



## **Merry Poppets Nursery**

### **Policy for the education of children with special educational needs and Disability**

The Nursery SENCo:  
The Deputy SENCo:

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**THE DESIGNATED NURSERY OFFICER**

This Policy has been written in line with the Education (SEND) (Information) regulations, the code of practice and the SEND act.

#### **Introduction**

Every child may experience difficulties – learning, social, behavioural, and physical or a combination of these, at some time in their nursery life.

We define these difficulties as Special Educational Needs and Disabilities.

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

We believe that educational provision should be made for children with Special Educational Needs and Disabilities.

#### **Children have a learning difficulty if they: -**

- 1 Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in nurseries within the area of the local educational authority.

#### **Key Documents**

- Special Educational Needs and Disability Act 2001
- CAF referral
- SEND Code of Practice
- Disability and Discrimination Act 1995
- 1989 Children Act. (Amendments 2004)
- Guidance for statutory assessment
- Every Child Matters – Change for Children
- How to identify children with co-ordination difficulties
- Speech and language referral
- OFSTED – Guidance
- Guidance on Special Educational needs A Graduated Response 2010

#### **Objectives**

- To offer high standard of broad and balanced curriculum to all children.
- Give all children the right to participate in the setting and the community.



- Early identification of children with special educational needs and make provision to meet those needs inline with the code of practice 2018.
- To use strategies that will be based upon the child's abilities and strengths and will result in improving the quality of education for all children.
- To work in partnership with staff, children, parents and outside agencies to be involved in the planning and implementation of the strategies when appropriate and possible.
- To provide a network of support for children with special needs, which is sensitive, flexible and suited to individual needs and to provide a challenging for talented and gifted pupils.
- Children with SEND needs have equal rights to education.
- To keep precise but detailed records of all children with SEND and monitor or record and evaluate a child's progress.

The nursery ensures that the aims can be met by supplying staff with clarity as to their responsibilities in relation to SEND.

### **Parental Involvement**

Working with parents through a graduated response to a child's special educational needs and disabilities as identified in the code of practice.

Access: information and support for parents in community languages.

Arrangements for responding to parents concerns in line with Local Authority guidelines.

- Parents are informed at all stages in the process of identification and assessment of needs.
- Staff and parents work together through all SEND stages.
- Staff and parents regularly share information about a child with special educational needs and disabilities.
- Individual education plans are written and reviewed in consultation with parents and advisory teams
- Details of daily contact how and who.

### **Policy**

Our aim is to make the nursery a place which enables pupils to: -

- Be self-motivated and facilitate their own learning whenever possible
- Become partners in their own learning
- Be supported in their difficulties and encouraged to extend their strengths



- Feel that their learning is important
- Progress within a broad and balanced curriculum
- Value their own development
- Overcome potential barriers to learning
- Experience learning in a secure, supportive, challenging, interesting and calm environment.

### **More Able Children**

#### **Aims**

- Provide opportunities for children to develop their personalities and specific skills or talents.
- Help children to develop socially, emotionally and intellectually.
- Acknowledge high levels of ability and make appropriate provision for this.
- Encourage children to maximise the opportunities available to them.
- Gain the support of parents.

#### **Definition**

Gifted children are those with high ability, talented or potential in the expressive or creative arts or sports including those who show achievement or potential in a range of contexts. They may have specific aptitude or affinity in the following areas:

- Creative ability
- Physical Ability
- General intellectual ability
- ICT

A more able child is identified through nursery assessment and judgement.

- Assessments undertaken in nursery
- Discussion with colleagues
- Ongoing assessment using differentiated tasks.
- Observation

Parents will be informed if their child has been identified as being more able and gifted.

#### **Admissions**

These are in line with the nursery admissions policy which does not discriminate against anyone with a disability.

#### **What other agencies can provide support to children with SEND?**

We liaise closely with a range of outside agencies in order to draw upon the expertise of a wide range of external professionals to support children with SEND. They contribute through providing observations, reports, advice for staff and parents and by attending professional's



meetings

Agencies may include:

- Local Authority Early Years SEND team.
- The Edwin Lobo Child Development Centre (ELC) or Child Development Centre Kempston.
- Central Bedfordshire Early Help Offer (EHA)
- Child Bereavement, Trauma and Emotional Wellbeing Service (CHUMS).
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- School and Community Nursery Service.
- The Virtual School for Looked After Children (LAC)
- The Hearing Impairment Team (HI)
- The Visual Impairment Team (VI)

### **Local Authority Support Services**

- A relevant list of available support services (Foundation Stage Advisory Teachers (inclusion), Early Years Support Service (SEND) etc)
- The way in which the setting accesses external support.
- Local Offer Website– [www.centralbedfordshire.gov.uk/localoffer](http://www.centralbedfordshire.gov.uk/localoffer)

### **What other different types of support can the child receive?**

Support for children may vary according to their individual needs and may include:

- Participation in small groups which addresses their particular needs.
- Routines and activities may be adapted to meet individual needs and visual timetables may be provided. Alternative communication systems, as advised by Speech and Language Service or the Early Years SEND team.
- A child may be supported by the Early Years SEND Team (EYST) who will visit the setting to offer advice and support.
- 1:1 or small group work to address outcomes specified in a child's SEND Support Plan.
- Additional funding may be provided to the setting from Central Bedfordshire Early Years SEND Panel, following an Early Years Initial Assessment. This will enable staff to spend time with a child to put in place strategies recommended.

