

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

POLICY STATEMENT

"Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational Provision to be made for them". (The Equality Act, 2010).

A child has SEND if they have a learning difficulty or disability that makes it harder for them to learn than most children of about the same age and which calls for special educational provision to be made for them.

Special educational needs could mean that a child has:

- Learning difficulties - in acquiring basic skills at nursery, which are developmentally appropriate and expected for their chronological age.
- Emotional and behavioural difficulties-in managing the nursery routines and boundaries or/ and in forming positive relationships with peers and adults as developmentally appropriate and expected for their chronological age.
- Sensory or Physical Issues such as hearing or visual impairment.
- Communication Impairment-in expressing themselves or understanding what others are saying to a standard which is developmentally appropriate and expected for their chronological age.
- Medical or health conditions which may slow down a child's progress and/or involves treatment that effects his/her development.

Some children may not have SEND but other factors may impact on their progress in some/ many areas of learning and development:

- Disability.
- Attendance and punctuality.
- Health and Welfare.
- EAL.
- Being a looked after child.

- Being in receipt of EY pupil premium or 2 Year old funding.
- Being a child of a serviceman/woman.

For more detailed information than stated here in 'Tilbury Nursery policy and procedures for supporting children with special educational needs and disabilities' please refer to Tilbury Nursery's 'Local Offer' on Tilbury Nursery's website. www.tilburynursery.org.uk

PARTNERSHIP WITH PARENTS AND CARERS

If we feel that a child is having difficulties then their parents will firstly be approached by their key person. If necessary a meeting with the SEND will be arranged to discuss and share any concerns and agree on the next steps.

If contact needs to be made with any outside professionals then the SEND will always obtain a written agreement from the parents before going ahead. Parents will then be involved by way of arranged meetings, in any discussions and decision-making regarding any arrangements that need to be made about their child's individual needs.

Parents will always be invited to reviews of their child's progress.

Links:

Links will be maintained, with parental consent, with other professionals and agencies, including:

- Educational Psychiatrists/psychologists
- Inclusion Teachers.
- Children's Integrated Services.
- Family support may be sought from the child's children centre and links maintained with the Outreach Workers.
- Links with other educational settings are made with dual settings and during transition to ensure changes are managed as smoothly as possible for all concerned. Information regarding the child's progress is shared with the new setting. The child's Learning Journey is kept by the child and family.

Monitoring and evaluation:

- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is evaluated and reviewed annually.

- Provide a complaints procedure. (See policy documentation in nursery cupboard and policy file on parents table in the foyer). This procedure will be translated to a different format on request to enable all parents/carers to access the information.
- Challenge inappropriate attitudes and practices.
- Encourage children to value and respect others.
- Monitor and review our policy annually.

At Tilbury Nursery we:

- Are committed to inclusion, endeavouring to meet the unique needs of all children, including children with special educational needs, disabilities and higher achieving children, to ensure that they make progress and are supported to fulfil their potential.
- Believe that children have a right to be cared for and educated to fulfil their potential alongside each other, through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other.
- Provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure that no children are discriminated against or put at a disadvantage as a consequence of their needs.
- Promote an atmosphere of encouragement which recognises values and celebrates children's achievements, however small, in which all children can thrive and to develop sensitivity to individual needs and a climate of warmth and support in which self confidence and self-esteem can grow.
- Listen and respond to the child's voice, including their interests, learning styles, motivations, responses and behaviours.
- Ensure that the Special Educational Needs of each child are identified, assessed, provided for and monitored.
- Work within the guidance provided in the SEND Code of Practice 2014.
- Create an inclusive environment that meets the Special Educational Needs of each child including specialist resources and equipment as necessary.
- Believe that all children have a right of access to an appropriately differentiated Early Years Curriculum that promotes high standards of attainment, enjoyment and achievement.
- Are committed to working in partnership with parents and carers in supporting their child's welfare and learning requirements.
- Have a named SENDCo who leads on the implementation of the SEND policy.
- Identify the specific needs of children with special educational needs and aim to meet those needs through a range of SEN strategies.
- Work in partnership with the LEA (Local Education Agency) and outside agencies that provide specialist support for practitioners with responsibility for children with Special Educational Needs and that provide some direct support for specific children with Special Educational Needs.

- Ensure that induction and transition procedures are in place to ensure that all relevant information is shared as appropriate.
- Monitor and review our policy, practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed.

PROCEDURES ROLES AND RESPONSIBILITIES

The Manager and Deputy are the Special Educational Needs Co-ordinator (SENDCo).

