Supporting Children with Special Educational Needs and Disabilities (SEND)

Little Lancing Day Nursery & Forest School

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Policy statement

Little Lancing Day Nursery & Forest School aims to be a fully inclusive nursery and to provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- there is regard for the DfES Special Educational Needs Code of Practice (2014).
- our provision is inclusive to all children with special educational needs and disabilities (SEND).
- parents and children with special educational needs and disabilities (SEND) are supported.
- the specific needs of children with special educational needs and disabilities are identified and those needs are met through a range of SEN strategies.
- There is a partnership with parents and other agencies such as Speech and Language Therapists, physiotherapists, and Sensory Needs Service in meeting individual children's needs.
- Policies, practice and provision are regularly reviewed and, if necessary, adjustments are made.

COMPLIANCE

This policy complies with the statutory requirements laid out in the Special Education Needs and Disabilities Code of Practice 2014 and has been written with reference to the Equality Act 2010.

PROCEDURES

A member of staff is designated to be the Special Educational Needs and Disabilities Co-ordinator (SENCO). Our SENCO is **Hazel Kelly**.

- The policy has been developed by our SENCO and Nursery Manager. A copy is available on request.
- The provision for children with special educational needs is the responsibility of all members of the setting.
- A team of trained and skilled additional staff work closely with the SENCO and outside agencies to provide the best possible outcomes for the children in their care.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

- Parents or other agencies may inform us about a child's development. Staff may also become aware that a child is having difficulties through their observations and monitoring. Many early concerns respond to the general strategies that are used to help children with their learning. If a child does not make progress, despite support, further action is indicated.
- Special education provisions should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs
- *Code of Practice 2014, Page 85 5.32*

These four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to work out what action the setting needs to take, not to fit a child into a category.

MANAGING CHILDREN WITH SEND

At Little Lancing, a graduated response is used. This consists of four steps: **ASSESS-PLAN-DO-REVIEW**

- Inclusive admissions practice ensures equality of access and opportunity.
- Issues are identified, assessed and respond to children's special educational needs.
- Little Lancing work with parents of children with special educational needs to create and maintain a positive partnership.
- Parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- Parents are provided with information on sources of independent advice and support.
- Additional or different provisions required to help children make adequate progress are arranged and plans devised.
- Individual plans (IP's) with clear targets and a date for review will be put into place.
- Differentiation is used in our weekly planning to provide additional support for children with SEND.

MANAGING THE NEEDS OF A CHILD WITH SEND

- Liaison occurs with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- A broad, balanced and differentiated curriculum is provided for all children including those with special educational needs
- There is a system of planning, implementing, monitoring, evaluating and reviewing Individual Plans (IP's) for children with special educational needs.
- Children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Systems are in place for supporting children during the SEN Support and Educational Health Care (EHC) process and planning.
- Systems are in place for keeping records of the assessment, planning, provision and review for children with special educational needs.
- Resources (human and financial) are provided to implement our Special Educational Needs Policy.
- In-service training is available for practitioners and volunteers.
- There is an awareness of any specialism the setting has to offer eg Makaton trained staff.
- The effectiveness of our special educational needs provision is ensured by collecting information from a range of sources eg SEN Support Plan reviews, staff and management meetings, parental and external agency's views, inspections and/or complaints. This information is collated, evaluated and reviewed annually.

Our policies are monitored and reviewed annually.

SUPPORTING CHILDREN AND FAMILIES

Parents Partnership – Parents can (where possible) talk to their child's Key Person at drop off or pick up. They can call the nursery and arrange a time suitable to both parties for an informal/formal chat. They can also use EyLog as a great way of sharing information and viewing their child's progress at nursery. This can also be used for short messages to the key carer where needed.

SUPPORTING CHILDREN AT THE SETTING WITH MEDICAL CONDITIONS

- Children with medical conditions are properly supported so that they have full access to education. Some children with medical conditions may be disabled and where this is the case the setting will comply with its duties under the Equality Act 2010.
- Additional support staff have required training needed to support medical needs.
- Some children may have special educational needs and disabilities and may also have an Education, Health and Care plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.
- Risk assessments are carried out on individual children as needed.

ACCESSIBILITY

Wherever possible, children with SEND receive the same experiences, in line with the Equalities Act 2010, “reasonable adjustments” are made not to treat a disabled child “less favourably”.

COMPLAINTS

It is our aim at Little Lancing that children and parents are given courtesy and prompt, careful attention to their needs and wishes.

We welcome suggestions from families on how to improve what we offer at Little Lancing. We pay prompt and serious attention to any concerns that parents may raise about the running of the setting. It is anticipated that most concerns will be resolved quickly by an informal approach to the appropriate member of staff, usually the Nursery Manager. If parents remain unsatisfied that their concerns have been addressed, a complaints procedure is in place. It is our aim for all concerns about Little Lancing to be brought to a satisfactory conclusion for all.