### **What support is in place to meet children's physical needs?**

- The setting will follow advice given by Physiotherapists and Occupation Therapists. Setting staff will support children either individually or in small groups.
- We have a designated accessible toilet and fully accessible entrances.
- We always have qualified Paediatric First Aiders in each of the settings and a qualified Paediatric Nurse working across all settings.
- Where necessary, staff will undertake up-to-date medical training.
- Risk Assessments for individual children and for particular activities are completed in conjunction with the SENDCo, where relevant and necessary.
- We comply with the Disability Discrimination Act (2010) in making reasonable



adjustments for children with SEND.

### **Responsibilities**

- The responsibility of the head of the setting is to make provision for children with SEND and to work closely with the SENCo
- The role of the SENCo – to work closely with all staff for the day to day implementation of the SEND policy and co – coordinating provision for the children with SEND through Early Years Action and Early Years Action Plus.
- The roles undertaken by staff in order to ensure the SEND policy are implemented.
- The practices and procedures in place to ensure the early identification of children's special educational needs.
- The implementation of EHA's or SEND plans
- The liaison procedure between staff and parents and external agencies.

### **What specialist training do staff have in SEND?**

Staff will encounter a wide range of children with additional needs. In many cases, the action necessary to respond to an individual's requirements for access to play and learning, will be met through greater differentiation of activities.

Our SENDCo has attended the following training:

- SEN Co-Ordinator training
- The complete SEND Diploma level 4
- SEND work with parents

### **How needs are identified and determined and reviewed.**

#### **How will parents/carers be informed about their child's progress and how will progress be measured?**

- Children are assessed using development milestones taken from. This coupled with parental information, practitioner observation and knowledge of child development provide the information required for assessing developmental levels.
- For further advice we also refer to the Central Bedfordshire Guidance on SEND in the Early Years a Graduated Approach 2018.
- In partnership with parents, the key person and SENDCo consider a child's needs and their progress using the SEND Support Plan. This sets out long and short term outcomes that everyone is working towards. Progress meetings are held half termly and involve the parents, SENDCo, child's key person and any other outside agencies or staff who may be supporting the child.



- A referral may be made to Central Bedfordshire Early Years SEND Team request an Early Years Initial Assessment by one of the early year's professional teams.
- As stated in the SEND code of practice 2018, in a very few exceptional cases where there are severe and complex needs, an Education Health and Care Plan (EHCP) needs assessment request may be necessary.
- Our SEND policy recognises that partnership working with parents/carers is paramount in enabling children with SEND to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to a shared view of the child's needs and make valuable contributions of how to support them.
- We may 'sign-post' parents to other outside agencies and support groups.
- Medical needs are addressed as required by a care plan in partnership with parents and relevant health professionals. Medicines are administered in line with our medication policy.

### **Early Years**

- Information from previous Preschool/Nurseries.
- Information from parents.
- Observations.
- Assessments Profiles
- Medical Information
- Observations by nursery

Provision required will be made in conjunction with parents.

### **Role of Nursery**

- The operation of the Special Educational Needs and Disabilities Policy
- Coordinating and monitoring the provision for children with SEND
- Maintaining up to date data on children with SEND
- Liaising with and advising colleagues, parents, external agencies and staff

If the child makes adequate progress with the additional support, then the support may be reduced and encourage them to become independent learners.

### **Evaluation and monitoring of practice.**

Nursery keeps a list of children receiving additional support

Reviewing and monitoring of IEPs

Evidence of differentiation

Observations

Staff awareness

### **Complaints**

These will be in accordance with the nursery's complaints procedure.

### **The use of nursery's and facilities outside nursery including links with support services**

The Nursery will liaise with appropriate Education services to seek advice and support:



**Who are the key people in the setting available to discuss parental/carers concerns about their child's additional needs?**

- Parents/carers who are concerned about the well-being or progress of their child should speak to the child's key person in the first instance, who will then liaise with the setting SENDCo as appropriate. We are always available to parents/carers for a formal or informal chat.
- Our dedicated Special Educational Needs and Disabilities Coordinator (SENDCo) contact is Emma Bowen.

**Partnership with parents**

If parents are concerned about the provision made for their child experiencing difficulties, they should speak to Mrs Laycock and the SENCo Officer

Parents will be involved in their child's learning and will be consulted when the child is considered for nursery action. IEPs are shared with parents during an appointment with the nursery.

**REVIEWING THE POLICY**

The Policy will be reviewed every year unless a change in legislation necessitates a shorter review period or there are changes in the activities or personnel of the Provision that require changes to be made.