

Special Educational Needs and Disability (SEND) Policy

The aims and objectives of our SEND policy are:

Our S.E.N.D policy identifies the importance of the early identification of any difficulties that a child may be experiencing in accessing the learning environment, in which we will provide a range of differentiated activities to meet all individual needs.

We recognise the need to develop and nurture a strong partnership with parents and carers and will always consult with them primarily over any concerns regarding their child. We have a strong commitment to Inclusion for all and will make reasonable adjustments in order to enable children with a disability and those with additional and Special Educational needs fulfil their potential. All staff are familiar with the SEND Code of Practice (2014) and the definition of SEN as stated in The Education Act (1996) which says "A child or young person has SEN if they have 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; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

Our SEND policy complies with the statutory requirement laid out in the SEND Code of Practice (DfE 2014) and has been written with reference to the following guidance and documents:-

- Equality Act 2010
- SEND Code of Practice 0-25 (2014)
- Early YEARS Guide To the 0-25 SEND Code of Practice (DfE 2014)
- Statutory Framework for the Early Years Foundation Stage
- Safeguarding Policy
- Access Action Plan
- Provision Mapping
- Local Offer
- Admission Policy
- Medication Policy

Children's individual progress is closely observed, monitored and recorded appropriately using Blossom software and following the learning and development criteria within the Early Years Foundation Stage (EYFS) using development matters guidance or Lancashire county councils ATTS tracker. The child's key-person is responsible for these observations and is vital to the early identification of support of children with SEN and disabilities and their families. By building a secure and caring relationship with individual key children and their parents, the key person will:

- Become knowledgeable of the individual characteristics of their key children
- Learn about children's individual learning styles and stages of development
- Become familiar with children preferences and choices
- Identify any key issues with a child's learning, development and well-being
- Discuss key concerns with the parents and take their views into account
- Offer suitable support and advice to parents and other key staff
- Liaise and plan appropriate action with the SENCO and other key staff
- Help plan suitable interventions with other staff, the SENCO and parents
- Help implement support in the provision; and
- Advise and support parents with activities at home.

Practitioners within our nursery, will, in addition, consider what is NOT SEN but may impact on children's progress and attainment:-

- Disability. The Code of Practice outlines the 'reasonable adjustment' duty for all settings provided under current Disability Equality Legislation. However, disability alone does not constitute SEN
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of Serviceman/woman
- Being a Traveller

The name of our Special Educational Needs Co-ordinator (SENCO) is Megan Doran

The SENCO'S role is based on strong partnerships with a range of people, to ensure positive outcomes for children and should set high standards for SEN provision, to ensure our SEN provision is effective, the SENCO will:

- Have a good understanding of child development and some knowledge and experience of working with children with learning delays and difficulties
- Have a 'can-do' attitude towards inclusive practice

- Be familiar with relevant Government legislation and policy on equality and SEN and disabilities and know what duties apply to early years providers
- Recognise what good practice 'looks like' and be able to confidently promote inclusive practice
- Be able to identify SEN and disabilities, and apply a graduated approach to identify and meet children's needs
- Be able to challenge and overcome negative attitudes and discriminatory behaviours from staff, parents and sometimes children
- Work in partnership with the staff team to ensure that appropriate approaches and materials from the Early Years Foundation Stage and Early Support are known and used
- Ensure that relevant external referrals are made
- Attend relevant training to keep skills and knowledge up-to-date
- Work with the manager to identify staff training needs
- Work with the staff team to ensure that each child has an effective means of communication
- Be familiar with local practices for safeguarding children and instigating Early Help Assessments
- Be familiar with local services and be able to signpost parents for additional support
- Liaise with external agency representatives such as Area SENCOs, speech and language therapists and local early intervention teams
- Work in partnership with all members of the staff team to ensure the effectiveness of the SEN provision
- Refer children who are not progressing to the attention of the local authority

The admissions arrangements for children with SEN are:

Our Admissions Policy indicates that all children are welcome to join us, (once they have reached the age of ...2...., for registration purposes,) children with S.E.N and disabilities will be given priority for places when places are limited, as long as we are able to meet needs due to health & safety needs of the child.

We ask for parents to help in providing the necessary information about their child at the initial admissions meeting in order that any changes staff ratios, length of sessions and access to the physical environment can be identified. This sharing of information enables the setting to explore with parents and any other professionals involved, how we can provide most effectively for the child.

Information about the setting's policies for identification, assessment and provision for all children with special educational needs:

The SEND COP (2014) states that settings should have a Local Offer which informs parents/carers of children with SEND of what support is available if their child attends an Early Years Setting. Please see our local offer within our policies and procedures and our website, which explains in greater details what Farington Nursery can offer to all children with SEND.

