



Parklands Day Nursery SEND Policy

Name of SENCO: Victoria Finnan

Settings, schools and colleges should establish and maintain a culture of respect for those working with children and young people with SEN or disabilities, ensuring they have the same opportunities available to other children and young people so that they can reach their full potential.

Department of Health (2015) SEN and disability code of practice 0-25 years, para 1.31

Developed in consultation with Cheshire East and Parklands Day Nursery

Developed in conjunction with:

Information Policy.

Complaints procedure.

Anti-bullying policy.

Equality policy.

Behaviour policy.

1.1 Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years September 2021 and has been written with reference to the following guidance and documents -

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2021
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, 2019
- Statutory Framework for the Early Years Foundation Stage (EYFS) September 2019
- SEN and Disability in the Early Years: A toolkit 2015

This policy was created by the setting SENCO with the Manager and Cheshire East Council.

Section 2 :Aims

Parklands Day Nursery's approach to SEND is to raise the expectations of all children with Special Educational Needs and /or disabilities.

We aim to:

- To use our best endeavours to achieve maximum inclusion and success for all our children.
- To develop all children to their full potential alongside each other through positive experiences
- To give all children a broad and well- balanced early learning environment
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day.

2.2 Objectives

We intend to achieve our aims:

- To identify early those children who have special educational needs or additional needs
- To provide resources
- Liaise with other professionals agencies
- Work closely with parents to create and maintain a positive partnership
- Regularly review of the child's development and nursery practices
- Attending any meetings with other professionals
- Staff development
- Provide the appropriate resources.

Section 3 : Identifying Special Educational Needs

3.1 SEN Definitions

A child or young person has a special educational need if they have a learning difficulty or disability that calls for special educational provision.

A learning difficulty is a significantly greater difficulty in learning than the majority of children the same age.

Special educational provision is provision that is additional to or different from that which is normally available in mainstream settings. For a child under the age of 2, special educational provision means provision of any kind.

A child under school age has SEN if he or she is likely to have SEN when they reach school age, or would do so if special educational provision were not made for them.

The Children and Families Act 2014 (Part 3)

Children's SEN are generally thought of in the following four broad areas of need and support

3.2 Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

3.3 Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3.4 Social, emotional and mental health

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need, and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEN.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

3.5 Sensory and/ or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

3.6 These broad areas of need are not definitive; the Code recognises that individual children often have needs that cut across all these areas and that children's needs may change over time.

3.7 Difficulties which may not be related to SEN

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 5.29

Some children may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'. Difficulties related solely to difficulties in English as an Additional Language (EAL) are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

3.8 Disability

*The definition of disability under the **Equality Act 2010** 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.'

'A disability is a disability that prevents or hinders a child from taking advantage of the facilities generally available.'

The Children and Families Act 2014 (Part 3)

The definition of disability is wider than many might presume and so covers a greater number of 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 with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Section 4: A Graduated Approach to SEN support

4.1 General Identification and Assessment

...throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and or/carers and agree how to support the child. 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

DfE (2014) Statutory Framework for Early Years Foundation Stage para 1.6

*Providers **must** have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN.*

*Where a setting identifies a child as having SEN they **must** work in partnership with parents to establish the support the child needs.*

It is particularly important in the early years that there is no delay in making any necessary special educational provision.

DfE and DH (2015) SEN and disability code of practice: 0-25 years. para 5.4. 5.36- 5.38

All of our children's needs are identified and met as early as possible through the cycle of **Assess, Plan, Do and Review** - observation, assessment, target setting and monitoring arrangements as described in the document '**SEN and disability in the early years: a toolkit 2021**'

To **Assess** we:

- Bring together all the information we have about the child
- Analyse the child's needs
- listen to and follow up parental concerns
- liaise with settings where a child has transferred from / attends another setting in addition to our own.

Plan : Where a broad approach to SEN Support has been agreed, the practitioner and the SENCO should agree, in consultation with the parent, to plan:

- The outcomes they are seeking for the child
- The interventions and support to be put in place
- The expected impact on progress, development and behaviour
- A date to review.

Plans should:

- Take into account the views of the child
- Select the interventions and support to meet the outcomes identified
- Base interventions and support on reliable evidence of effectiveness
- Be delivered by practitioners with relevant skills and knowledge
- Identify and address any related staff development needs.

Do

The practitioner, usually the child's key person:

- Remains responsible for working with the child on a daily basis
- Implements the agreed interventions or programmes.

The SENCO supports the key person in:

- Assessing the child's response to action taken
- Problem solving
- Advising on effective implementation.

Review

On the agreed date, the practitioner and SENCO working with the child's parents and taking into account the child's views, should:

- Review the effectiveness of the support
- Review the impact of the support on the child's progress
- Evaluate the impact and quality of the support.

In light of the child's progress, they agree:

- Any changes to outcomes
- Any changes to the support
- Next steps.