- Work positively with the nursery committee, the main nursery practitioners, casual workers and volunteers to promote inclusion.
- Ensure that there are appropriate procedures in place working with, and including children with SEND and disabilities.
- Liaise with practitioners and external agencies to ensure that planning and assessment is differentiated to reflect the needs of children with SEND and disabilities.
- Maintain a SEND Register naming the child with SEND and disabilities and their stage within the SEND code of practice.
- Keep practitioners updated regarding the needs of children with SEND or disabilities.
- Offer advice and support to practitioners, on observing and identifying children's key strengths, areas for further development, 'next steps' and the development of strategies to meet the child's needs.
- Oversee induction and transition procedures, to ensure that all relevant information is shared as appropriate to ensure smooth transition for children with SEND and disabilities between settings.
- Support key persons in liaising with parents offering advice and sharing strategies to promote a consistent approach.
- Support key persons in contributing to assessments and reviews required internally and externally by specialist services.
- Ensure that the nursery 'local offer' is on the website and on the parent's table to inform parents of our SEND provision.
- Advise practitioners on current legislation and statutory requirements with regard to SEND
- Review Tilbury 'Local Offer' annually.

Tilbury Nursery ensures that the provision for children with special educational needs and/or disabilities is the responsibility of all members of the Nursery team.

Key Persons are particularly responsible for:

- Ensuring that their key children with special educational needs are consistently encouraged and supported to participate in all the activities and routine of our Nursery.
- Acknowledging that it is paramount to find out as much as possible about all our children's unique needs and to identify and address how any Special Educational Need may affect his/her early learning or care needs and any additional help that he/she may need.
- Differentiating by nursery routine, activities and outcome when observing, planning presenting and reviewing.
- Ensuring that the physical environment is as far as possible suitable for children and adults with disabilities.
- Reading and reflecting on any reports that have been presented.
- Attending any review meetings with the local Authority/other external agencies.
- Observing each child's development and monitoring regularly.
- Where a child has Special Educational Needs and disabilities; research ways that they may affect his/her early learning or care needs and any additional help/differentiation of activities/routine/environment he/she may need.
- Liaising closely with the child's parents/carers and where appropriate the child to maintain/ foster a positive partnership which supports their child/children.
- Liaising with any professional agencies.
- Recording , informative observations in a range of formats to present concise information to be shared with parents, team members and outside agencies to ensure that children who are at risk of underachieving are identified and strategies and support put in place.
- Ensuring that parents are informed at all stages of the assessment planning, provision and review of their child's education. (GRADUATED RESPONSE).
- Using the graduated response system (see later explanation) for identifying, assessing and responding to children's Special Educational Needs and Disabilities.
- Promoting positive images and role models during play experiences of those with Special Educational Needs and/or Disabilities.
- Celebrating diversity in all aspects of play and learning.
- High quality teaching ensuring that the activities are differentiated for individual children and is the first step in responding to children who may or may not have SEND.
- Ensuring that they attend relevant courses as advised by Management to enhance their practice, particularly in the area of SEND.
- Keeping up to date with legislation and statutory requirements with regard to SEND.

- Following the practice as stated in Tilbury's 'Local Offer' and in the SEND Code of Practice Sept. 2014. A copy of which is in the Nursery cupboard).

ADMISSIONS FOR CHILDREN WITH SEND

OUR inclusive admissions practice ensures equality of access and opportunity. (See Rights and entitlements of children policy in policy document stored in Nursery cupboard).

The admissions arrangements for children with SEND are:

- Children with SEND and/or Disabilities will be admitted in line with our Admission Policy [see Policy document] and the statutory requirements of the SEND and Disabilities Act (2014).
- The admissions process is the beginning of a partnership between the practitioners and parents. At Tilbury the practitioners are committed to meeting the needs of all children and promoting the culture and ethos of inclusion within the settings. Parents are requested to inform us of any special educational needs, medical conditions, allergies or any other concerns they may have about their child. Home visits are offered. The children's centre outreach team or other professionals may notify the SENDCo about children with additional needs, with parent's consent. This will enable the SENDCo to put into place actions in preparation for the child starting nursery, to support each child, such as, a differentiated curriculum or specialist resources.

Specialist facilities and staffing:

- The Manager is a qualified teacher and has had experience of working with children with special needs, including children with autism, children with Communication and Language Delay, children with EAL, and Down Syndrome.
- The key staffs are experienced with the majority with an NNEB or a level 3 qualification. They attend in-house or/and County training to keep abreast of current thought and practice, with priority given to Safeguarding, Paediatric First Aid and Behaviour Management training, which have to be refreshed regularly. All have a basic knowledge of Makaton sign language.
- We aim to provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other nurseries and schools with written permission from parents.
- Children who are identified with a special need will be monitored by the SENDCo and any outside agencies involved.

