

Policy 10:

Special Education Needs, Disability and Inclusion policy

Updated March 2019

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Section 1:

What are the specifics for this Policy?

What other Policies apply to this Policy?

These are the most relevant Policies?

- Staff Policy – Policy 1
- Care, Learning and Play – Policy 3
- Physical Environment – Policy 4
- Toys and Equipment – Policy 5
- Parent and Carer Partnership – Policy 12

What does SEND and SEN stand for?

As defined by the Special Educational Needs and Disability Code of Practice (published January 2015), SEND is "Special Educational Needs and Disabilities". We will use the acronym SEND within this policy in line with government agencies, legislation, and publications. SEN refers to special educational needs, so a child with SEN has needs beyond some other children's needs.

What is the Special Education Needs and Disability Code of Practice?

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. It was last revised in January 2015, and details extensively the process of supporting children and families from 0-25years of age. It will be referred to in this policy as the CoP. The CoP states: "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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."

What is the staff responsibility for this policy?

The Nursery Coordinator and Managers have responsibility for implementing this Policy. The Company Director oversees any issues.

Who does this policy apply to?

This Policy applies to all members of the Nursery Community; staff, students, parent/carer(s), Early Years

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professionals, and any other visitors.

What about staff training?

Staff will receive training each year through a Staff Meeting. If a child with a specific SEND attends the Nursery then training may be provided as required. This may be in-house or external depending on the courses available and existing staff knowledge. The Nursery Manager and SENDco are responsible for this.

What is role of students and temporary staff?

Student and temporary staff will work with all the children equally but not have any special responsibility for children with SEND. Information regarding a child's SEND will be shared on a need-to-know basis.

Who is responsible for monitoring this policy?

The Nursery Director, Coordinator and Managers have responsibility for implementing this policy at all sites in the company at all times. The Nursery SENDco is also responsible.

What is the procedure for policy review?

This Policy will be reviewed periodically. Reviews may be required as a result of research, training, statutory changes in child care, the children's needs, parental consultation, police advice or suggestions from courses attended by staff. The Company Director, Nursery SENDco, and the Nursery Managers are responsible for Policy review.

What do we do if the law changes in any area?

The Company refers to new guidance for the early years published by Ofsted and other relevant groups. The nursery will follow all legal requirements at all times. It is the Nursery Manager's responsibility to ensure the correct action is discussed with the Company Director and then implemented according.

Section 2:

What are the aims and Policy Statement for SEND and inclusion?

What are the aims of the policy?

This policy ensures the nursery upholds this statement from the Early Years Foundation Stage (EYFS): *"Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate."* The purpose of this Policy is to detail the identification of children with SEND, how we support the child with this, detail the vital part the family has to play in this process, details how the nursery will ensure multi-agency working, and provide guidance to practitioners. Quality inclusion is the key to best practice. We positively encourage partnership with parents and carer when supporting and valuing children with SEND. In doing this, quality communication, privacy, equality of opportunity and the development of an ongoing relationship with the child, parents and any outside parties involved with the child are paramount. We always support the carers or parent's decision on appropriate levels of intervention and support for their child.

What is the policy statement?

We endorse this statement from the EYFS: *"Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development."* This Policy is to be used in conjunction with the Special Educational Needs and Disabilities Code of Practice issued in January 2015. The Code of Practice details full requirements and actions for all educational establishments. Therefore this Children-First Policy will detail the correct times to refer to the Code of Practice for exact guidance and support rather than include this information within the Policy.

Section 3:

What is a Nursery SENDco and what is their remit and responsibilities to children and families and their roles in the Nursery?

What is a SENDco?

Each Nursery has a named SENDco. This stands for Special Educational Needs and Disabilities Co-ordinator. This role was formally called SENCO, but was revised with the issue of the updated CoP in January 2015. Each Local Authority also provides an Area SENDco to support Nurseries. They work in conjunction with the

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in-house Nursery SENDco for the benefit of the child and family.

What training should a SENDco have?

The SENDco must have specific training in supporting children with SEND. As each child with SEND will have a varying requirements. The Nursery will review the support needed for each child and then identify if any additional training is required for the SENDco or staff team. The Nursery will always refer to the Local Authority for support with locating and attending relevant training courses. In the occasions where training is not yet available in a specific area, the setting will refer to the Area SENDco and potentially deliver in-house training. In many cases we recognise that the family of the child will have additional knowledge or training that will be beneficial to the Nursery and carers or parents can share this with Nursery. Partnership is especially important for children with send, discussions, meetings and agreed outcomes will enable children to thrive at Nursery. If the SENDco leaves Nursery and new person is appointed, it may be that the new SENDco will be booked into future training and therefore not yet fully trained. During this time, the SENDco must refer to the experience and knowledge of their Nursery Manager, SENDco at sibling nurseries, and the Area SENCO. Training has also been sourced from a specialist outside agency.

