

## **Special Educational Needs and Disabilities (SEND) – Policies and Procedures**

We work within the Statutory Framework for the Early Years Foundation Stage (EYFS), published by the Department for Education (DfE) in March 2021, effective from September 2021

Links to:

Childcare Act 2006	Equality Act 2010
Children and Families Act 2014	Refer to Equal Opportunities Policy
Convention on the Rights of the Child – UNICEF 1992	SEND Code of Practice (2014)
Data Protection Act 2018	SEN Disability Discrimination Act 2001

The Definitions of Special Educational Needs and Disabilities as stated in the SEND Code of Practice 2014 are as follows:

Children have special educational needs if they have a *learning difficulty*, which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*Special educational provision means:*

- a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- b) For children under two, educational provision of any kind.

Our Nursery aims to have regard to the SEND Code of Practice 2014 and to the guidelines supplied to private and voluntary providers of Nursery Education. We aim to provide welcome and appropriate learning opportunities for all children.

- Children with special educational needs and disabilities, like all other children, are welcomed to the Nursery after consultation between parents/carers and the Nursery's SENCO this is with consideration to the Nursery being able to support each individual need in relation to capacity of children attending that require additional intervention and support.
- Our aim is to provide for the developmental needs of each child in the group.
- All children in the group irrespective of their needs are encouraged wherever possible and appropriate to participate in all the group's activities.
- Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis. An individual

program is written in partnership with parents/carers. These are reviewed termly or more often if circumstances require.

The needs and progress of children who have Special Educational Needs and Disabilities are monitored by our group's Special Educational Needs Co-ordinator (SENCo).

**Our named SENCo is Sharon Parham, who is supported by the nursery supervisors**

### **Role of the SENCO**

The role of the SENCo is to work closely with parents, children, staff and other professionals to ensure the child achieves to the best of their potential when working to the EYFS.

The SENCo will identify children needing extra support. Once the need is identified, the SENCo will:

- List the child on the SEND register.
- The matter will be discussed with the parent and any concerns will be addressed
- Parental consent will be sought to arrange an appointment with the SEND Improvement Advisor, which is Sue Sharp in order to seek advice on future development and progression for the individual child.
- An Individual Educational Plan (IEP) will be written to plan for future learning and development, prioritising the needs.
- A copy of the IEP is shared and discussed with the parent.  
Nursery staff observe and assess individual children and liaise with the SENCo to ascertain a route of referral process. This is then discussed with the parents to gain parental consent to whether additional support will be needed for a longer term and if an Inclusion Grant should be applied for.
- Inclusion Improvement advisor will decide whether the child meets the criteria for Inclusion Funding and the parent will be included in this process at all times.
- The SENCo will work in partnership with all agencies and professionals to ensure consistency of learning and care.
- The parent may discuss issues with the SENCO at any time.

If the parent does not give consent for the child to receive additional support, the nursery staff will continue provide learning opportunities for that child based on their interests.

### Early Years Identification.

When an Early Years educator who works day-to-day with the child, or the SENCo, identifies a child with special educational needs, they should devise interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies.

### Early Years Intervention.

Early Years Intervention is characterised by the involvement of external support services who can help early education settings with advice on new IEPs and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The kinds of advice and support available to early education settings will vary according to local policies.

LEAs have the power, under section 318(3) of the Education Act 1996 to supply goods and services to assist early education settings outside the maintained sector in supporting children eligible for Government funding who have special educational needs but do not have a statement.

The SENCo professional development is kept up to date by attending training sessions related to SEND, held by the local education authority and other organisations. Following the training, the information is cascaded to all staff during staff meetings and during in-house training days. All staff are registered with CPD online.

Merry go Round Day Nursery offers a Keyworker system, ensuring that each adult is especially responsible for a small group of children, so each child receives plenty of adult time and attention. Occasionally financial assistance can be sought to enable the staff to offer additional support where necessary.

We work closely with the parents of all children in the group to ensure that:

- The group draws upon the knowledge and expertise of parents when planning provision for the child.
  - The child's needs are met and their views taken into account when making decisions regarding their development and care.
  - The child's progress and achievements are shared and discussed with parents on a regular basis to ensure that we work in partnership to help the child achieve their full potential and that development is consistent.
  - Parents know the identity of the group's SENCo (All Nursery staff photographs are displayed in the cloakroom).
  - We work under guidance of other professionals.
  - **Early Years Consultancy Team can be emailed at [earlyyears@herefordshire.gov.uk](mailto:earlyyears@herefordshire.gov.uk)**
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- Funding may be sought to ensure that the provision and physical environment meet the child's needs. Guidance would be sought from the Occupational Therapist.
  - Depending on the level of the child's needs, the setting will arrange support for the child, however the setting is mindful of ensuring that the quality of care and education is paramount and is achievable to provide support. All relevant checks will be made before employing the new member of staff.
  - We use a settling in period to help the child in the transition process. Some changes may be necessary in the nursery to make all areas accessible to every child.
  - In consultation with staff, parent/carers and other relevant professionals, sessions may increase in time depending on availability.
  - We liaise with relevant professionals/agencies to meet children's specific needs and help them to progress at their own pace/stage of development. We will attend all relevant reviews, sharing information in collaboration with the parents.
  - We arrange in-house training for all staff covering the needs of all children. Staff also attend other training sessions held by outside training providers.
  - Local links are made with schools to encourage integration, disability awareness and inclusion.
  - Parental consent is sought to enable us to liaise with relevant school during transition to Primary education. All information is kept confidential.
  - An inclusion grant can be obtained by taking a child's care and needs to an inclusion panel. This grant ensures that a specific need is met and support is put in place.
  - The SENCo ensures that children with an identified SEND have smooth transitions into school and follow the guidelines in relation to EHCP being completed within specified time scales.

**Adoption Date: 1<sup>st</sup> September 2020.**

**Signed:**

*Nm Orel .*

**Annual Review**

Reviewed 1<sup>st</sup> September 2021

Reviewed 1<sup>st</sup> September 2022

Reviewed 1<sup>st</sup> September 2023

Next review 1<sup>st</sup> September 2024