

## Elephant and Castle Child Care Centre Special Educational Needs and Disabilities (SEND) Policy

At Elephant and Castle Child Care Centre we are committed to the inclusion of all children. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a positive and welcoming environment where children are supported according to their individual needs.

We recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child's life or may require long-term or lifelong support. At all times we will work alongside each child's parents/carers and any relevant professionals to share information, identify needs and help the child and their family access the support they need.

In accordance with our admission policy, we are committed to providing a child care place, wherever possible, for children who may have special education needs and/or disabilities (SEND) according to their individual circumstances, and the nursery's ability to make any reasonable adjustments in order to provide the necessary standard of care. All children will be given a settling in period when joining the setting according to their individual needs.

Where we believe a child may have SEND that has not previously been acknowledged, we will work closely with the child's parents/carers and relevant professionals to establish the child's need and to secure any action that may be required. We recognise that children with disabilities may not have SEN but may need the nursery to make reasonable adjustments to enable them to make full use of the settings facilities.

Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:

- Liaising with the child's parents/carers.
- Observe each child's development and monitoring such observations regularly.
- Liaise with any other relevant professionals engaged with the child and their family.
- Seek any specialist help or support.
- Research relevant publications/sources of help.
- Read any reports that have been prepared.
- Attend any assessment or review meetings with the local authority/professionals.

## **Legal framework and definitions**

The relevant legislation underpinning this policy includes:

- Special Educational Needs and Disability Code of Practice: 0-25 Years.
- The Children and Families Act 2014.
- The Equality Act 2020.
- Special Educational Needs and Disability Regulations 2014.
- Statutory Framework for the Early Years Foundation Stage 2014.
- Working Together to Safeguard Children 2013.

We use the definitions set out in the law to describe SEND.

- A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A learning difficulty or disability means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age, and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.
- For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age. For children under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory age has SEN if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special education provision was not made for them.
- A disability is defined in the Equality Act 2010 as 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. Long-term is defined as a year or more and substantial is defined as more than minor or trivial. This definition included 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 require special educational provision they are also covered by the SEN definition.

## **Aims**

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). We have clear arrangement in place to support children with SEND. We aim to:

- Recognise each child's individual needs through gathering information from parents/carers and others involved with the child on admission and through our procedures of observation and assessment.
- Ensure all staff understand their responsibilities to children with SEN and disabilities and have regard to the guidance given in the Special Educational Needs and Disability Code of Practice 2014 (SENDCoP).

- Plan, provide or help parents/carers to obtain any additional help or support for any needs not being met by the universal service provided by the setting.
- Include all children and their families in our provision, making reasonable adjustments where needed.
- Provide well-informed and suitably trained practitioners to help support parents/cares and children with SEND.
- Identify any emerging concerns that might suggest a child has SEND at the earliest opportunity and plan for those needs through a range of strategies.
- Share any information received and assessments made by the nursery with parents/carers and support parents/carers in seeking any help they or the child may need.
- Seek any additional help needed including requesting an Education, Health and Care (EHC) Needs Assessment where the settings own actions are not helping the child to make progress.
- Work in partnership with parents/carers and other agencies in order to meet the individual children's needs, including health services and the local authority, seek advice, support and training where required.
- Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed.
- Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities.
- Ensure that gifted and talented children who learn more quickly are also supported.
- Encourage children to value and respect others.
- Challenge inappropriate attitudes and practices.
- Promote positive images and role models during play experiences of those with additional needs wherever possible.
- Celebrate diversity in all aspects of play and learning.

## **Methods**

We will:

- Develop and maintain a core team of staff who are experienced in the care of children with additional needs. Staff will be provided with specific training to help them make any special educational provision needed and meet the requirements of the SENDCoP 2014.
- Identify a member of staff to be our Special Educational Needs Co-ordinator (SENCO) and share their name with parents/carers (see below for an explanation of their role). Donna Taylor is the lead SENCO and Natalie Goddard is the deputy SENCO.
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents/carers and other professionals.
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery.

- Ensure that our physical environment is as far as possible, suitable for children and adults with disabilities.
- Work closely with parents/carers to create and maintain a positive partnership which supports their child/children.
- Provide differentiated activities to meet all individual needs and abilities to give broad and balanced early learning environment for all children including those with learning difficulties and/or disabilities.
- Ensure that parent/carers are consulted with and kept informed at all stages of the assessment, planning, provision and review of their child's care and education, including seeking any specialist advice.
- Ensure that children's views are sought and listened to.
- Use a graded approach (see explanation below) to identifying, assessing and responding to children who have emerging difficulties, suggesting they may have SEND that requires a different approach.
- When planning interventions and support, agree the outcomes and the expected impact on progress and a date for review.
- Hold review meetings with parents/cares at the agreed times and agree any changes or adjustments to support.
- Seek any further advice or support needed including multi-agency approaches, Early Support and requesting an EHC Needs Assessment where the setting's own actions are not helping the child make progress.
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care.
- Provide parents/carers with information on sources of independent advice and support.
- Keep records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities.
- Provide resources, in so far as we can (human and Financial) to implement our SEND policy.
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided.
- Provide in-service training for practitioners and volunteers.
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- Ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g. assessment information, targeted plans and outcomes, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collected, evaluated and reviewed annually.
- Provide a complaints procedure and make available to all parents/carers in a format that meets their needs e.g. braille, audio, large print, additional languages.
- Monitor and review our policy annually.

## **The role of the Special Educational Needs Co-ordinator (SENCO)**

The role of the SENCO is to provide a lead staff in relation to SEND and to make sure procedures are followed, appropriate records kept and parents/carers are involved. The child's key person will normally remain responsible for working with the child on daily basis and for planning and delivering an individualised programme. The particular responsibilities of our SENCO are:

- Ensure all practitioners in the setting understand their responsibilities to children with SEN and the settings approach to identifying and meeting SEN.
- Advise and support colleagues.
- Ensure parents/carers are closely involved throughout and that their insights inform action taken by the setting.
- Liaise with professionals or agencies beyond the setting.

Our nursery SENCO is Donna Taylor. The deputy SENCO is Natalie Goddard.

## **Graduated approach**

In line with requirements of the SENDCop, we take a graduated approach to working with children with emerging concerns and their families. This approach includes:

- An analysis from health, social services or other agencies.
- An agreement about the interventions and support needed and the expected impact on progress and a date for review.
- Implementation of the interventions or programmes agreed, including assessing the child's response to the action taken.
- A review of the effectiveness of the support and its impact on the child's progress by the key person, SENCO, the child's parents/carers and the views of the child, including any agreed changes to outcomes and support.
- Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENCO, key person, the child's parents/carers and any other professional involved agree intervention is no longer needed or decided to request and education, health and care needs assessment.

## **Education, Health and Care (EHC) Needs Assessment and Plan**

If the help given through the nursery's graduated approach is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents/carers and any external agencies already involved, an assessment will decide whether a child needs and EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEND. The local authority will consult with parents/carers and let them know the outcome of the assessment.

## **Early help assessment**

If we believe a child and their family would benefit from support from more than one agency, e.g. where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may request or carry out an inter-agency assessment to get early help for the family. This early help assessment aims to ensure that early help services are co-ordinated and not delivered in a disjointed way.

In our nursery we use the Family Support Process.

## **Early support**

Where children have disabilities we may seek additional help and resources through the Early Support Programme which co-ordinates health, education and social care support for the parents/carers of disabled children from birth to adulthood. There is more information on the Council for Disabled Children website: <http://councilfordisabledchildren.org.uk/earllysupport>

This policy replaces the original in August 2014 and will be reviewed and amended as necessary.

Signed on behalf of the setting.