room to room in our setting
 - From our setting to another setting
- For children with SEND we will invite the SENCO from the child's new setting to attend the child's final

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review. They will also be invited to come and observe and build a relationship with the child at our setting.

- If a child is moving into another room in the setting, the new key person will visit the child in their current room to allow them to see the child in an environment in which they are comfortable and secure. Once this has taken place the child will visit their new room and key person and have two – three settling in sessions allowing them to become familiar in their new surroundings.
- Targets will be reviewed, and consideration will be given to how the next room/setting can make provision to achieve the child's targets.
- A transition programme will also be agreed; this can include visits, photos and sharing of information.

If a child requires a specialist setting in their school years, the parent/carer or the setting may decide to request an Education, Health, and Care (EHC) Assessment to develop a plan. An EHC Plan is a way of providing support that puts children, young people, and families at the centre of the assessment and planning process, to make sure that views are not only heard but also understood. This process focuses on what is important for children and young people, i.e., what they and parents/carers want to achieve now and in the future. The EHC Plan will have long and short-term goals for the child. It will set out what support is needed and how they will receive this support.

This policy will be practiced by all staff to support each child's individual SEND needs. This policy will work in conjunction with our Equalities, Diversity and Inclusion Policy, Administration of Medication Policy, Working in Partnership with Parents Policy, Transition Policy, and Safeguarding Policy.