Author:	JO
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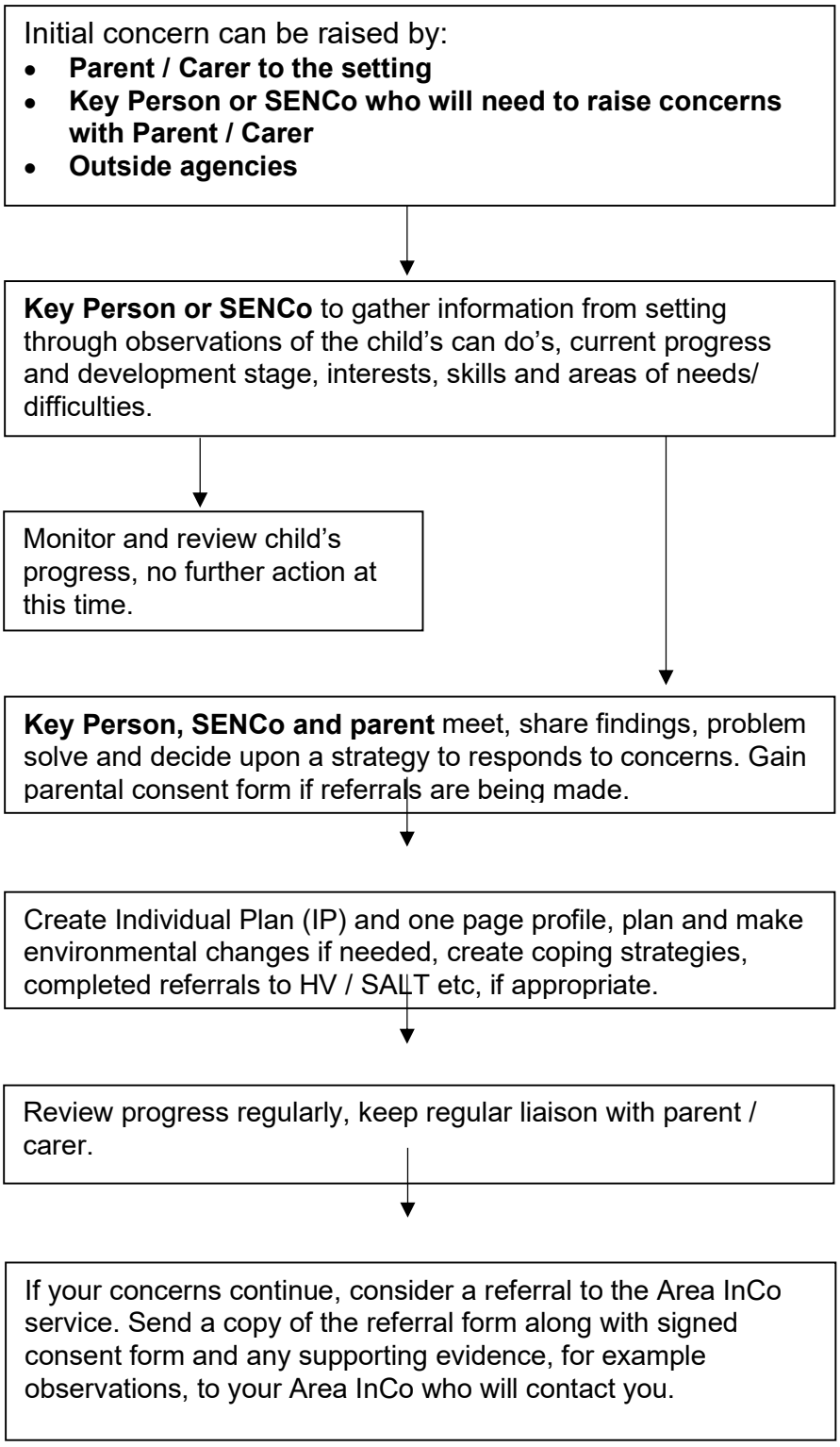
Updated:	
Next Review:	March 2027

The steps to take when you have a concern about a child in your care (SEND)



Assessment form

Child's name			
Date of Birth		Child's age in months	
Key Person Name			
Date of Birth			

Current developmental stage:

Area of EYFS:	Current Age Bracket
Personal, social and emotional development	
Communication and language	
Physical development	
Literacy	
Understanding the world	
Expressive arts and design	
Mathematics	

Area of Concern (please highlight)

Communicating and interacting	Cognition and learning
For example where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.	For example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
Social, emotional and mental health difficulties	**Sensory and/or physical needs**
For example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.	For example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Meeting Minutes:

Next steps:

Continue to monitor	Create an IEP	Referral to outside agencies	Start Chronology

If referring to outside agencies please specify below:

Parent signature	
SENCO signature	
Key Person signature	
Date	

SENCO Chronology

Please use this form to log any communications / Events for a child that is being monitored, IP, IBP, meetings, professional contact and reports.

Name of child		Date of Birth	
Address of child		Looked after child ☐	
EYPP ☐	Disability living allowance ☐	2 years funded ☐	1:1 Support ☐
Professionals Involved	Telephone Contact	Email / address	

Date / Time	Event (Include names / numbers of people spoken to and statements of advice given)