What does the role and remit of the SENDco include?

The role of the SENDCO includes:

The role of the SENDco is diverse and is partly explained in Section 5. Overall it includes:

- Ensuring a SEND policy is written and reviewed annually. The Policy should be completed in consultation with the Nursery Manager, Nursery Director and shared with all staff.
- Ensuring all staff implement the SEND Policy within their general practice.
- Following the procedures of assessment, support, and collaborative working with parent or carers.
- The day to day running, monitoring and reviewing of all records relating to SEND.
- Attending regular training events or courses to keep up to date with current procedures and legislative changes.
- Feeding back to the Nursery Manager any changes to provision or policy as required.
- Promoting working in partnership with parent or carers
- Ensuring parent or carers are consulted with and fed back to about all areas of their child's care.
- Communicating and liaising with outside agencies i.e. Educational psychologist, Speech and Language Therapists, Area SENCO's.
- Collating information to submit to the Early Years SEND Funding Panel for individual support funding.
- Co-ordinating and monitoring support workers that are funded through Early Years SEND Funding Panel. Ensuring that appropriate planning is in place and that the child's needs are being met.
- Ensuring a smooth transition into the next educational provision. This may include sharing information and planning transition meetings with parental or carer consent.
- Maintaining an SEND register and overseeing the records on all children with SEND.
- Supporting Key Workers in identifying, assessing, record keeping and seeking guidance from outside agencies.

What responsibilities does the SENDco have for record keeping?

It is the responsibility of the SENDco to keep accurate and up-to-date records of all discussions, meetings, progress reports, or any other documentation relating to a child with SEND. The SENDco is responsible for sharing this information with the parents and carers and arranging regular meetings with them. The SENDco must inform the Nursery Manager if they have any concerns, or if alterations to practice are needed.

The SENDco must meet regularly with the child's Key Worker to identify if they require additional support, training, information, or guidance. The child's Key Worker is responsible for updating their learning journals, progress reports, or similar developmental monitoring documents. The Key Worker is responsible for sharing this with the SENDco, along with sharing any new or additional concerns which they may have as a result.

Parents are responsible for providing report notes or feedback of any external appointments or visits they make. The nursery requests that these be provided, even if the report shows there are no concerns in this area. This will enable the SENDco and Key Worker to be fully informed of the child's overall needs when planning activities for them.

There must be a dedicated SENDco folder to kept in the Nursery Office which has a log of all of the above.

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Each child with a SEND must have their own section in the folder, with the Document Log Form completed each time a document is added to the file. It is the responsibility of the SENDco to keep this file up-to-date at all times.

Section 4:

What is the role of the Nursery in supporting children with SEND and their families?

What will we do if a child has an SEND at the time of joining the Nursery?

The Nursery Manager will discuss the child with the parents in a sensitive way. Parent or carers will be assured that all information is confidential. Either a Healthcare Plan or an Education Plan will be devised in partnership with the carers or parents and other parties involved. An experienced Key Worker will be assigned to the child. Any outside agencies already working with the child will be welcomed into the Nursery. Parent or carers must first give permission for the Nursery to share information with these professionals, using the Multi-Agency Permission Form.

Section 5:

What is the procedure for identifying a child with SEND and what is the Code of Practice for children?

What do we do if we identify a child who we feel may have SEND?

Staff should follow the procedure below if they have a concern about a child in their care. The Key Worker should be the staff member making the referral, unless in extreme or unforeseen circumstances such as long-term sickness.

- The member of staff must share a concern with the child's Key Worker.
- The Key Worker must refer to their Room Leader and Nursery Manager
- The Nursery Manager must allocate the SENDco some time to observe the child interacting within their normal routine, review their learning journal, and speak to the Key Worker.
- If the SENDco feels a child MAY require additional support or observation, the Nursery Manager must be informed. The Nursery Manager and SENDco must decide who is best to speak to the child's family based on a case-by-case basis.
- This should always be either the Nursery Manager, SENDco, or child's Key worker. Discussions should only be made directly with the child's parent/carer(s). If they do not drop off or collect the child regularly, then the Nursery Manager must make arrangements for a meeting to be held at a convenient time for the family.
- If parent shares the concern written consent must be gained from the parent/carers for the Area SENDco to visit and observe the child. Consent forms vary for Local Authorities and so each nursery must use their respective paperwork.
- If the parent or carers refuse to provide consent, then the Nursery must contact the Area SENDco for further advice, without providing personal details of the child or family.
- Once the Area SENDco has observed the child, a meeting must be held with parent or carers to provide feedback on this observation.
- If the SENDco feels their intervention is not yet required, an Education Plan can be completed if the Nursery and parents feels this is necessary.
- If the SENDco feels their intervention is required, the setting must use the documentation provided by the Local Authority in the Nursery.

