

**EAST LEAKE DAY NURSERY,
PRE-SCHOOL CENTRE,
HOLIDAY & OUT-OF-SCHOOL CLUBS**

Tel:
01509 854205

Email:
enquiries@eastleakedaynursery.co.uk

Website:
www.eastleakedaynursery.co.uk



Manor Farm, Castle Hill, East Leake, Leicestershire. LE12 6LU
Head Office Tel/Fax: 01509 852797

**FARM CENTRE
& WOODLAND SCHOOLS**

Tel:
01509 852525

Email:
enquiries@manorfarm.info

Website:
www.manorfarm.info

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND) POLICY

This Policy should be read in conjunction with the joint Department for Education and Department of Health, Special Educational Needs and Disability Code of Practice: 0-25 years (2014); which replaces the previous SEN Code of Practice published in 2001. The new code sets new expectations for joint planning and commissioning of services to ensure closer co-operation between education, health and social care. Reference should also be made to the local authority requirements of Nursery Education Funding, copies of which are available at each nursery.

RELEVANT LEGISLATION

Key legislation includes:

- The Special Educational Needs and Disability Code of Practice: 0-25 years (2014)
- The Children and Families Act 2014, Part 3
- The Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Statutory Framework for the Early Years Foundation Stage (2014)
- Working Together to Safeguard Children (2013)

DEFINITIONS

A child has SEN if they have a learning difficulty and/or disability which calls for special educational provision to be made for them.

A learning difficulty or disability means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age.

For a child under two years of age, special educational provision means educational provision of any kind.

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A child under compulsory school age has SEN if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.

A disability is defined in the Equality Act (2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they are also covered by the SEN definition.

INTRODUCTION

It is the aim of ELDN to provide quality care and education for all children, regardless of age, gender, ethnicity, or competence in English. Whilst recognizing that some children will need special help, every child is valued as an individual. A child with learning difficulties and/or disabilities may be seen as one who has needs significantly different to the majority of children in their group. These needs may be short or long term and may include physical, emotional, sensory, social, behavioral, learning difficulties, or the 'gifted' child.

It is important that all staff be made aware of issues relating to special educational needs, disabilities and equal opportunities. It is the responsibility of every staff member to be aware of, and to meet, the needs of all the children with the help of the settings designated Special Educational Needs Coordinator (SENCO), whilst recognizing that it may be necessary at times to call upon outside agencies and expertise. The SENCO will liaise with the local authorities Early Years Specialist Teacher/Area SENCO, providing information on all children with possible problem areas, and accessing information on outside agencies and national voluntary organizations if required.

A positive partnership between staff, parents and carers, children and outside agencies is paramount. All parents/carers are welcome to come into nursery to discuss their child's education or any concerns they may have at anytime. **Any concerns about a child, which are identified by the key person, will be discussed with the SENCO and Manager prior to informing the parents.** If the concerns remain, procedures for the graduated approach to supporting the child with their educational needs will be triggered. It is essential that the child's parents/carers are fully involved at all times and at all stages. As part of the dialogue between home and nursery the parents should be well aware of any concerns long before any suggestion is made regarding referral.

A broad and balanced curriculum carefully planned for each child, will be implemented to meet individual needs. Appropriate targets will be set to enable children to succeed in their education; parents and children will be involved in decision-making at each stage.

Resources will be made available to accommodate any special requirements of the child. All staff will be familiar with the Code of Practice. Consideration to any training requirements will be met enabling the nursery to constantly up-date their policy.

1. Principles

The ELDN is committed to providing inclusive experiences for all children:

- ☺ In accordance with our Equality & Diversity Policy, ELDN believes that all children benefit from mixing with a wide variety of children and adults. ELDN actively seeks to include / welcome children from all cultures and backgrounds, including disabled children and those with special educational needs.
- ☺ ELDN will attempt to make relevant provision to support their learning.
- ☺ The feelings and opinions of each child are valued and responded to.
- ☺ Children with learning difficulties and/or disabilities have a right to a broad and balanced curriculum and to be educated and encouraged to develop their full potential alongside other children.
- ☺ ELDN believe that the feelings and opinions of parents (and all those with parental responsibility) are important and will support them in the vital role they play in supporting their child's learning and development.

2. Our Aims

ELDN wishes to:

- ☺ Work closely with parents, keeping them informed about their child's learning and encouraging them to work in partnership with the nursery.
- ☺ Wherever possible, to share learning objectives with all children, including those with learning difficulties and/or disabilities, to involve them in evaluating their progress and in setting new targets.
- ☺ Ensure that teaching methods, resources and learning goals are adapted to meet the individual needs of the child.
- ☺ Identify any learning difficulty and/or disability as early as possible and to offer appropriate support for learning and development.
- ☺ Work with other agencies, where appropriate, to provide the best learning and development opportunities for individual children.

3. Working in Partnership with Parents

ELDN believes that children do best when staff and parents work together. Parents have a unique knowledge of their child and we encourage them to share this knowledge with their child's Key Person. The Key Person will be available to talk to the parents regularly, to share their child's progress and discuss any concerns they may have.

4. Admission Arrangements

To enable ELDN to have a full picture of each child's requirements we would, in addition to our usual admission arrangements, talk to parents about their child's learning difficulties and/or disabilities, gather background information from them and, if appropriate, from any professionals working with their child.

Where a child who is already attending one of our settings is identified as having a special educational need and/or disability, ELDN will support the parents in finding the most appropriate way to address any issues that may arise.

The ELDN is aware of the potential for funding arrangements should there be an agreed need for additional support.