At each cycle the key person and SENCO consider, with the parents and informed by the child's views, whether the child is making expected progress, and whether:

- Special educational provision and SEN support continue to be required
- To revisit the cycle in more detail or with increased frequency
- More specialist assessment may be called for
- Staff require more specialist advice or the child requires more specialist support
- More specialist expertise is needed to inform reasonable adjustments and access arrangements for a disabled child
- The child requires an EHC needs assessment.

4.2 Examples of Curriculum Access and Provision

- staff differentiate learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- targeted additional adult group and, where appropriate, individual support
- bilingual support
- differentiation of curriculum resources
- speech and language groups
- 1:1 support
- focussed small group time.

4.3 Strategies for monitoring and evaluating progress

- Ongoing assessment of progress against targets and expected outcomes
- Learning Journal sampling and moderation
- Review of Key Person Progress Pack (KPPP) tracking sheets
- scrutiny of planning and level of differentiation and use of learning resources
- informal feedback from all staff
- child and parental conversations
- regular meetings / conversations about children's progress between staff.

4.4 Additional SEN Support provision

*The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced **SEN support** to replace School Action and School Action Plus from September 2014.*

In addition to the identification, assessment, provision and monitoring for all children, our graduated approach to SEN support is as follows:

- the key worker, sometimes with the SENCO, will discuss with parents if we feel that their child requires SEN Support.
- additional SEN support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer
- the setting will use the **Assess, Plan, Do, Review (APDR)** paperwork
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate on an APDR. Children will have targets they can understand;
- our APDRs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended;
- targets will address the underlying reasons why a child is having difficulty with learning;
- our APDRs will be accessible to all those involved in their implementation
- our APDRs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- our APDRs will have a maximum of three SMART targets
- the setting may contact the SEN helpline for additional advice and /or support
- the setting may make a referral to another agency e.g. SaLT

Targets for an APDR will be arrived at through:

- discussion, wherever possible, with parents /carers, staff and the child
- discussion with other practitioners as appropriate
- classroom observations by the setting's Special Educational Needs Co-ordinator (SENCO) and other room leaders;
- our APDRs will be time-limited – at least a termly review, there will be an agreed "where to next?";

4.5 For children with more complex needs

- the setting will begin the **Setting Focus Plan (SFP)** Paperwork
- SFPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of an education health and care plan if expected progress is not made over time.

4.6 Request for statutory education, health and care assessment

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early year's settings, schools or colleges. Some children and young people may require an **EHC needs assessment** in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

4.7 Following a request for an EHC needs assessment, or the child or young person having otherwise been brought to it's attention, the local authority must determine whether an EHC needs assessment is necessary. The local authority must make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request. The local authority does not have to consider whether an EHC needs assessment is necessary where it has already undertaken an EHC needs assessment for the child or young person during the previous six months, although the local authority may choose to do so if it thinks it is appropriate.

4.8 Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased for the setting by the LA (finance permitting) where a health professional recommends its use in writing.

4.9 Statement of Special Educational Needs or Education Health and Care Plan

Children with a statement of special educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for children in receipt of SEN support and, in addition to this, will have an Annual Review of their statement /plan. Supplementary or early reviews may be called if required. Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Section 5: Criteria for exiting the SEN register / record

5.1 At the review stage, where the child's key worker, SENCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective universal setting based strategies, interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support.

Section 6: Supporting children and families

6.1 Our setting aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform us of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the setting will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need, allowing parents and carers opportunities to discuss ways in which they and the setting can help their child;

- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support e.g the LA Local Offer / Cheshire East Information Advice & Support/ Children Centre groups and facilities
- providing information in an accessible way for parents.

6.2 Pupil Voice

Early years providers [...] should know precisely where children and young people with SEN are in their learning and development. They should ensure decisions are informed by the insights of parents and those of children [...] themselves.

DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 1.25

Children have the right to be involved in making decisions and exercising choice. Children attending early years settings are aged four years and under so consulting with them to seek their views about how we are meeting their needs has to be age appropriate. Children can communicate using toys, pictures, photos of people and settings, creative role play using puppets and dolls in different scenarios and these can all be used to promote communication and enable children to express their views.

The above can be used in conjunction with the following strategies:

- Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home
- Make close observations during their attendance to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- Involve children with planning their own activities and encouraging them to share what they would like to learn and participate with
- Extend any resources that they show a preference for
- Ensure the children are happy, motivated and make progress throughout their time in the setting.

6.3 Effective Transition

Transitions should be seen as a process not an event and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings.

Early years Foundation Stage Practice Guidance

- For all children, we will ensure early and timely planning for transfer into the setting, from room to room and from the setting into school. We invite parents and carers, room leaders, key workers and the SENCO to SEND reviews.
- During the year in which children are due to move to school, transition meetings are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, buddy bonding activities, parental /carer visits to school or other reasonable adjustments in addition to normal arrangements for all children.
- When children are due to leave our setting, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all children with Statements of SEN or an Education Health and Care Plans at their statutory Annual Reviews.

