

Asmall Nursery

And Out of School Care

Supporting children with special educational needs

Safeguarding and Welfare Requirements: Equal Opportunities

Asmall Nursery implement's a policy, and procedure to promote equality of opportunity for children in our care, including support for our children with special educational needs.

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (DfE, 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for settings (DfE, Feb 2013)
- SEND Code of Practice 0 – 25 (DfE, Oct 2014)
- Early Years Guide to the 0-25 SEND Code of Practice (DfE, 2014)
- Statutory Framework for the Early Years Foundation Stage (DfE, 2014) [Statutory Framework for the EYFS](#)
- Safeguarding Policy.
- Access Action Plan.
- Provision Mapping
- Local offer.
- Admission policy.
- Medication policy.

This policy has been developed by the Senco of the Nursery and has been shared with parents (upon request), staff and the Management team and Committee members. This policy was created through the use of the documents named above and in line with our existing procedures. This policy reflects the SEND Code of practice, 0-25 guidance. Asmall Nursery update their provision map regularly to ensure that all children have their needs met at all times. Our provision map highlights what we offer to all children and what we can/do offer to those children who require additional support. (Provision map is available upon request).

Aims and Objectives:

As a setting we aim to raise the aspirations of and expectations for all children with SEN, we provide a focus on outcomes for children and not just hours of provision/support. Asmall Nursery believes every child should have the opportunity to thrive and learn in a caring, nurturing and educationally rich environment. Asmall Nursery works within the guidance provided by the SEND Code of Practice and ensures our provision maps support each child individually. Asmall Nursery will provide appropriate support and training for all staff to support our children, those with Special Needs will work alongside all staff within the setting to benefit from a wide range of training they have previously received.

The SENCO and key person will engage with other agencies as and when this is appropriate. The SENCO and the key person will support families within reasonable means to make this process as simple as possible. A child's progress will be observed, monitored and recorded as appropriate. If a child is placed on the Code of Practice record, staff will liaise closely with the SENCO on mapping provision.

Our setting has adopted a graduated approach to meeting needs with four stages of action: assess, plan, do and review.

Identifying Special Needs:

Asmall Nursery monitors each and every child very carefully using the EYFS development matters. The EYFS states that children must be closely monitored not only for learning and development but also to identify those who are experiencing difficult times within their own lives. Early identification is vital to planning the most appropriate level of support needed at the time and also gives the children the best opportunity to access more appropriate activities and learning opportunities. The overall purpose of early identification is to work out what action we need to take to best support each individual child.

The SEND Code of Practice 2014 discusses four broad categories: cognition and learning, communication and interaction, physical and sensory, social, mental and emotional health. Children's SEN are generally thought of in the following four broad areas of need and support. These areas give an overview of the range of needs that we would plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and,

where necessary, specialist equipment or software. This will help us to overcome barriers to learning and participation. Support will be family centred and should consider the individual family's needs and the best ways to support them.

Some children may have other difficulties or issues that do not relate to SEN, these could include:

- **Disability. The Code of Practice outlines the 'reasonable adjustment' duty for all settings provided under current Disability Equality legislation. However, disability alone does not constitute SEN**
- **Attendance and Punctuality**
- **Health and Welfare**
- **EAL**
- **Being a Looked After Child**
- **Being a child of Serviceman/woman**
- **Being a Traveller**

A Graduated Approach to SEN Support:

When the decision has been made to place a child on the Code of Practice record Asmall Nursery will have followed the Assess, Plan, DO and Review cycle. This is involves assessing the child's needs, plan how the setting and families can further support them together, carry this out and vigorously monitor their progress.

The SENCo and the key person will develop the provision map to ensure all children have access to wave 1 and to then begin implementing wave 2 intervention. All staff within the setting are responsible for the progress and development of the children within the setting, especially those within their key group including those who access support from specialised staff.

All staff provide high quality provision for all of our children, high quality early years practice, differentiated for individual children, is the first step in responding to children who may have or have SEN. Staff are able to provide this level of expertise due to regular training designed around their needs and those of the children attending at the time and working with various professionals as part of good CPD.

As part of the REVIEW section of the cycle all children are regularly and carefully monitored as part of our good practice. Every child has a formal assessment each term and observed on a weekly basis. The staff will adapt the layout and resources within the provision in line with evidence from assessments. This will also be reflected within our provision map.

The decision to place a child on the Code of Practice record lies with the parents and child (where possible), key person, SENCO and the Inclusion Teacher. The cycle of ASSESS- PLAN- DO-REVIEW will have been fully implemented and all evidence carefully scrutinised.

SUPPORTING CHILDREN'S NEEDS on the Code of Practice:

Once a child has been placed on the Code of Practice record Asmall Nursery will continue to provide the high level of support to both the child and their family. All staff and parents working with a SEN child will be involved in assessing/planning and delivering provision and learning. TLP's will be reviewed as necessary and always at the end of each term. The all about me profile will be used to build up a better picture and will help to remove potential barriers. Every TLP will run in line with goals set out in the EYFS and will be delivered in small achievable chunks. Parents are always part of the process before any help has been requested, Asmall Nursery will engage other professionals where necessary and will request the help from health and social services if needed.

Our nursery draws upon services provided by the Lancashire SEND Specialist and teaching service. With permission from parents/carers, we can call upon expertise offered by our Specialist Teachers and HLTAs to support our work in meeting the child's educational needs. This is called a Request for Guidance. The Specialist Teacher guides us through the process in order to access further support to meet the child's needs. This may/may not become Additional Inclusion Support, and may/may not result in an Education Health and Care Plan.

When a child no longer needs to be on the Code of Practice Record Record:

If, after an agreed period of time, the child begins to respond to support put in place and makes appropriate progress, which will be evidenced on their EYFS profile and tracker and also on review of Targeted Learning Plans, it may no longer feel necessary to continue to plan in smaller steps. (This means that the child no longer requires provision that is additional to or different from wave 1 provision). This may become apparent when planning next targets and these targets actually are similar to those expected of children their own age. At this point, with agreement from all involved, including parents, the child may exit the CoP record.

Supporting children and families:

All parents are able to access our local offer both on the Nursery website and a hard copy can be found within the SEN file. As small Nursery works closely with our local children's centre, our early years team and other professionals such as Speech and Language, Paediatricians and other specialist professions.

As part of our admissions no child will be treated less favourably than applications from other children, we will collect all relevant information to ensure the child's needs are met. If a child is starting Nursery already on the Code of Practice record this child will then follow a slightly different transition process. This will involve longer taster sessions, working closely with the previous setting and building a relationship sooner with both the child and family. At this point an Individual Action Plan will be devised.