How does the SEND CoP fit into this?

Section 5 of the SEND Code of Practice, and is dedicated to Early Years. Further support, guidance, and actions to take can be found within this. The nursery SENDco should be aware of this section of the CoP and know when to refer to this for further information.

What happens if a child is allocated additional funding to support with their SEND?

The company will apply this funding as per the CoP guidelines, or any other Terms and Conditions which is stipulated with the funding. If allocated funding is provided for 1-2-1 support sessions then a communication book must be set up by the SENDco to ensure that parents are fully aware of the support provided to a child. If the child becomes unwilling to complete 1-2-1 sessions then a collaborative meeting must be held with the SENDco, Key Worker and parent/carers to agree an alternative way to support the child. If the SENDco feel that a child is no longer in need of their allocated funding this must be discussed fully with the parent/carers and Area SENDco before any changes are made. This must be agreed in writing by all parties before changes are made. It is not the responsibility of any person except the SENDco and

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parent/carers collaboratively to agree to stop funding. If the SENDco and parent/carers disagree on this, the Area SENDco must also be involved to assess if the child still requires the funding. Once the Area SENDco has assessed this, feedback must again be given to the parent/carers before any decision is made. In most cases funding is applied on a termly basis, and reviewed regularly by a Local Authority panel. It is the responsibility of the SENDco and Nursery Manager to ensure all paperwork is submitted in full and on time. Any errors in may will result in funding being withdrawn by the Local Authority. In most cases, a parent or carer declaration form is required to also be submitted. If this is delayed due to a parent, carer delay or error by the Local Authority, the Nursery will take and has ,no responsibility for this. The Nursery works closely alongside the parents or carers to ensure that processes move as quickly as possible for the child.

How often do we need to review a child's Education Plan?

Review dates will be set collaboratively with the Nursery Manager, Key Worker, SENDco, Area SENDco and parents or carers. The Nursery recommends a plan should be reviewed every six weeks but this should be decided on a case-by-case basis. A review should always involve the child's Key Worker, SENDco and parents or carers. No decisions or alterations about a child's care should be made without first consultation with a child's carers or parents. Local Authority review dates for specific paperwork or plans should be adhered to as advised by each area SENDco. It is the responsibility of the SENDco to note when reviews are due and contact the parents or carers to arrange the review.

What about a child who is particularly able and may be gifted and talented?

The process detailed above should still be followed. An Education Plan should be completed and reviewed as detailed. If appropriate the SENDco will then suggest with the carers or parent's consent contacting a group such as NACE. The carer or parent may pursue other courses of action.

How do we deal with parents or carers concerns?

It is important for parents or carers to feel free to discuss any issues or concerns they have about their child. The SENDco, Nursery Manager, and Key Worker must be available for discussion in a quiet area where confidentiality can be maintained; normally the best place for this type of discussion is the office or a room that is not being used.

How are parents and carers supported going forward?

Parents have access to regular meeting with the child's Key Person, Manager, SENDco and Area SENDco. There are regular team Around The Child meetings. Carers and parents have the option to spend time with the child at the Nursery and make use of the open door policy. Further information can be provided on the local offer.

Section 6:

What is the role of the Local Authority for children with SEND and their families and funding?

The Nursery SENDco or Manager will contact the Local Authority to seek support for any child whose carers or parents have given consent. The Area SENDco will come in to observe the child, give pointers to Key Workers and the Nursery SENDco. The Area SENDco support with One Plans and Education, Health and Care Plans and also support from other professionals. In some cases the Area SENDco will support with applications for additional funding and support with the parents or carers consent and support.

How does the local authority support parents?

The Local Authority supports parents by organising team members Around the Child meetings arranging support for the family. It is then that plans for the family can be made. The local authority produce the local offer to support all children with SEND needs to reach a wide variety of services and professionals.

How is additional funding sourced for a child to meet their SEND?

The Area SENDco will support the Nursery Manager to apply for funding for a child and give advice for a successful application before it goes to deciding the panel. It is then the decision of the panel on whether funding will be offered to support a child.

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Section 7:

What is our admissions policy for children with SEND and are Nursery premises suitable for all children?

What is the Nursery admissions policy for children with send?

The standard Nursery registration process should be followed for a child with SEND. We always strive to provide the highest quality care and education for all children in attendance. Nursery is able to meet the needs of most children with ease. There may be occasions where the Nursery will seek additional support from the Local Authority, or similar external agencies, in order to offer the same high quality support for an individual child. Children-First will always strive to meet the needs of all children.

