



## **Special educational needs/disability policy**

This policy represents the SEND code of practice principles for Special Educational Needs and Disability throughout the Nursery. All Nursery Practitioners, representing Puss 'n' Boots Day Nursery have agreed this policy.

At Puss 'n' Boots Day Nursery we strive to provide a broad and balanced curriculum for all children. The Early Years Foundation stage is our starting point for meeting the specific needs of individuals and groups of children. When planning and implementing activities, practitioners set suitable learning challenges and respond to children's diverse learning needs.

### **What is SEND?**

Children or young people who receive SEND support are usually behind in their development or have a learning difficulty or disability which makes learning harder for them. Children who have been put onto a SEND plan will receive special educational provision.

A child, young person or adult has a learning difficulty and are not meeting their development matters milestones or find it difficult to gain knowledge and skills the same rate as peers of the same age.

A child, young person or adult has a disability when they have a physical or mental impairment.

### **Statement of intent**

We provide an inclusive environment in which all children are supported to reach their full potential in a safe and positive environment. We aim to consider all of the children's needs and interests on a daily basis while working in partnership with parents and appropriate professionals/support agencies. We are committed to work with any child who is behind on their development or has additional needs or a disability, we will also make reasonable adjustments to enable every child to make use of the nursery facilities. All children have the right to a broad and well-balanced early learning environment.

### **Aims**

- We have regard for the new DfES Special Educational Needs and disability Code of Practice 2015.
- We include all children in our provision, no child is discriminated because of their needs.

- We have high aspirations for all children and will support them to reach their full potential.
- We take into the account of the children's individual needs and current interests and use this in planning.
- We make our learning environment safe, fun and accessible to all of the children.
- We provide practitioners to help support parents and children with special educational needs / disabilities (SEND).
- We identify the specific needs of children with SEND and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, adjust.
- As a nursery we are keen to educate ourselves on strategies to support children e.g., appropriate courses.
- We observe children closely and take relevant measures and actions.
- We ensure that children and parents/carers have a voice in all processes.
- We ensure our local offer is accessible

## **Methods**

- We designate a member of staff to be special educational needs co-ordinator (SENco) and give his/her name to parents.
- Our Special Educational Needs Coordinator at present is: Kathleen Pidgley/Courtney Millward
- Manager – Kirsty Woodland is trained in the new PEHA framework.
- Help children to reach their full potential by supporting their needs on an individual basis.
- We undertake formal progress checks with the SEND code of practise/statutory framework for the EYFS 2021
- We complete transition forms.
- We provide a statement showing how we provide for children with SEND as well as send a handout home with parents which gives them a good understanding of SEND
- We ensure that the provision for children with SEND is the responsibility of all members of the setting through training and professional discussions.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We provide privacy for children with SEND when intimate care is being provided.
- We work closely with parents of children with SEND to create and maintain a positive and respectful partnership.

- We ensure that parents are informed at all stages of the assessment, planning, provision, and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We provide each child who is on a SEND plan with home activities via home learning activity bags or Tapestry.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the Poole Early Help Assessment (PEHA) framework where appropriate.
- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating, and reviewing children's SEN Support Plans (SP) and Positive behaviour Plans (PBP) for children with SEN/disabilities.
- We ensure that children with SEND are appropriately involved at all stages, considering their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources (human and financial) to implement our SEND policy.
- We ensure the privacy of children with SEND when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g., Singalong trained staff.
- We ensure the effectiveness of our SEND provision by collecting information from a range of sources e.g., SP reviews, staff and management meetings, parental and external agency's views, inspections, and complaints. This information is collated, evaluated, and reviewed annually.
- We follow the graduated response system assess, plan do and review and share this with parents, we also include child's voice.
- Keep plans up to date and reviewed regularly, plans are changed depending on the stage of progress or support required.
- We provide a complaints procedure.
- We monitor and review our policy annually.
- We create one-page profiles for children who are being monitored or are currently receiving SEND support to ensure all members of staff can get immediate up to date information about the child's individual needs

All our children are assessed throughout their time at Nursery by carrying out observations and their record of achievement, we also keep a concern or no concern log on tapestry which is reviewed termly by the child's key person. We use this information to provide points for their development of an appropriate curriculum to meet all children's individual needs.