IDENTIFICATION, ASSESSMENT AND REVIEWS OF CHILDREN WITH SEND AND/OR DISABILITY:

At Tilbury we follow the **SEND Code of Practice 2014** on the Identification and Assessment of Special Educational Needs. We offer a graduated response to intervention.

GRADUATED APPROACH TO SEND

At Tilbury we have adopted a graduated approach to ensure that all children make good progress. We do this through a cycle of assessing, planning, implementing (doing) and reviewing, our provision.[refer to later pages in this document]

This provision is available to all children, with additional support and interventions offered, to meet the additional needs of children, including children with Special Educational Needs and/or disabilities. Children with an identified Special Educational Need will have access to a differentiated curriculum and support to allow the child to access all activities as much as possible.

Parents will be kept informed at all stages and we ensure that children with special educational needs and/or disabilities and their parents/carers are appropriately consulted/involved at all stages of the Graduated Response, taking into account their levels of ability. We use a system of assessing planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs, with the support and guidance from outside agencies and discuss these with parents/carers.

The areas of need include:

- Cognition and Learning (early learning and play).
- Communication and Interaction.
- Sensory and Physical.
- Social, Mental and Emotional health.

(SEND Code of Practice, Children and Families Bill 2014)

Provision offered to all children at Tilbury:

The Manager, Deputy Manager and the Key Persons are responsible and accountable for the progress and development of all the children in our nursery, with the Key Person having marginally more responsibility and accountability for their own key children. Both the Manager and Deputy Manager are Key Persons in our setting.

All children are valued. We recognise each child as an individual with unique learning needs. Children's previous experiences, learning styles, motivations and interests are used to plan meaningful, stimulating and challenging learning opportunities.

Prior to a child starting at our Nursery we have a visit day when the key person will talk to the parent about their child's stage of development and any views that they have on the learning and development needs of their child; this should include information sharing on any agencies that their child has been or is still involved with, such as a speech therapist, audiologist, social worker, health visitor etc.

If the child has been involved with the local children's centres we may have some information prior to the child visiting the Nursery.

Ensure that all children are treated as unique individuals and are encouraged to participate in every aspect of the nursery sessions according to their individual needs and stage of development. Enable all children to have access to a broad, balanced and differentiated early years' experience. And their progress will be monitored and assessed through the development levels of The Early Years Foundation stage (EYFS). Some children will be assessed through WellComm Speech and Language Assessments.

LEARNING PROGRAMME/CURRICULUM

High quality teaching ensures the curriculum/activities is/are differentiated for individual children and is the first step in responding to children who may or may not have SEND.

At Tilbury we base our learning programme for the children upon the Early Years Foundation Stage (EYFS) areas of development for all children, including children with SEND . Continuous provision and adult led activities are differentiated to be relevant to the abilities, interests, developmental levels and needs of each individual child, as appropriate.

ASSESS, PLAN, DO, REVIEW.

Assess

We continuously monitor each child's progress against the EYFS 'likely outcomes' for children according to their chronological age and record their development and achievements, identifying areas where they are developing in line with likely outcomes, above likely outcomes and below likely outcomes. Your child's key person monitors and regularly assesses your child's learning and development in all the seven areas of the Early Years Foundation Stage Programme.

Achievements and progress will be monitored and documented in a 'Learning Journal' Parents/ carers may request to share their child's learning journal at a time convenient to parent/carers and Key Person.

The Assessment of each child's achievements and progress is on-going. The main assessments and progress is shared with parents on a termly basis in the form of an individual 'Unique Child Summary' and more frequently as necessary/requested by parent/carer.

Regular pupil progress meetings are held to monitor children's progress and ensure that children at risk of underachieving are identified and strategies and support put in to place.

These may be in the form of sharing information:

- With parent/carer at beginning /end of sessions.
- Time tabled extended meeting with parent, Key Person, Manager.
- At weekly team meetings led by Manager/Deputy.
- At half termly/termly team supervision meetings attended by Key Person and led by Manager.

Plan

With information gathered about your child from observations and 'shared information with parents and practitioners, targets are set for the children.

Do

The children will participate in the morning routine and activities.

If concerns are raised for example when a child is assessed as working at developmental levels lower than those typical of their chronological age or are not making progress, by making more **detailed observations**, and by sharing more information with parents/carers and nursery practitioners, initial strategies are agreed and put in place..

These may be in the form of:

- Environmental adjustments e.g. quiet areas.
- Targeted/focussed one-to-one and /or group activities.
- Planned interventions, visual time table, now and next boards.
- ABC chart.
- Targeted resources.

Weekly staff planning meetings is held which involve evaluation of strategies and plans for individual children and to agree any changes. The key person is responsible for working with the child on a daily basis, overseeing with the support of the SENCo the consistent implementation of the primary interventions agreed as part of graduated SEN support. The key person reviews the initial assessments regularly to ensure that support is matched to need.

