



## **Special Educational Needs/Disabilities Policy (SEND)**

### **Introduction**

ACE believes that all children are entitled to the same opportunities and experiences. We value children as individuals and welcome all children into our setting where they can enjoy a warm, caring environment and develop at their own pace.

Our aim as a nursery is to be inclusive and we encourage this through our attitudes, language, environment and the ethos of the school.

This policy has been written with regard to The Children's and Families Act 2014 which has brought in the first major reform of SEND Code of Practice in provisions in over 10 years and now extends from Birth to age 25.

Two elements of the 2010 Equality Act which we aim to follow state that all early years settings:

- Must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make 'reasonable adjustments' to their physical environment and practice to ensure that disabled children and young people are not at 'substantial disadvantage'. **(See our Behaviour Management Policy and Equalities Policy)**

### **What are Special Educational Needs/Disabilities?**

Children have special educational needs/disabilities if they have a learning difficulty which calls for special educational provision to be made for them. Or they have a physical disability which may or may not require additional help of some kind. Children have a learning difficulty if they are under the age of five years and fall within the definition of 'A' or 'B' below, or would so do if special educational provision was not made for them.

A. Have a significantly greater difficulty in learning than the majority of children of the same age, or

B. Have a difficulty (physical or otherwise) which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

### **Admissions and Inclusion**

As it states in our admissions policy it is our intention that ACE should be accessible for all children and families from all sections of the local community. The nursery maintains a waiting list (see admissions policy) and all children/families are treated with respect and as individuals.

We can accommodate 40 children in one session divided into two groups. All children are invited to attend settling-in sessions prior to starting and this gives us the opportunity to discuss and assess the specific needs of the children and their families.

The setting is built over different levels which the children have to access, this could exclude certain children from attending. But every effort will be made to include children if possible as long as their SEN/D does not prevent it.

### **Identification and Assessments**

As part of the Early Years Foundation Stage (EYFS) observation, assessment and planning are key elements.

The SEND Code of Practice emphasises the importance of the early identification of Special Educational Needs and Disabilities. Staff observe the children using a range of written observation methods, accompanied by photographs to help assess the children's development across the 7 Areas of Learning:

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Staff plan 'next steps' with parents which aim to move the children forward in their learning and development, helping the children reach their full potential.

If any concerns are raised through these observations, staff inform the nursery's named Special Educational Needs Co-ordinator (SENCO): Lindsey Johnson. A second named co-ordinator is due to attend training during the spring term 2018. They will discuss the concerns raised by the staff member and arrange a meeting with the parents/carers. The **Graduated Approach** will be implemented as follows:

**Assess** – a child's key person observes their progress and raises any concerns with the SENCO

**Plan** – if the child needs SEN support, the SENCO and key person will talk to the parents and together decide what action(s) to take. \*

**Do** – the key person, SENCO and parents put the plan into action, with the SENCO bringing in specialist help as required, for example, speech therapist, educational psychologist.

**Review** – parents, key person, SENCO and parents monitor the child's progress, review the plan regularly and write a new one as required.

The graduated response replaces early years Action and Action Plus. For children with more complex needs, a new statutory assessment process is introduced called (EHC) Education, Health and Care plan.

\* These often initially take the form of ICP's (Individual Child Plan). They contain information on a child's SEND and monitor the child's support through long and short term targets, giving detailed action required to meet those needs.

### **Key Person:**

Each child starting at the nursery will be appointed a qualified member of staff who will be their key person. They will not have sole responsibility for the child but will be responsible for keeping observations organised in the child's file along with photographs as evidence. This helps settle the child into school and the key person will take a lead in implementing and monitoring targets or any ICP's. The key person will liaise with parents/carers and the settings SENCO as previously stated.

### **Environment and Resources**

Our indoor learning environment is offered in four classrooms over two floors with a large rear garden. The routine enables the children to move freely around each floor before moving onto the next level later in the session.

Resources aim to support the 7 Areas of Learning and Development within the framework of the EYFS. Children with SEND may require modified or specialist resources. When appropriate assessment has been made specialist equipment can sometimes be obtained from loan services or use funding obtained from the local authority.

### **Working with parents/carers**

ACE acknowledges the importance of parental/carer knowledge and experience in relation to their children. We build close relationships with the parents/carers, through regular meetings: both formal and informal. Parents can access their child's files at any time.

Staff work together with parents/carers to give day-to-day care and support for the child and family. Staff respect differing perspectives and have positive attitudes to meeting the individual needs of all parents/carers. Good communication is the key, so staff will encourage parents/carers to inform us of any changes or discuss any information relating to the child.

Parental permission will be obtained before referring to others for support.

### **Contact for parents:**

<http://www.cambridgeshire.gov.uk/send> Directory of services for children with SEND and their families.

**Policy Adopted:** Autumn term 2017      **Review Date:** Autumn term 2018

**Designated Person:** Lindsey Johnson      **Signed:** *Lindsey Johnson*      **Position:** SENCO (Special Educational Needs Coordinator)