

**Subject: SEND and Inclusion**

### Policy Statement

Smisby Day Nursery is committed to making our setting inclusive and accessible to all children and to making sure that children are able to reach their full potential. All children have the right to the Early Years Foundation Stage and all staff have a duty to meet the needs of all the children attending the setting.

We have regard for the Special Educational Needs and Disability 0 – 25 years (SEND) Code of Practice (DfES 2015) on the early identification and assessment of children with special educational needs and section 69(2) of the Children and Families Act 2014.

### Definition of children with Special Educational Needs (SEN):

At Smisby Day Nursery we use the definition for SEN and for disability from the SEND Code of Practice: 0 - 25 years. This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for by others of the same age

### Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### The role of the Special Educational Needs Coordinators (SENCo's)

We have a number of Special Educational Needs Coordinators (SENCo's). The SENCo's are responsible for monitoring the needs and progress of children with SEN. The SENCo's will ensure that liaison takes place with parents/carers and with appropriate professionals as well as ensuring that the setting is up to date with current legislation and practice.

They will:

- Ensure that staff are aware of the procedure if they have a concern about a child
- Ensure that all staff have opportunities to undertake specialist training related to special needs, to improve and update their knowledge and understanding
- Make effective use of any available LEA funding and resources to meet the identified needs of children within the setting
- Attend appropriate training/meetings and share this with staff
- Coordinate the provision for children with SEN within the setting
- Liaise with other supportive agencies to develop good working relationships including links with Health and Social Care Professionals
- Gather information on relevant contacts and services to share with parents
- Try to achieve a good relationship for information-sharing, collaboration and understanding with other professionals in order to take into account the complete needs of the child
- Complete paperwork and be able to offer advise to staff and parents
- Be supportive of parents, staff and children

It is the responsibility of **everyone** who works for the organisation to:

- Know who the appointed SENCO Officers are
- Make themselves aware of the details of this policy
- Be aware of 'special needs' and 'disabilities' in the context of Early Years provision and understand how statutory, national and local procedures apply in practice to children under 11
- Set smart targets for children with special needs with other staff, parents and children
- To be aware of the location of the SEND folders, information and descriptors

### **SEND Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in the area that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Inclusion**

Smisby Day Nursery will endeavour to ensure that all children are treated with equal concern and respect and encouraged to take part in the activities that are provided. We will assess the specific needs of every child and take the relevant steps to adapt our facilities and activities to meet the needs of everyone. We will ensure that:

- We make appropriate and effective adaptations to the environment, where practical, to meet the needs of disabled children and those with SEN
- Staffing arrangements meet the needs of individual children
- Our written policy is available to parents and is consistent with current legislation
- Children with special educational needs and disabilities have equality of access to facilities, activities and opportunities
- Regular liaison takes place with parents and other professionals about the need for special equipment/services for children

We aim to foster an environment where all children are:

- Seen as children first
- Able to access and become involved in all activities
- Encouraged to be as independent as possible

In order to meet the needs of all children, including those with SEN, we consider the following issues

- Access
- Activities (planning and differentiating these)
- Staffing levels - making sure these are adequate to meet a child's needs
- Training of staff
- Resources and equipment
- Promoting positive attitudes amongst all children and staff

### **Admissions Policy**

- All children, including those with identified SEN, are eligible for admission to the setting following discussions with parents/carers

- For a child with known SEN then systems and procedures may need to be put in place, resources bought, staff employed, modifications made to the environment, risk assessments carried out, etc.
- A child cannot be refused admission on SEN grounds. However a child may not be able to be admitted to the setting if it would not be safe for that child or his/her admission be to the detriment of the other children. This may also be necessary if full disclosure is not made to the Nursery and a child has an undisclosed SEN or disability

### Partnership with parents

- We encourage parents to work closely with staff to support their children's individual needs
- We make time to focus on discussion of the children's strengths, as well as their needs
- We check that parents understand the graduated procedures of intervention
- We respect the different perspectives and needs of parents
- The Special Needs Co-ordinator and other staff ensure that there is consistent communication and consultation with parents
- We consult with parents about information that should be shared with others
- Parents are able to discuss their concerns with staff / SENCo's / Managers at any time

### Managing Children with additional needs or who are on the SEN Register

The SENCo's, in consultation with the staff and parents will draw up a plan which ensures effective provision is in place and to remove barriers to learning. The review process for children with additional needs in the Nursery will take the format:

**Assess:** Analysis of the child's needs using the staff's assessment and experience of working with the child, details of previous progress and attainment, and attainment under EYFS criteria, as well as the views and experiences of the parents. Formative assessment will also be used to identify individual barriers to learning. This may include assessment from external agencies.

**Plan:** Advice and recommendations will then be incorporated into the child's plan. This will be drawn up by the SENCo in consultation with parents.

**Do:** The staff in the child's base room remain responsible for working with the child on a day-to-day basis. They will work closely with relevant specialist staff to plan and assess the impact of support and interventions.

**Review:** Reviews will be undertaken in line with agreed dates. The review process will evaluate the effectiveness of support and interventions. The SENCo, in conjunction with the parents, will revise the support and outcomes based on the child's progress and development making any necessary amendments going forwards.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

The effectiveness of interventions is monitored on a termly basis. Individual child targets are recorded on their plan. Staffs and the SENCo work together to assess the needs across the whole setting and plan the provision accordingly.

While the needs of the majority of children will be met with the nursery's own resources, some children will have a higher level of need. Where this is the case a referral for an Education, Health and Care Plan will be made.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Staffs
- SENCo
- Social Care
- Health Professionals