



# Little Joey's Nursery

## 23. Special Educational Needs & Disability

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- ❖ Equality Act 2010: Advice for Schools DfE Feb 13
- ❖ SEND Code of Practice 0-25 (Sept 2014)
- ❖ Statutory Framework for the Early Years Foundation Stage (Sept 2014)

### Values and Beliefs

At Little Joey's Nursery we are guided in our policy and provision for children with Special Educational Needs and Disability (SEND) by the same principles which underpin our objectives for all children in the nursery.

- ❖ We believe that all children are unique young individuals, whose varying needs are best met in a structured social setting, giving a degree of individual attention in a range of groups and where a team of qualified staff celebrate successes as part of their positive view of children.
- ❖ Through our shared values, we aim to ensure that our theory and practice concerning all children with special educational needs and disability are addressed as an integral part of the whole nursery development.
- ❖ We aim to ensure that difficulties are identified early so that we can address concerns at the earliest opportunity.
- ❖ We work in partnership with parents, carers and children, the Local Authority and other outside agencies.

In seeking to secure these objectives, and in light of measures within the Children and Families Act 2014, management and staff are familiarised with the SEND Code of Practice 0-25 (2014). We support the professional development of all staff to enable them to identify, support, assess, do, review and provide for the needs of all children with SEND - whether or not they have an Education and Health Care Plan.

This policy should be read in conjunction with the nursery Inclusion Policy.

Day to day operation of the policy is the responsibility of the nurseries special educational needs and disability co-ordinator (SEND Co) - at present

### **Aims**

The aims of the Special Educational Needs and Disability Policy and practice at Little Joey's are:

- ❖ To make reasonable adjustments for those children with a disability by taking action to increase access to the curriculum, the environment and to printed information.
- ❖ To ensure that children and young people with SEN engage in the activities in the nursery alongside children who do not have SEN.
- ❖ To reduce barriers to progress by embedding the principles in the Statutory Framework for the Early Years Foundation Stage (Sept 2014) relating to Special Educational Needs (3.67).
- ❖ To use our best endeavours to secure special educational provision for children for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

- ❖ To request, monitor and respond to parent/carers' and children's views in order to evidence high levels of confidence and partnership.
- ❖ To ensure a high level of staff expertise to meet children's needs, through well-targeted continuing professional development.

- ❖ To support children with medical conditions to achieve full inclusion in all nursery activities by ensuring consultation with health and social care professionals in order to meet the medical needs of children.
- ❖ To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all other vulnerable learners.

### **Identifying Special Educational Needs**

The SEND Code of Practice 0-25 (2014) states that children's special educational needs are generally thought of in the following broad areas of need and support:

1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health
  4. Sensory and/ or physical needs
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- ❖ We use the Wiltshire County Council Document, Draft Guidance on SEND in the Early Years: A Graduated Approach (2014) to guide our actions and help assess the level of children's need.
  - ❖ Staff use their professional skills of observation and their understanding of child development to monitor all children within the setting, in order to begin to identify children who may have SEN.
  - ❖ Relationships are built with parents/carers to promote trust so they feel more comfortable in disclosing and discussing sensitive issues.
  - ❖ We will listen to parents/carers concerns about a child's behaviour in their home environment. We will refer children to the appropriate service, for assessment or support, if a parent/carer has significant concerns.
  - ❖ Concerns about children are always discussed initially with other team members in the knowledge that skilled observation and assessment will follow. These discussions may be informal or organised by the SENDCo, but always with sensitivity to matters of confidentiality.
  - ❖ Providing and organising a broad curriculum flexible enough to meet the differing needs of all children. This should be informed by subject co-ordinators, SENDCo and working assessments as appropriate.

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- ❖ We use data to monitor individual children's progress within their room. We analyse this data at each mid-term point, looking for children who have made little or no progress.
- ❖ We carry out a 2 year progress review on our 2-3 year old children and we discuss any concerns that may arise from these.
- ❖ If a child continues to make little or no progress then a decision is made to provide additional support. Staff will consult the guidance in order to compare the child to the descriptors that relate to children's characteristics at SEN Support Stage 1, Stage 2 and the Education and Health Care Plan Criteria.
- ❖ If after receiving support through SEN support Stage1, the child continues to make little or no progress, then additional external support is sought.
- ❖ Written reports are kept on all children
- ❖ Additional care should be taken for children with SEN, with specific targets set in working documents which are reviewed when appropriate and at least termly. These should also include specific strategies derived from staff expertise and consultation with SEND Co, parents/carer's, outside agencies etc.
- ❖ Records completed by staff inform written requests for Formal Assessment.
- ❖ Staff consult with parents/carers and are party to reviews, supported or guided by the SENDCo.
- ❖ The SENDCo meets with the Manager once a week to discuss individual children that may need support and to provide guidance on how these children's needs will be met.
- ❖ The SENDCo conducts reviews for children with My Support Plans on a six monthly basis in line with SEND Code of Practice 0-25.