Identification and Assessment and Review of children with SEN:

We have regard for the SEND Code of Practice in supporting children identified with SEND. The Setting staff work within the Framework of the EYFS and will take all necessary steps to safeguard and promote the welfare of children as set out on page 25 (Equality of Opportunities) in the 'Statutory Framework for the Early Years Foundation Stage'. Farington Nursery will follow the SEN support procedure laid out in the code of practice, which is:-

Observing children with SEND taking account of four broad areas of need which are,

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Differentiated approaches to build confidence and help the child develop

Applying a graduated approach using Wave 1,2,3 with varying levels of support, such as TLP (Targeted Learning Plan) using SMART targets or following Wellcomm speech and language programme. At Wave 2 a child may have a TLP which will be reviewed every 6-8 weeks and where concerns remain specialist advice will be sought, a EHA may be required and possibly consideration for Statutory Assessment - Education Health and Care Plan (EHCP).

Assess, plan, do and review - See flow chart 'SEN support'

We use a person centred approach to ensure that the child is at the centre of all targets set and that their wishes and needs are adhered to.

How we support children with Medical Conditions

Farington Nursery recognises that the need for medication is a regular and vital part of many young children's everyday lives especially long term medical conditions requiring regular medication. It is important that we use this Policy to adopt a positive approach to meeting the needs of all children and those of their parents/carers. A Medical Care Plan

may be required and this should be compiled in liaison with parents/health professionals and ourselves. For more information please see our Medication policy.

For Children who no longer need to be on the Code of Practice Record

If, after an agreed period of time, the child begins to respond to support put in place and makes appropriate progress, which will be evidenced on their EYFS profile and tracker and also on review of the Targeted Learning Plans, it may no longer feel necessary to continue to plan in smaller steps. (ie, the child no longer requires provision that is additional to wave 1 provision). At this point, with agreement from all involved, including parents, the child may exit the CoP record.

We monitor and evaluate our SEN policy as follows:

The S.E.N. Policy is reviewed annually, in line with all other policies and Procedures, at the beginning of the Autumn term.

The SENCO has responsibility for integrating new information into the policy and sharing this with all staff.

Advice is taken from other agencies, eg., S.E.N. Inclusion Teacher.

In evaluating and reviewing the policy, consideration will be given to:

- How well children's difficulties have been identified.
- How children's individual targets have been met.
- How efficient has record keeping been in tracking a child's progress.
- How the curriculum has enabled children to access a broad range of activities and experiences.
- How information has been shared with parents.
- How confident are staff in the early identification, assessment and planning for children with S.E.N. and disabilities.

Complaints about our SEN provision are dealt with as follows:

The designated person who will deal with complaints is - Sarah Jackson (Manager)

A copy of the complaints procedure is displayed in the entrance and the Operational Plan, which includes copies of all of the setting's policies and procedures.

Partnership with Parents/Guardians:

From the very first visit, we value a strong relationship with parents/guardians, seeing them as the most knowledgeable source of information about their child. In nurturing this vital link and speaking with parents daily, there are many opportunities to share information, particularly important when a child is having difficulties.

Parental consent will always be requested before any contact is made with any other professionals regarding their child.

Parents will be invited to attend all consultations with other professionals and will hopefully contribute to any decisions made in relation to meeting their child's needs. The child's progress will be shared verbally at the end of any session and by sharing written records on which parents/guardians can add their own comment.

Links with other early years settings:

The setting works closely with local primary schools to prepare all children for the transition to reception class. For children moving between Early Years settings, visits from staff at their new setting and accompanied by staff from this setting are arranged in order that information is shared so that any preparations can be made.

Once again, parental consent is always sought before sharing information regarding any individual child.

Links with other support services and other agencies:

The setting enjoys strong links with local health visitors, providing up to date advice on toilet training and immunisations, and the S.E.N. Inclusion Teacher who supports the SENCO in identifying strategies and targets for individual children . A "Request for Guidance," (with parents' written permission) permits the setting to deploy a professional who will observe an individual child, giving advice with regard to any further specialist support that he or she may need. Speech and Language Therapists visit the setting, to play alongside children whilst sharing advice on how best to support communication difficulties. Educational Psychologists visit to carry out more specific observations of individual children during their usual routines, again parental consent will have been given before any external advice is sought.

S.E.N. Policy Review Record.

Updated: 2025

| Staff | Signature and Comments. |
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| Sarah Jackson | |
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