Children who continue to have an unmet need will be:

- Monitored through a specific support plan displaying.
- Differentiated provision.

- Small targeted steps.
- Strategies.
- Additional resources.

Knowledge and advice from relevant professionals and outside agencies may be sought with parent's consent. The SENDCo and nursery practitioners will use specialist knowledge and advice about a child's individual needs to enable them to make progress and reach their full potential.

Where it is decided to provide SEN support, and having formally notified the parents/carers, the practitioner and the SENDCo will agree in consultation with the parent and any outside agencies involved, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.

Parents/carers will be involved in planning the support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Review

- The effectiveness of the support and its impact will be reviewed in line with the agreed date
- The impact and quality of support should be evaluated by the key person and the SENDCo, working with the parents and where possible taking into account the child's voice
- Any changes to the outcomes and support for a child in light of the child's progress and development will be agreed upon with the parents/carers/child
- Parents/carers will be involved in planning the next steps.

This Graduated Approach to SEND of Assess, Plan, Do and Review would be re visited in increasing detail and with increasing frequency, to identify the best way of securing good progress:

- A referral for exceptional needs funding may be made for extra support or funding.
- A Common Assessment Framework (CAF) may be completed.
- Team around the Family (TAF) meetings may be arranged. This is an opportunity for the family and professionals to discuss how a child's additional needs can be met.
- An Education, Health and Care Plan (EHCP) may be initiated. (Children and Families Bill 2013)

(Where a child has an EHC plan, the local authority must review that plan as a minimum every 12 months)

External Support

Outside agencies may be requested by the Nursery if more specialised support and advice is required, if a child continues to make slow or little progress despite considerable input. The external specialist may act as an advisory capacity, provide specialist assessments and /or teaching programmes or support the child directly. Agencies include:

- Educational Psychology
- Health specialist eg, Speech and Language Therapy, Occupational Therapy (OT), physiotherapy
- Specialist teacher for Specific Learning Difficulties (SpLD)
- Autistic Spectrum Disorders (ASD) Team
- Specialist teacher for Visual, Hearing, Physical or Neurological impairment
- Educational Support Outreach eg, DESC
- Play Therapy/ Counselling
- Virtual School for Children Looked After (CLA) Educational

Health Care Plans

Tilbury Nursery endeavours to meet the needs of all children who need SEND support from within our allocated resources. However, a small minority of children who have exceptional and complex needs may require a statutory Assessment from the Local Authority (LA). The request is usually made by the school but parents may also request an assessment. A multi-agency approach is required to assess needs, plan provision and identify resources. Information will be gathered from the school, parents, external education and health professionals and social care. A decision will be made by the Local Authority who will assess to see if the child is eligible for an Educational, Health and Care (EHC) Plan to be issued. For children with an EHC Plan an annual review is held to look at the progress towards the objectives listed on the EHC Plan. EHC Plan have replaced the Statement of Special Educational Needs issued under the previous Code of Practice. Parents have the right to appeal in a number of areas including, the LA's decision not to carry out an EHC assessment, the LA's decision not to issue an EHC Plan, the description of a child's SEND, the school specified in the plan, or the decision to cease to maintain an EHC Plan.

Partnership with parents

The Nursery works closely with parents in the support of those children with special educational needs, respecting the validity of their views and acknowledging their expertise in relation to their own child.

Complaints:

The complaints procedure for SEND will follow Tilbury's complaints procedure. (See Policy document) Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with their child's key person. If a concern continues then the SENDCo will discuss the concern with the parents/carers.

SEND Training:

The SENDCo will attend training courses, relevant for her professional development, on children with special educational needs and disabilities. All practitioners will attend relevant courses, which will be organised with the Manager and evaluated through the nursery's professional development and performance management procedures.

Further guidance:

- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010).
- Early Years Foundation Stage and the Disability Discrimination Act (DCSF 2010).
- The Team Around the Child (TAC) and the Lead Professional: A Guide for Managers (CWDC 2009).
- The Common Assessment Framework for Children and Young People: A Guide for Managers (CWDC 2010).
- Special Educational Needs Code of Practice (DFS 2014). (Stored in Nursery cupboard).
- See 'Useful contact list' attached, Nursery Additional Needs Folder and Key person's Unique Child Red Folders in secure filing cabinet in Nursery Store.
- SENCO resource pack - additional needs guidance stored in Nursery Cupboard.
- IAELD guide - Stored in Nursery Cupboard.
- INFORMATION - about specific impairments/needs. (Stored in Additional Needs files in nursery cupboard).

This policy was adopted at a meeting of Tilbury Nursery Management Committee

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the Management Committee _____

Name of signatory _____

Role of signatory _____