

Young Parents Centre Nursery Special Educational Needs and Disability Policy

This policy is in line with the SEND code of practice (0-25 years 2014), the equality act 2010 and part 3 of the Children and Families act 2014. This policy should be read in conjunction with our SEND offer which can be found on our website www.maplemedical.org.uk

Definition of Special Educational Needs and Disability (SEND)

At Young Parents Centre Nursery we use the definition for SEN and for disability from the SEND Code of Practice: 0-25 years. This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child 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.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for by others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Aims and objectives

Young Parents Centre Nursery aims to provide an inclusive and supportive environment for all babies and children, and to give them meaningful access to the Early Years Foundation Stage (EYFS) framework. The aims of this policy and practice in our Nursery are:

- to ensure that all babies and children, whatever their special educational needs or disability, receive appropriate educational provision that is relevant and differentiated, and that demonstrates coherence and progression in learning

- to use our best endeavours to make sure that a baby or child with SEND gets the support they need
- to ensure that the Special Educational Needs of babies and children are identified as early as possible, assessed, planned, provided for and reviewed termly.
- to reduce barriers to learning and progress so that every child is enabled to experience success
- to ensure that babies and children with SEND engage in activities in the Nursery alongside pupils who do not have SEND
- to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and environment
- to identify the roles and responsibilities of all staff in providing for children's SEND.
- to work in partnership with parents and carers to ensure they are involved and able to contribute at every stage of planning the support needed to meet their child's needs
- to work in cooperation and partnership with other outside agencies and professionals to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Roles and responsibilities

Management Committee

- The Management Committee, in co-operation with the head teacher and SENCO, is responsible for determining the policy and provision for pupils with SEND.
- The Management Committee has appointed a representative committee member who takes particular interest in this aspect of the Nursery. This member is Ms M. Elliott

Head teacher/ Nursery Manager

- The Head teacher is responsible for ensuring that there is a qualified teacher designated as Special Educational Needs Co-ordinator.
- The Head teacher, in cooperation with the Management Committee and SENCO, is responsible for determining the policy and provision for pupils and babies with SEND.
- The Head teacher works closely with the SENCO to ensure the implementation of this policy

The Special Educational Needs Co-ordinator (SENCO)

- The designated SENCO is Lois Gore
- The SENCO is responsible for ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN.

- The SENCO is responsible for supporting individual practitioners in the setting
- The SENCO should advise and support colleagues.
- The SENCO must ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- The SENCO is responsible for liaising with professionals or agencies beyond the setting.

Key people

- Key people are responsible for including and supporting babies and children with SEND in the Nursery environment in line with this policy.
- Key people are responsible for providing appropriate differentiation and access to the EYFS curriculum for all babies and children with SEND. They can draw on the SENCO for advice on strategies to support inclusion.

Early Identification

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Information about a baby or child's learning and development is collected from a range of people prior to them starting at the nursery to help build up a complete picture and identify at the earliest opportunity any particular needs or difficulties that a child or baby may have. The sources of information could include;

- Parents/ carers at the home visit and within parent sessions in the nursery
- Health visitors
- Portage staff
- Consultants

Identifying SEN

All babies and children will be provided with high quality teaching and support that is differentiated to meet the diverse learning needs of all children.

At Young Parents Centre Nursery, in order to gain a picture of each baby's/ child's strengths, interests and needs, all of our babies/ children are assessed on entry to the Nursery. We use the EYFS framework and 'What to Expect' document alongside the parent as a starting point to assess the extent to which

the child is developing at expected levels for their age. We also use an online system called EExAT which is an assessment tracker. We look at primarily

- communication and language
- physical development
- personal, social and emotional development

But also have regard to;

- • literacy
- • mathematics
- • understanding of the world
- • expressive arts and design

Where a baby or child appears to be behind expected levels, or where a child's progress gives cause for concern, staff will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from staff observations and from any more detailed assessment of the child's needs. Staff will pay particular attention to a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEN. All the information will be brought together with the observations of parents and considered with them.

SEN support

If we have identified a child as having SEN we will work in partnership with parents to establish the support and special educational provision that their child needs.

Where we make special educational provision for a child with SEN we will inform parents and adopt a graduated approach with four stages of action:

Assess

In identifying a child as needing SEN support, staff work with the setting SENCO and the child's parents, to carry out detailed observations and assessments to identify the child's needs. Where necessary, more specialist assessment may be called for from specialist teachers, educational psychologists, speech and language therapists or from health or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO or nursery staff will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support, staff and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. This information will be written on a SEND Individual Support Plan. It will also include any relevant advice and

suggested targets or strategies from relevant professionals working with the child.

Any related staff development needs will be identified and addressed by the SENCO , nursery staff or nursery manager and relevant training for staff arranged if required.

Do

The baby/ child's key person remains responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO or other relevant professional will support the practitioner 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 baby's/ child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account if possible the baby's/ child's views. We will agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

Education, Health and Care Plans (EHC Plan)

Where, despite the Nursery having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment. This will be done with the knowledge and, where possible, agreement of the child's parent.

During the course of an EHC needs assessment, the local authority has a duty to gather advice from relevant professionals about the baby's/ child's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve desired outcomes. The Nursery will co-operate with the local authority in this, by providing the requested advice and information.

Admission arrangements

All babies and children of our young mums regardless of their SEND are welcome to a place at our Nursery, in line with our admissions policy.

Transition

The SEN support we provide at Young Parents Centre Nursery will include planning and preparing for transition into another setting or school. This will include a review of the SEN support being provided or the EHC plan. To support the transition, information will be shared with the receiving setting or school, with parental permission.

Complaints procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's keyperson in the first instance. Anyone who feels unable to talk to their child's keyperson, or is not satisfied with the keyperson's comments, should ask to speak to the Head teacher/nursery manager.

In the event of a formal complaint parents should follow the procedure in the Nursery complaints policy.

Date of Policy – February 2019

Date of Review – February 2021

Signed

Nursery Manager.....

SENCO.....

Chair Management Committee.....