

Special Educational Needs and Disabilities (SEND)

EYFS: 1.1 – 1.17, 2.1 – 2.6, 2.9-2.14, 3.1 – 3.8, 3.45-3.47, 3.53 – 3.54, 3.65, 3.68, 3.69, 3.80.

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

Deerness Valley Nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At Deerness Valley Nursery we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

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 of compulsory school age or a young person 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

Statement of intent

We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique and we do not attempt to categorise children.

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

Who is responsible for SEND

Our nursery Special Education Needs and Disabilities Co-ordinator (SENCO) is Jenny Morecroft.

The role of the SENCO in our setting includes:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting including making referrals to these
- taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.
- Signpost parents and families to our Local Offer in order to access local support and services

(A more detailed description of what these involve is available in the SENCO job description)

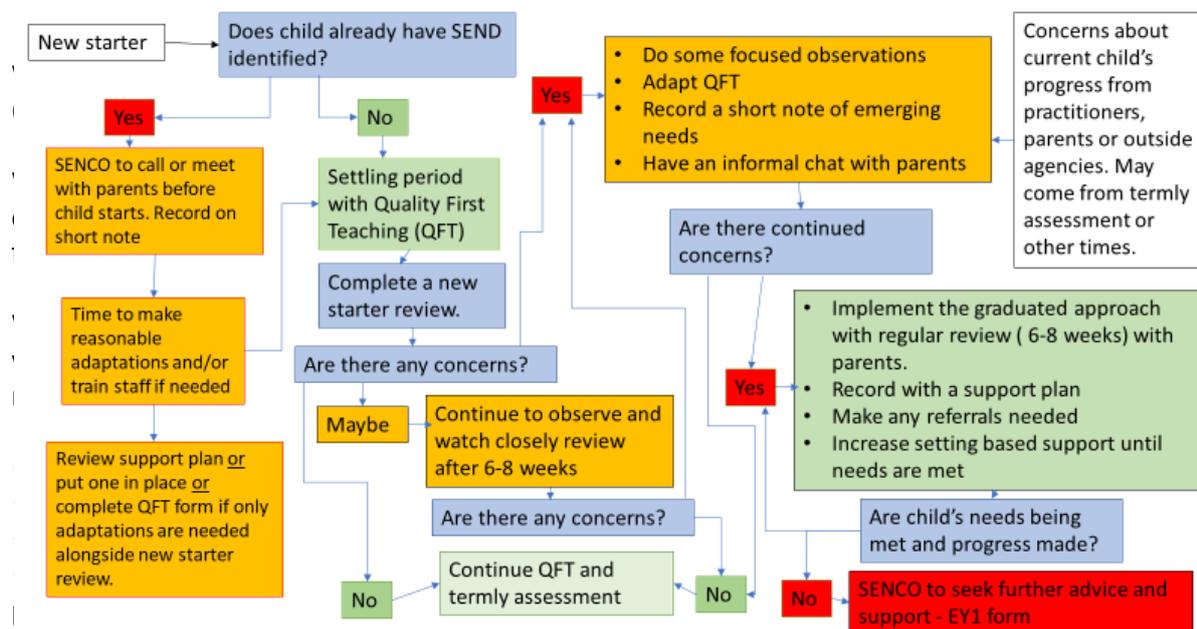
It is the responsibility of all practitioners to:

- Have high aspirations for all children and support them to achieve their full potential
- Develop respectful partnerships with parents and families
- Encourage children to value and respect others
- Provide high quality interactions and activities based on children’s individual plans
- Discuss with a child’s key worker or the SENCO how a child with SEND is progressing and any concerns they may have.
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Develop respectful partnerships with parents and families

It is the responsibility of a child’s key worker to:

- Ensure that initial concerns are logged using a short note form
- Ensure that support plans are followed and reviewed regularly (every 6-8weeks) and discussed with parents and any further concerns discussed with the SENCO. (Support plans may be written jointly with the SENCO.)

What we do at Deerness Valley Nursery



There is a procedure for new starters and also for concerns arising about current children which is described in the above flow chart. All new children will be given a full settling in period when joining the nursery according to their individual needs. This is usually about 6 weeks however if children only attend for a short amount of time such as once a week this may need to be slightly longer. During this time Deerness Valley Nursery will provide Quality first teaching.

Quality First teaching

High quality first teaching (QFT) is the foundation for children’s learning and development and is the starting point for any additional or different provision for children with SEND.

QFT alone may be all that is required for children operating within the broadly normal range of abilities but who may be making slower progress.

Quality First Teaching should include:

- a broad and balanced EYFS curriculum, which meets all statutory requirements.
- an identified key person– to act as the first point of contact, to meet on a regular basis with parents/carers, discuss/review outcomes/social difficulties, coordinate support and build on successes.
- focussed observations in a variety of contexts, which highlight children’s interests and needs and identify any emerging concerns.
- practitioners meet the individual needs of all children by delivering personalised learning, development and care.
- close partnerships with parents/carers; providing clear and accurate information
- suitable arrangements for collaborative working with parents/carers and professionals, social care, schools and health to ensure children benefit from integrated provision.
- children’s views will be considered and valued.
- regular monitoring and evaluation of children’s progress
- inclusion in a range of learning experiences that are suitable, appropriate to an individual child’s needs and compliant with the Equality Act.
- resources suitable for a range of children with learning needs
- a written SEND Policy and a SENCO in line with the current SEND Code of Practice (5.52 –5.54).
- a graduated approach so as to be able to provide specific help to individual children
- a clear approach for promoting positive behaviour that is consistently applied, by all practitioners across the setting clearly linked to age and stage of development.
- reasonable adjustments for children covered by the Equality Act (2010), such as flexible grouping, adaptations to policies and ensuring disability access.
- environments reviewed regularly in light of children’s interests and developmental needs.
- training in SEND to ensure that all practitioners are able to manage the range of learning needs of children included in all early years’ settings.

Formal checks

In addition to the above flow chart Deerness Valley Nursery will also undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January (2015) / statutory framework for the EYFS (2021). These checks are the Two year progress check and the check at the end of the EYFS for any children still with us at the end of the year they turn five.

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children’s individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

Assess

In identifying a child as needing SEND support, the key person, working with the SENCO and the child’s parents, will carry out an analysis of the child’s needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child’s progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents’ agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree 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. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Plan (EHC)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEND
- evidence of the action already being taken by us as the early years provider to meet the child's SEND
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

Effective assessment of the need for early help

We are aware of the process for early help and follow the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from

coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (Working together to safeguard children 2018).

Review

We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.

Latest Review November 2021