5. SENCO's Name and Role

The Code of Practice expects each setting to appoint a member of staff to take the rôle of Special Needs Co-coordinator (SENCO).

The SENCO at East Leake Day Nursery is**Julie Walker**

In addition to the day-to-day management of our SEND Policy, they are responsible for:

- ☺ Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- ☺ Advising and supporting colleagues.
- ☺ Ensuring parents are closely involved throughout and that their insights inform any action taken by the setting
- ☺ Liaising with professional or agencies beyond the setting

If a parent has a concern about any aspect of their child's development, they are invited to talk to their child's Key Person, the setting's SENCO or Manager.

6. Involving Children in their Learning

Children who are capable of forming views have a right to receive, and make known, information; to express an opinion and to have that opinion taken into account.

Whenever possible, children's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their likes and dislikes will be taken into account when planning their learning.

7. Facilities and Access

East Leake Day Nursery and Out-of-School/Holiday Club

8. Identification, Assessment and Review procedure - The Graduated Approach

ELDN follows the Graduated Approach set out in the SEND Code of Practice (2014), which highlights four stages of action: **assess, plan, do and review**. This approach should be underpinned by assessment evidence, targeted plans and evidence-based support. The approach replaces the previous Early Years Action and Early Years Action Plus, and the need for individual education plans.

The child's Key Person will monitor and review all areas of the child's progress and development. Where a child's progress gives cause for concern this will be discussed with the parents, and arrangements will be made to observe and record the child's skills both at home and in the setting. All information, including any external specialist information and the views of the child and parents, should be considered when coming to decisions about the type of help, support and interventions that are needed to support the child. These should be shared with the child's parents, who should be involved in any decisions about the next course of action.

There are four broad areas of need set out in the SEND code of Practice (2014), these are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to help identify the child's range of needs and will be reviewed regularly to ensure that support is matched accordingly. The SENCO and child's Key Person will work in partnership with the child's parents when analyzing the child's needs and establishing the support needed; including any agreement to work with other professionals outside the setting, the expected impact on progress and a date for review.

The child's Key Person, with support from the SENCO, should oversee the implementation of the interventions or programmes agreed as part of the SEN support.

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. Parents should have clear information about the impact of the support provided and be involved in planning next steps. This cycle of action should be revisited in increasing detail and frequency, including seeking further specialist help to secure good progress until the SENCO, key person, the child's parents and any other professionals involved agree intervention is no longer needed.

If the child's rate of progress is a cause for concern, especially for children with more complex needs, then it may be necessary, in consultation with the parents and any supporting agency, to request an Education, Health and Care (EHC) Needs Assessment.

An EHC Needs Assessment considers whether a child needs an Education, Health and Care Plan (EHP).

The plan, which replaces a statement of the child's needs, must show how education, health and care provision will be co-ordinated, wherever possible, to support the child and achieve their outcomes.

Agreeing to an EHC Needs Assessment does not necessarily mean that the child will have an EHCP; if an EHCP is necessary this will be prepared and issued by the local authority; the LEA will notify the child's parents of the reasons for its decisions.

9. Resources

ELDN already makes a wide variety of toys and equipment available in each of its settings. When purchasing new resources we consider the needs of all children, including children with learning difficulties and/or disabilities. We will explore ways of making specialist equipment or toys available if needed.

Some children with SEN and/or disabilities may benefit from extra adult help. Every effort will be made to secure additional funding should this be considered necessary.

10. Inclusion Strategies

Children with SEN and/or disabilities will be fully included in all aspects of ELDN's setting provision. When planning for special events or outings, their needs will be considered and arrangements made for them to be included.

11. Arrangements for Curriculum Access

ELDN aims to meet individual needs by planning an appropriate balanced and broad based curriculum. We use a range of teaching / learning styles and equipment to ensure all children are able to access activities.

12. Links with External Agencies

ELDN has established links with external agencies; these include, for example, health visitors, speech and language therapists, portage workers, educational psychologists, specialist teachers, and family support workers; all of whom may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The Local Authority must consult and publish a Local Offer which should provide clear, comprehensive, accessible and up-to-date information about the available provision.

There may be occasions, where a child makes less than expected progress, when ELDN needs to seek advice from professionals outside their settings and we will discuss this fully with parents before contacting any agencies.

ELDN recognize the value of working co-operatively with other professionals and sharing information, however, our policy on confidentiality will still apply. We are able to share concerns with our Early Years Specialist Teacher/ Area SENCO, who visits our settings regularly, as part of the Local

Authorities requirement to identify all children in their area who have or may have SEN, or have or may have a disability, in order for them to publish a Local Offer.

13. Transition Arrangements

To ensure a smooth transition, ELDN will, with the parents' consent, make arrangements to share all relevant information with the child's next placement. This could include written records, visits and meetings.

14. Staff Development and Training

ELDN recognizes the value of ongoing training and staff are encouraged to attend training on SEN and/or disabilities, either in-house or by attending courses provided by an external agency. Any information about learning difficulties and/or disabilities gathered by our SENCOs will be made available to all staff.

15. Complaints Procedure

ELDN values the partnership between parents and staff but, should a problem arise, parents are asked to discuss this fully with the Manager. Any complaints will be treated in accordance with our Complaints Procedure and the same time lines will be adhered to.

16. Arrangements for Monitoring, Reviewing and Evaluating the Effectiveness of this Policy

The effectiveness of our Policy will be reviewed annually by seeking the opinions of parents and staff. Amendments will be made to ensure it reflects our current practice and any local or national developments.

Amended November 2014