



## **Special Educational Needs and Disability Policy**

### **Policy Statement:**

We will provide an environment in which all children, including those with special educational needs are supported to reach their full potential.

- We will have regard for the DfES special educational needs and disability code of practice (2015).
- We will ensure our provision is inclusive to all children with special educational needs and disability (SEND).
- We will support parents and children with special educational needs and disability (SEND).
- We will identify the specific needs of children with special educational needs and meet those needs through a range of SEND Strategies.
- We will monitor and review our policy, practice and provision and if necessary, make adjustments.

### **Inclusion**

All children are welcomed into our community, regardless of need or disability. When we know that a child may have a special educational need or disability (SEND) before they start with us, we will endeavour to set up a good transition for them into our setting involving child, parent and any outside professionals known to the child. This may involve the child visiting our setting on a number of occasions and/or a home visit by the settings SENCO.

The nursery will work in partnership with Barnet Early Years and Pre-School Inclusion Team to promote the early identification of additional needs. Our policy on Special Educational Needs and Disability will ensure that all children within the setting have access to a wide range of activities, resources and

experiences. No child will be excluded because of any additional need they may have.

- All children can do well in an inclusive setting
- Children using the setting will get to know each other and experience being around others with differing abilities and needs

### **The SEND Code of Practice:**

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEND. 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

### **Admission Arrangements:**

The setting will register children using a 'waiting List' system. No children are excluded from registering at the setting because of their abilities or needs.

Parents will be required to inform staff during the registration process, of any additional needs the child has so that we are able to offer the support needed to ensure a smooth transition into the nursery.

Parents will use registration documents and care plans to share valuable information about their child with the nursery.

**Information about staff:**

**The SENCO for the setting is: Ama Nana-Marfo**

The Special Education Needs Co-ordinator (SENCO) will be responsible for the day to day operation of the settings Special Educational Needs Policy to ensure that children with Special Educational Needs are fully included into the setting.

They are there to support all members of staff in the early identification of special needs. They will also be responsible for the day to day provision for children with SEND. The individual needs of all children are taken into consideration when planning the curriculum so as to ensure it is accessible to the needs of all our children.

Together with the child's key person, our SENCO maintains and oversees all records for children with SEND in our setting. Following discussion and consultation with parents the SENCO may liaise with other staff and outside agencies as appropriate such as, health, education and social services, regarding the Special Educational Needs and Disabilities of a child.

SENCOs for the setting will receive on-going training regarding Special Needs and also attend regular Network Meetings with Barnet's Pre-School Inclusion Team.

The main contact for Barnet regarding SEND is:

Early Years SEND Advisory Team

You can also email for advice to:

[adviceline@eyit.barnet.mail.net](mailto:adviceline@eyit.barnet.mail.net)

**SENCO responsibilities will have responsibility for:**

- **Ensuring liaison with parents and other professionals in respect of children with special educational needs and disabilities (SEND)**
- **Advising and supporting other practitioners in the setting**
- **Ensuring that SEND support plans are in place**

- Ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated
- Making applications to the Complex Needs Panel for High needs Funding for individual children with more complex special educational needs

#### **Main Duties:**

- To keep a profile of children with special educational needs and disability
- To observe and support children as appropriate on the special educational needs and disability profile
- To support and advise key workers and other staff members on how to include children's needs in the setting
- To liaise with other settings and schools including assessment centres and children's centres to help support children in the setting
- To liaise with other professionals from outside services and external agencies e.g. Area SENCOs, Pre-school Education Team Teachers/Educational Psychologists, Occupational Therapists, Physiotherapists, Speech and Language Therapists etc.
- To arrange, organise and review support for individual children
- To keep key workers and other staff members up to date with SEND and inclusion issues and to encourage personal development through courses
- To meet with parents regularly in order to maintain good relationships and to keep parents informed about their child's progress
- To respond to changes in legislation/practice from the government and the Local Authority
- To organise regular training for staff in the setting

- To review individual children's SEND support Plans termly as appropriate
- To write detailed education reports about individual children for other professionals and parents
- To review EHCPs via annual and interim review meetings
- To meet at least termly with the Area SENCO
- To develop and share knowledge of support strategies and resources

### **Partnership with Parents:**

The nursery feels it is essential that parents are fully involved in all aspects of their child's time at nursery.

Parents will be encouraged to have informal chats with their key person and spend time in their child's room whenever they are able to.

All written records of the children are kept in their profiles and parents will have free access to them. This is a great way for parents to find out what their child has been doing at nursery, looking at photos and samples of work.

If there is a concern regarding a child's needs, the key person will invite the parents in for a formal discussion with clear actions to follow to ensure consistency for the child.

We will work closely with the parents of the children with SEND to create and maintain a positive partnership.

We will involve parents in the planning process by ensuring they are informed at all stages of assessment, planning, provision and review of their child's education.

We will provide parents with information on sources of independent advice and support.

We will ensure the effectiveness of our SEND provision by collecting information from a range of sources including parental views.

**Access to the curriculum:**

We are committed to effective collaboration between all agencies working with a child together with a multi-disciplinary approach to meeting children's special educational needs.

We will contact local schools and arrange visits to ensure the transition for children leaving the nursery to go to school is supported.

We will ensure that the provision for children with SEND is the responsibility of all members of the setting.

We will provide a broad, balanced and differentiated curriculum for all children with SEND.

We will regularly review and evaluate the quality of the support we are offering children with SEND and their families.

We will use a system for keeping records of the assessment, planning, provision and review for children with SEND.