If our assessments identify a further need, the key person will liaise carefully with the SENDco within the setting and both will keep parents informed and draw upon them for additional information. If the SENDco, Key person or parents feel the child would benefit from further support, the SENDco will take the lead in further assessments.

The practitioners will record the strategies used to support the child within a SEND Support Plan (SP) or Positive Behaviour Plan (PBP). The SP and PBP will show short term targets set for the child and the teaching strategies used. It will also indicate the planned outcomes and a date for review. In most cases a SEND plan will be set for one term, plans will be reviewed regularly and updated as of when. For example, when a next step has been achieved or if additional support is required. After the child has been on a plan for a term, we assess if the plan needs to continue, and more support is needed or whether the development norms have been achieved and the child will be taken off the plan. Parents will be involved in the writing and review of each SP and PBP.

If an SP and PBP review highlights that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the setting by external support services, firstly the Area SENDco in an advisory capacity. If required, a 'Poole Early Help Assessment' (PEHA) form may be completed with the parents to explore other areas of concern.

At Puss 'n' Boots Day Nursery the SENDco:

1. Manages the day-to-day operation of the policy
2. Coordinates the provision for and manages the responses to children's special needs: support and advise colleagues.
3. Oversees the records of all children with special educational needs.
4. Act as a link with parents
5. Acts as a link with external agencies and other support agencies.
6. Monitors and evaluate the special educational needs provision.
7. Manages a range of resources, human, and material, to enable appropriate provision for children with special educational needs.
8. Contributes to professional development of all staff and keep up to date with training.
9. Ensure SEND plans are up to date and contain relevant activities to support the child's learning.
10. Observe children (assess, plan, do and review)

Early identification is vital. Nursery practitioners inform parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. We have termly meetings with parents/carers and guardians to work in partnership and to review progress of their children, setting next steps for the following term. We inform parents of any outside intervention and request permission to have such interventions. We share the process of decision making by providing clear information relating to the education of children requiring special educational needs support.

### **Graduated approach:**

Assess -Assessment and observation will be carried out to analyse the child's current needs, interests, and stage of development. If a child has made little or no progress further relevant assessments will be carried out by ourselves and with permission from parents, we will contact other agencies such as the area SENDco for support.

Plan- when it has been decided a SEND plan is necessary after notifying parents, the key practitioner and SENDco work together to provide the child with achievable next steps

using child's voice/current interests. The parents are invited in for a meeting to go through their child's plan, they are asked to write their comments regarding their views/opinions and child's current interests and development on the plan and together we discuss the plan thoroughly. We may also seek advice/support from local authority. The plan is accessible to all members of staff and parents/carers via Tapestry.

Do- The child's key practitioner will be responsible to work with the child and their SEND plan whilst being supported by the SENDco. We will also send home activities to parents to work with the child alongside the child's key practitioner and SENDco. The SENDco will communicate with the area SENDco and professionals involved in the child's learning and development. If the child receives EYPP and/or DAF we hold meeting with parents/carers to discuss what the best use of the money would be to benefit the child.

Review- We set an agreed review date to review the effectiveness the plan has had on the child, this will be shared with the child's parents. We will decide whether or not the child remains on SEND plan (SENDco and key person), taking into account of the teams' thoughts and staff observations.

### **Education and Health Plan (EHC)**

Some children may need an EHC needs assessment in order to decide whether to develop an EHC plan. The EHC plan is to adjust and offer support to meet the special educational needs of the child, so they have the best outcomes for them in education, health and social care.

The local authority will conduct the EHC needs assessment and consider a range of evidence that's been gathered by the setting and parents/carers by:

- Collecting evidence of the child's developmental progress and milestones
- Information on child's needs, interests, difficulties, and the impact of the SEND plan
- Providing information and evidence on how we have supported the child.
- Showing evidence of how our additional support has had an impact on the child's learning.
- Gathering information from other professionals on what they have implemented to support the child e.g., speech and language reports and paediatrician reports.

We will ensure we support the child to the best of our abilities by working with the local authority, parents and other professionals to ensure the best learning outcomes and support is provided for each individual child.

If you would like to discuss the group's ability to meet your own child's needs, please talk to Kathleen Pidgley/Courtney Millward.

This policy is reviewed yearly by the nursery manager and SENDco