

# Special Educational Needs & Disabilities Policy

## See also Equality & Diversity Policy (CC3.1)

*"Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities...(covering) how the individual needs of all children will be met (including how those children who are disabled or have special educational needs, will be included, valued and supported, and how reasonable adjustments will be made for them); (and) the name of the Special Educational Needs Co-ordinator..."*

*(EYFS: 2012: Section 3: 3.66 p27)*

The section of the Childcare Register relating to this policy is: CR6.4-CR6.5

### Named SENCO at each Setting is:

Studley: **Katie Buckley**      Crabbs Cross: **Anita Shepherd**  
Northfield: **Sylvia Mann**      Studley Infants: **Sally Grubb**  
Wigwam: **Colleen Imms**

This Policy is inclusive of all adults within the setting, including staff, parents, students and visitors.

The Nursery and Out of School Club recognise and understand their responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

We aim to meet the needs of each child as an individual regardless of difference and diversity. All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.

We believe that all children should feel valued and confident and should be cared for in a warm and loving environment. We will work with parents at all stages of the child's education and care to ensure our principles are put into practice.

Should a child's progress in any Prime Area give cause for concern, the child's key person must discuss this with the child's parents and/or carers and agree how to support the child. The key person, with the support of the SENCO 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". (Statutory Framework for Early Years Foundation Stage 2012: Section 1: 1.7 p6)

### Partnership with parents

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Partnership with parents is a necessity at all stages of the process. It begins with discussion about the initial concern and the first steps to be taken and continues with full inclusion about all assessments and future plans. Parents will be given details of such services as the SEN Parent Partnership Scheme and Family Information Services to help them understand, from others, the process and to offer them additional support outside of our provision. Should specialist agencies become involved we will make every attempt to provide information to parents regarding support from these also. At any stage should a parent have a complaint regarding our SEN provision they may follow our standard Complaints Procedure in the usual way.

### **Child Participation**

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

### **Admissions**

We ensure that our inclusive admissions practice ensures equality of access and opportunity. There is no presumption one way or the other to children with SEN. As a quality provider we treat all children as individuals and as a private provider we accept children with existing SEN to achieve their integration into the childcare and education setting.

### **Integration**

The Nursery and Out of School Club is committed to the integration of children with SEN. Our philosophy is that children have a right to care and education alongside other children to develop their full potential. We remove or help to overcome barriers for children where these already exist. Children are encouraged to take part in all aspects of routines and activities. They will be fully involved in daily routines, freeplay, outside play, structured activities and visits. When outings are being organised children with SEN will always be included. Wherever possible we will promote positive images of those with SEN in line with our Equality and Diversity Policy. Depending on the individual assessment of each child, adaptations and changes ('reasonable adjustments') to the provision will be made. Through positive images and discussions we promote and value diversity and differences. If encountered, inappropriate attitudes and practices are challenged and corrected. As role models and through role play and circle time we encourage children to value and respect others.

### **Staffing Policies**

Where possible we integrate children with SEN into our existing provision with their peers utilising the same staff ratios as laid down in The Children Act (2004). However, where necessary we can provide more individual care and education, and if this cannot be facilitated internally then outside agencies will be approached for assistance.

### **Identification**

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in

which they will be taught. Where English is an additional language children will be encouraged to communicate, and where possible be taught, in both languages as we understand the importance of ensuring home language is maintained alongside learning English.

### **The SEN Code of Practice (DfES 2001)**

This policy is to be read in conjunction with the SEN Code of practice. However, for summary purposes :

Where children are identified as needing extra support within the setting this is called Early Years Action and involves the SENCO, the parents/carers and the child's key person working together to write a plan to identify how the child will be given extra support in the form of an IEP.

When outside agencies are involved also, this is called Early Years Action Plus.

For the very small number of children whose needs cannot be met in this way and whose needs are more severe and complex, the nursery staff will, with parent'/carer's permission request a formal assessment from the Local Authority.

When children transfer to their next setting we will work closely with that setting and the child's parents to ensure a smooth transition for the child. All information kept on each child is confidential and parents have the right to see all information kept about their child.

### **Identification Process – (The Code of Practice 2001)**

- ◆ There is an appointed Special Education Needs Co-ordinator (SENCO) who will manage the day-to-day running of the policy.
- ◆ It is the responsibility of all staff to be aware that some children may have an unidentified SEN and to bring to the attention of the Room Leader any concerns they may have identified as part of the routine Observation & Assessments (in line with our Observation & Assessment Procedure) or at any other time.
- ◆ Room Leaders are then responsible for informing the SENCO of any concerns that they have on an individual child.
- ◆ It is then the responsibility of the SENCO to undertake some informal observations of the child to confirm or renounce the concern.
- ◆ If the concern is confirmed at this stage the SENCO must inform the Manager and then follow the assessment stages as laid out below. If the concern is not proven then no further action need be taken at this point but details will be kept on file for future reference if further concerns are raised at a later date.
- ◆ The SENCO will liaise with parents and other professionals in respect of children with special educational needs
- ◆ The SENCO will advise and support other practitioners in the setting
- ◆ It is the responsibility of the SENCO to ensure that appropriate Individual Education Plans are in place and reviewed at least every six months, ideally three times per year.
- ◆ To ensure that relevant background information about individual children with special educational needs is collected, recorded and updated.

### **Record Keeping**

A SEN register will be maintained by the SENCO stating names of children that are at the three-stage model of action and intervention along with any IEP's which should be reviewed at least every 6 months. All children's files are kept in a confidential folder stored in the office.

### **SEN Training**

We are committed, as part of our continual training plan, to improving the knowledge, skills and awareness of staff in the identification and assessment of children with SEN and on making provision to meet identified needs. This will be achieved via information sharing from the SENCO and by providing in-house and external training sessions for all the staff. (Statutory Framework for Early Years Foundation Stage 2012: Section 3: 3.18 p16)

### **Links With Other Professionals**

The setting where the child attends the most time will complete a Unique Child Learning & Development Summary (the 'two-year progress check') (EYFSCP1.20) between the age of 24 to 36 months with parents involvement. Where the child's progress is less than expected, the key person and/or SENCO should shape a targeted plan to support that child's future learning and development in the setting. With the parents permission, this can be shared with other professionals. At Bright Kids we also prepare an EYFS Transition to School Summary (EYFSCP1.21) to share with school when children are starting in Reception. This provides parents, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for school.

### **Links with Agencies**

Meeting the special educational needs of individual children requires flexible working on the part of statutory agencies. All services for children with SEN should focus on identifying and addressing the needs of children and enabling them to improve their situation. The objective should be to provide integrated, high quality, holistic support focused on the needs of the child and be based on a shared perspective and should build wherever possible on mutual understanding and agreement. Where multi-agencies are involved we will attend relevant meetings as appropriate and share our part of the responsibility of providing care and education for the child. We will also consult with all agencies on an individual basis as the need arises.

### **Review of Policy**

This policy is reviewed annually. It will also be reviewed in response to changes in legislation and changes within the company.