**Resources for SEND accessibility:**

The setting will have a range of resources, toys and equipment available to meet the children's differing learning needs. We will liaise with external professionals in order to access any specialist equipment or materials where necessary.

**Confidentiality and Privacy:**

All information on each child will be kept confidential and shared only with the relevant people. Parents must give permission before their child's details are discussed with an outside agency.

**Transition:**

When a child is due to move onto school, wherever possible, we will arrange a transition meeting which includes the receiving school visiting the nursery to

observe the child and meet the staff, parents and other professionals so that information can be shared. We will encourage the child to visit the new setting.

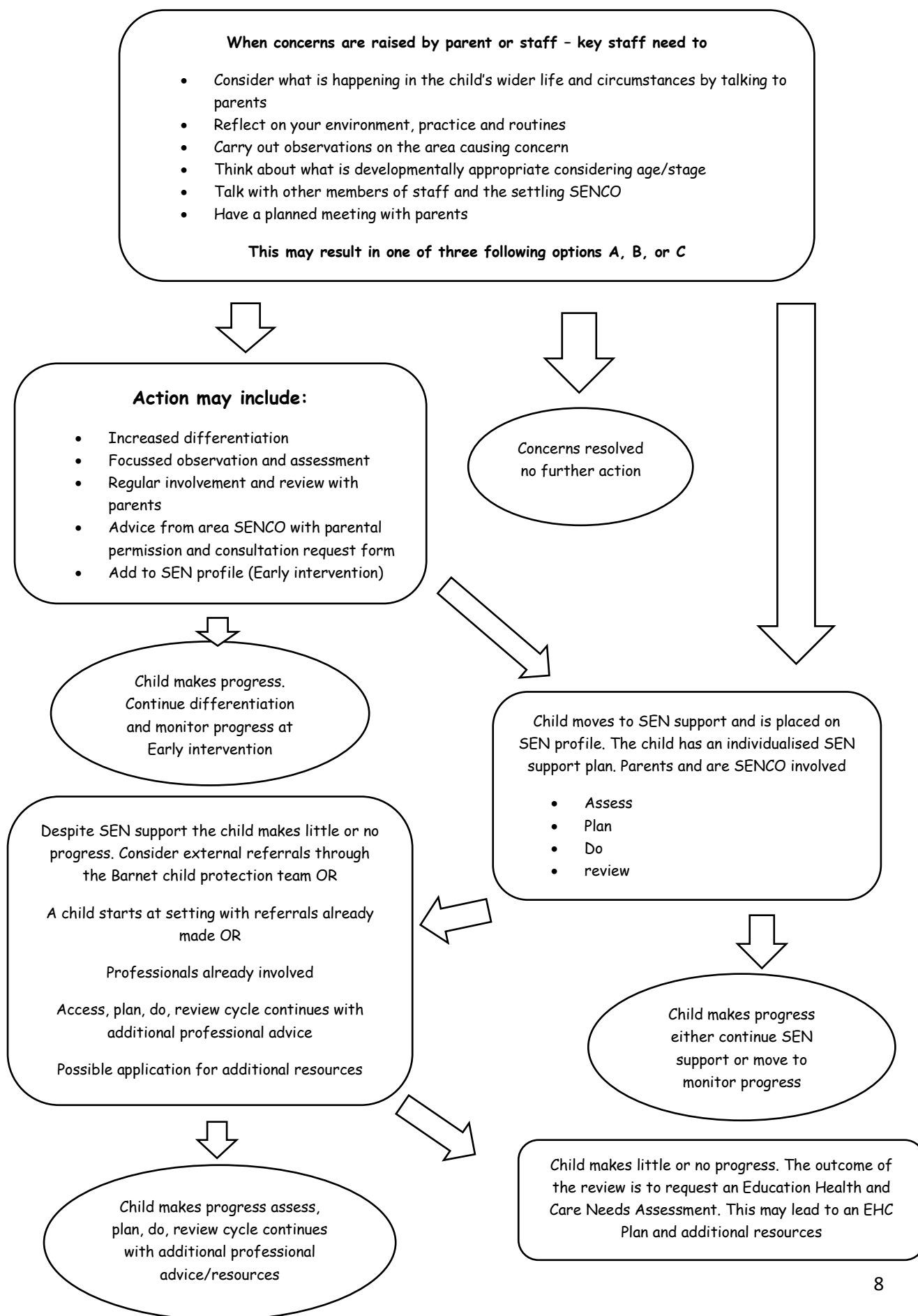
### **Training and Development:**

The setting will keep a 'Training Log' of all training staff have attended. This will ensure staff access regular training relevant to their role and share the information with all other staff members through training sessions/staff meetings.

### **The Graduated approach**

The detailed systems and procedures on the 'Graduated Approach to identifying and planning for needs in the early years' protocol ensure that where there is an identified need, we will work in true partnership with the child, their family and other professionals to achieve the best possible outcomes.

## A graduated approach to identifying and planning for needs in the Early Years





**Legal Framework:**

The Children Act 1989, 2004

The SEN and Disability Regulations 2014

The Children's and Family Act 2014

The Equality Act 2010

Special Educational Needs and Disability Act 2001

The Special Educational Needs Code of Practice 2015

Policy Date: June 2021	Date to be reviewed: June 2022
Name of Signatory: Kristy Renshaw	Position: Manager
Signature:	<i>Signed on behalf of Apple Day Nursery</i>
SENCO Name:	SENCO Signature: