

# SEND (Special Educational Needs and Disabilities) Policy



## Policy Statement

We are committed to the inclusion of all children as they all have the right to be cared for and educated to achieve the best possible outcomes. We provide a positive and welcoming environment where children are supported according to their individual needs and children with special educational needs and disabilities (SEND) are supported to reach their full potential and no child is discriminated against or put at a disadvantage as a consequence of their needs.

We recognise that children may have additional needs that may require particular help, intervention and support. We will work alongside each child's parents and any relevant professional to share information, identify needs and support families to access support.

Further information about the Local Offer and what services can be found within the Plymouth area can be found on line on the Plymouth Online Directory.

## Definition of SEND

Children have special educational needs and/or disabilities if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they...

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

## **Aims**

Our aim at Freshlings Nursery is to ensure that all children are treated equally, are welcomed following the same policy and are supported in order to have the best start in their education. We have regard for the Special Educational Needs and Disability Code of Practice (2015). We ensure all children's needs are considered at all times when at nursery to ensure we are truly inclusive. We aim to work actively with parents/carers, Plymouth City Council and other agencies to ensure the best outcomes for children with SEND.

## **Procedures**

### **Resources and Environment**

At Freshlings Nursery we follow the Early Years Foundation Stage (EYFS) to ensure that all children are developing and progressing during their time with us. All children are monitored using the same curriculum and extra support will be given to any children that require it. We ensure we are inclusive, therefore all children have access to the same resources which are always age and stage appropriate. We use the graduated approach system – assess, plan, do and review to ensure children's progress.

### **Facilities, Staffing and Training**

To ensure the safety of all children in the setting we ensure that the ratio guidelines are always followed. They are:

- For under 2s aged 0-2: 1 adult to 3 children
- For children aged 2-3: 1 adult to 4 children
- For pre-schoolers aged 3-4: 1 adult to 8 children

We always follow ratio guidelines. Team Leaders must report to us should this not be the case. All staff members must take responsibility for knowing how many children are in the room at all times and clearly communicate this with each other in the instance that someone arrives/goes home. All children must be signed in/out of the registers/tablets and no member of staff should ever be completely alone with children. Please see Ratios and Supervision Policy and Lone Working Policy.

Our setting is fully accessible for any disabled individual or child that may need extra support for mobility. We have wide doors to ensure that any wheelchair user can gain access to the building and each room, a disabled toilet is available for those that need it and for anyone wishing to access the garden we have a lift to ensure they can get downstairs safely.

All children will be allocated a key worker upon admission to the setting. All parents will be informed of which member of staff will be their child's key person during their introductory visits to ensure they have chance to get to know them. All staff members are given opportunities for professional development in the form of training courses, if a child attends the setting that the members of staff will need additional support, to ensure they are caring for them appropriately then the relevant training will be arranged.

## **Early Help, IEP and Multi-Agency Working**

In order to ensure that all children with additional needs are supported there will be times where we will implement additional support through certain channels such as an Early Help Assessment or an IEP (Individual Educational Plan), this will, in many instances involve working collaboratively with other agencies which we will always endeavour to do so in a professional manner, ensuring we keep all professionals involved with the child up to date with their progress, including if any new concerns are brought to light.

In the case of an Early Help Assessment needing to be implemented a lead practitioner from the setting will be appointed to attend any meetings and ensure that all actions from the meeting are carried out in nursery where applicable and to support the parent where applicable. The parent's permission will be sought before making a referral, unless it is deemed detrimental to the child to do so.

If a child is identified as needing additional support in their development then another channel we may take is by implementing an IEP. We will ensure that the parent's permission is sought before introducing an IEP and will support the parents with ideas to continue this in the home environment. The child's key person will usually be the one to write and implement the IEP with support from the SENDCO. An IEP sets out specific targets to support a child in their development, activities aimed to aid the child in developing further in a specified area. The child's key person will ensure that these activities are carried out regularly when the child attends nursery and will keep a record of their progress with these. IEP's are reviewed and updated every 6 weeks and parents are kept up to date at all times throughout this process. If the support given through the IEP is not sufficient to support the child to progress satisfactorily, it may be necessary to involve external agencies to request additional support or statutory assessment.

If we have any concerns about a child's development then we will contact the Gateway (with permission from the child's parents) in order to gain some more advice or ideas on how to support the child further. This will also be logged on the local database to ensure that an up to date record of their development

is kept and can be shared with other professionals. We may also attend a MASSEY (Multi-Agency Support Service Early Years) in order to gain information and support about a child from professionals. For some children a statutory assessment may result in an education, health and care plan which will support the child in the setting and in their transition to a new setting or school environment.

We recognise that Early Intervention is key to ensuring that children get the best, targeted support possible. Our staff ensure they monitor each child's development through observations and summative assessments and bring any concerns to the attention of management to ensure that the appropriate channels are followed.

### **Roles and Responsibilities of the SENDCo (Special Educational Needs and Disabilities Co-ordinator)**

The SENDCo is a named person within the setting that has undergone specific training to ensure they are capable to support staff when caring for any child with SEN. They will be able to support staff members when writing and carrying out IEP's (Individual Education Plans), attending Early Help meetings or when working with other agencies that may be involved with the child. However, the responsibility for SEND provision is with all staff. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of any action.

The SENDCO is also responsible for ensuring that all policies and procedures are followed and to ensure that early intervention strategies are implemented whilst working in partnerships with the parent/carers. This responsibility is taken on by the Deputy SENDCO, should the named SENDCO not be available for any reason.

As a setting we endeavour to work effectively with all other agencies to ensure that every child is gaining the best possible care and learning. We feel that this is essential as the support from those with expertise in specific special educational needs is crucial to ensuring each child gains the best support possible. We will do all we can to support all families and children and will put any measures in place possible to ensure that we are giving each child the best start in their development.

We will make parents aware of the Local Offer and the support available through Parent Information Advice Service.

Our SENDCO is Vicky Smith (Early Years, Childcare and Education Development Manager)

## **Legal Framework and Guidance**

Early Years Foundation Stage Statutory Framework (DfE 2021)

Special Educational Needs and Disability Code of Practice (DfES and DoH 2015)

The Children and Families Act 2010

Working Together to Safeguard Children 2018

Plymouth Online Directory