Section 7: Supporting Children with Medical Needs

- Some children in our setting have medical conditions that require care and support to enable full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case we will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.
- Individual health and care plans are in place for children with medical conditions.

Section 8: Training and Resources

- The DfE funds Local Authorities to provide the free entitlement for 3 and 4 year olds and some 2 year olds. This is funded through the early year's block of the Dedicated Schools Grant (DSG).
- Our setting makes some provision for our children from our core funding e.g. for more frequent engagement with parents, observations of children and group intervention programmes e.g. Toddler Talk.
- Where a child is identified as not reaching expected levels of development after universal interventions, the setting may apply to the Local Authority for some additional funding to provide short term, targeted intervention. This is subject to budgetary availability.
- As a setting we identify the continuing professional development (CPD) needs of our staff through staff appraisals and supervision. The Local Authority provides a range of SEND professional development courses which practitioners can apply for.
- Key workers undertake induction on taking up a post, which includes a meeting with the SENCO to explain the systems and structures in place around the settings SEND provision and practice and to discuss the needs of individual children.
- The Early Years Helpline Tel: 01625 374162.

Section 9: Roles and Responsibilities

Providers must have arrangements in place to support children with SEN or disabilities. Maintained nursery schools and other providers who are funded by the Local Authority to deliver early education places must have regard to the Special Educational Needs (SEN) Code of Practice. Maintained nursery schools must identify a member of staff to act as Special educational Needs Co-ordinator and other providers (in group provision) are expected to identify a SENCO.

DfE (2014) Statutory Framework for Early Years Foundation Stage, para 3.67

9.1 The Provider - Parklands Day Nursery

- The legal responsibilities for disabled children and children with SEN lie with the *responsible body* (Equality Act duties) or the *appropriate authority* (Children and Families act duties). In both cases this is the *governing body* for a maintained school, including a maintained nursery school, and the *proprietor*, that is the owner or the management committee, of a private, voluntary or independent nursery.

9.2 The Manager

- The manager has responsibility for the day-to-day management of all aspects of the setting's work, including work with children with SEN. The manager agrees policies with the provider, works closely with the SENCO on the implementation of SEN and disabilities policies; and has an important role in enabling the SENCO to meet their responsibilities.

9.3 The SENCO

- The SENCO works closely with the manager and with all practitioners in the setting; has responsibility for the day-to-day operation of the setting's SEN policy and for co-ordinating provision across the setting; and for supporting colleagues in all aspects of their work with children with SEN.

Role of the SENCO

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting

DfE and DH (2015) SEND Code of Practice: 0-25 years para 5.54

'The 'SENCo is a significant influence in establishing and implementing the setting's SEN support. This is not the only person to work with children with special educational needs and disabilities but they are the *advocate*, *mediator* and *facilitator* of the process.'

In the

Inclusion in the EYFS: Kay Mathieson 2015

The *impact* of the involvement of the special educational needs co-ordinator (SENCO) and /or other partners where there are concerns about a child's development and learning

Part 2: para 154, p36

9.4 All practitioners

- In addition to the setting's manager and the SEN coordinator (SENCO), all members of staff have responsibilities to disabled children and children with SEN and need to understand these and the setting's approach to identifying and meeting SEN. Where a child is identified as having SEN, the Code of Practice envisages that the individual practitioner, usually the child's key person, will lead the engagement with the child and the child's parents, with the support of the SENCO and remains responsible for working with the child on a daily basis.

Role of Key Person

Providers must inform parents and/or carers of the name of the key person and explain their role, when a child starts attending a setting.

- *The key person must help ensure that every child's learning and care is tailored to meet their individual needs.*
- *The key person must seek to engage and support parents and/or carers in guiding their child's development at home.*
- *They should also help families engage with more specialist support if appropriate.*

DfE (2014) Statutory Framework for Early Years Foundation Stage, para 1.10

Section 10: Storing and Managing Information

Practitioners must maintain a record of children under their care as required under the EYFS framework. Such records about their children must be available to parents and they must include how the setting supports children with SEN and disabilities.

DfE and DH (2015) SEND Code of Practice: 0-25 years para 5.50

- Children's records are sent to the next setting as soon as possible after a child has transferred.
- Whilst the pupils are attending SEND records are kept in a locked filing cabinet. The confidentiality policy is updated annually.

Section 11: Reviewing the policy

This policy is reviewed annually by the Directors / Managers and SENCOS and disseminated to all staff to read and sign.

Section 12: Accessibility

Parklands Day Nursery has all its base rooms on the ground floor and all entrances and exits are accessible using ramps. All children are able to access outdoors easily. There are also appropriate nappy changing and toilet facilities.

Section 13: Dealing with complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance with the child's key worker, then the SENCO, and if unresolved, by the Manager. With all complaints the correct procedure must be followed.

Section 14: Bullying

Parklands Day Nursery has a supporting positive behaviour policy and this policy sets out how we deal with any type of bullying, by teaching children what is acceptable and what is not.

Section 15: Appendices

Copies of the appropriate paperwork and forms can be found in the main nursery office.