On a rare occasions, a SENDco may feel that the Nursery is unable or ill-equipped to provide suitable care and, or education for an individual child with particular needs, this concern must be discussed with the Nursery Manager and Area SENDco. If they are in agreement with this then a meeting must be held with the child's family to discuss this further. The result of this meeting may be an application for additional support or funding to the Local Authority, a review of the current practices or Nursery structure where possible, or further guidance on settings which the Area SENDco feels are able to provide the support and care needed for the child. None of the above decisions should ever be made by a sole person without first collaborative consultation with the in-house SENDco, Key worker, Nursery Manager, Area SENDco and parents or carers.

Similarly if it is felt that a child no longer needs the support they are currently being offered, this decision must also be made collaboratively. This decision should never be made by a sole person without first consulting with the in-house SENDco, Key worker, Nursery Manager, Area SENDco and parents or carers.

Are the premises, equipment and resources suitable for children with SEND?

There are a number of entry and exit points to each Nursery accommodating a wide variety of needs. The equipment, resources and furniture are able to cater for most children. Modification and obtaining additional equipment would be considered if a child's needs could be met.

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Section 8: What is the procedure for identifying a child with SEND needs

What if you have a concern regarding an aspect of a child's development or behaviour pattern?

- Key worker should refer this to nursery SENDco.
- Parent may speak to a key worker/staff member. Staff member should then refer to nursery SENDco themselves.
- Invite parents to speak with nursery SENDco if needed.



What will the nursery SENDco do?

1. Nursery SENDco will spend time with the child's key worker to conduct observations on this aspect/behaviour. They will also speak with parents to gather further information from home. In all cases where the child is able to understand the SENDco will speak with the child about this – the SENDco will be sensitive to not make the child feel awkward or negative regarding the concerns.
2. The information gathered will then be shared with the parents and key worker. At this point the SENDco will make the decision if further support is needed for the child, and what extent.



SENDco feels further dedicated support IS NOT needed

The SENDco will explain to parents and key worker that they feel the existing education, behaviour and care plans will be supportive for the child. No further actions are needed.

The child has met all targets set, any cause for concern has been successfully supported. The SENDco will continue to visually monitor the child for as long as needed.



SENDco feels further dedicated support IS needed

The SENDco will create a gain written permission from the child's parent/carers for additional support to be offered.

The Area SENDco will be requested to visit the nursery to observe the child and assess the support needed.

If the Area SENDco feels support is required, a meeting should be called with parent/carers and Local Authority paperwork should be completed as detailed by the Area SENDco. This will detail specific aims for the child to work towards with support at nursery and home.

If the Area SENDco feels external support is not required, but the setting wishes to provide in-house support then an Education Place should be drawn up in collaboration with parent/carers.



What will happen next?

1. The SENDco will monitor the implementation of the agreed paperwork with the child's key worker. Feedback to parents should be given as progress is made or additional support is given.
2. A review of the paperwork should be completed when needed, ideally every 6 weeks.
3. In cases where the SENDco feels the nursery needs further support than they can presently offer, the SENDco will seek support from the specialist Local Authority teams once gaining parent/carer permissions.

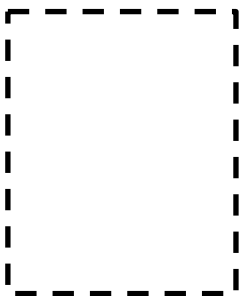
Any further steps?

External agencies may recommend an application to get an 'Education and Healthcare Plan' (EHCP) submitted. This can be applied for by parents (preferably) or the setting. If accepted, the child will be issued with an agreed EHCP for their SEND, which may enable them to access further resources, funding or support through the local authority.

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My One-Page Profile:

Child name:

Date of birth:

What people appreciate about me:

What is important to me:

How to support me:

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SEND register:

<u>Child name</u>	<u>Date of Birth</u>	<u>Start date of support</u>	<u>Details of SEND</u>

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Multi-Agency Permission Form

Child name:

Date of Birth:

Detail of SEND:

<u>Name of professional</u>	<u>Job role</u>	<u>Contact details</u>	<u>Parents permission to share information on child</u> (signature to be gathered for each professional involved)

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Document Log Form:

Child name:

Date of Birth:

Detail of SEND:

<u>Date</u>	<u>Type of document added to file</u>	<u>Name of professional</u>	<u>Document shared with parent?</u> Please tick to confirm

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My name is:	I am in I am ___ years old.	My parents/carers names are:
		I live at:
		I like and am good at:
What is important to me?		What's important for me (these things help and support me)?
What's working for me?		What's not working for me?

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Things I want to do in the future (Outcomes)

All about me

Plan Number:

Date:

SEND Targets:

Date	Target	Intervention	Persons involved	Emerging	Developing	Secure

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