At Little Joey's, we also consider that although the following are not Special Educational Needs, they may have an impact on children's progress and attainment:

Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)

- ❖ Attendance and Punctuality

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- ❖ Health and Welfare
- ❖ EAL
- ❖ Being in receipt of Pupil Premium Grant
- ❖ Being a Looked after Child
- ❖ Being a child of Serviceman/woman

### **A Graduated Response to SEN Support**

The first step in responding to pupils that have or may have SEN is high quality, differentiated teaching. If children are not making adequate progress even though adjustments and good quality personalised teaching are being carried out, children can be identified as having SEN.

The SENDCo assisted by the manager have overall responsibility and accountability for the progress and development of the children in the nursery with support from other staff.

When children are showing signs that they have an additional need, observations and assessments will be carried out to gather evidence and decide how we will meet those needs. An working assessment or a 'My support plan' (may be put together with parents to decide how we will meet those needs in nursery. Wiltshire County Council suggest using a SEND support plan which incorporates the working assessment and involves parents, children and the nursery in deciding the next steps for the child. The 'My support plan' involves a plan being completed together and involves parents/carers, education and care.

Working assessments (IEPS) will have SMART targets and will involve parents/carers in moving forward to meet the needs of their child. The targets will be shared with staff and notes will be made by staff on the children's progress with these targets. The SENDCo will have overall responsibility of deciding whether these targets have been met and will meet with parents/carers and any other professionals to decide on the next steps. Working assessments will be reviewed every 6-8 weeks.

Outside agencies and other professionals will be contacted if a higher level of need is identified. These outside agencies could include Educational Psychologists, The Early Years Support Service and Speech & Language therapists etc.

The children will be entered on the SEN register if they are on Stage 1 or Stage 2 of SEN Support and have an working assessment or a 'My support plan'. Children will exit the SEN register if it is decided by parents/carers/ the SENDCo and outside agencies (if applicable) and that child has achieved their targets and are no longer being given additional support.

### **Supporting Children and Families**

Parents/carers can find out more information about Special Educational Needs and Disability via the Local Authority Local Offer -

<https://www.wiltshirelocaloffer.org.uk/send-service>

### **Supporting Children at Nursery with Medical Conditions**

The nursery has a statutory duty under the Children and Families Act 2014 to support children with medical conditions in nursery so that they have full access to education including nursery trips and physical development.

- ❖ Children with complex medical needs such as those at risk of allergic reactions, epilepsy, diabetes etc. will have a detailed Health Care Plan drawn up by a Doctor in consultation with parents and nursery.
- ❖ Children who require inhalers or other regular medication will be required to complete the necessary paperwork when starting nursery. It will be the parent/carer's responsibility to ensure we are kept up to date with any changes and staff will monitor the expiry date of medications kept in nursery.
- ❖ Children on prescribed medication are permitted to attend Nursery so long as they are well enough to do so. PLEASE SEE MEDICAL POLICY FOR FURTHER INFORMATION.
- ❖ All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting children in nursery with medical conditions (DfE) 2014.
- ❖ All staff members are First Aid trained and this training is updated regularly.
- ❖ There are always qualified first aiders in Nursery.

### **Dealing with Complaints**

Through prompt action in enlisting parents' partnership in addressing the needs of children with special educational needs, it is hoped to minimise cause for complaint.

In any such cases the nursery staff should normally refer a parent/carer to the SENDCo, or refer to manager if that seems more appropriate.

Complaints are dealt with in line with the nursery complaints procedure.

If a parent/carer has a concern about the Education and Health Care Plan process, the SENDCo will liaise with the Manager in collaboration with the parents.

Parents/carers can be put in touch with the Wiltshire County Council support service for parents.

Date:

Signed:

Review date: