



Special Educational Needs and Disabilities

Introduction

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

Our aim is to be inclusive and we encourage this through our attitudes, language, environment and vision for the nursery. This policy has been written with regard to the Special Educational Needs and Disability code of practice 0 to 25 years January 2015 (SEND), The Children's and Families Act 2014 and the Equality Act 2010.

What are Special Educational Needs?

Quoted from the Special Educational and Disability Code of Practice 0 to 25 Years January 2015

- 1. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- 2. 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 in mainstream schools or mainstream post-16 institutions.
- 3. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*
- 4. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

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 and families are treated with respect and as individuals.

We can accommodate 40 children in one session divided between two mixed age groups (Puffins and Penguins). All children are invited to settling-in sessions, giving us the opportunity to discuss and assess specific needs of the children and their families.

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 are continually observing the children using a variety of observation styles including: short and longer observations. Photographs are taken regularly, with the 7 Areas of Learning and Development within the framework of the EYFS being the focus (see EYFS Policy).

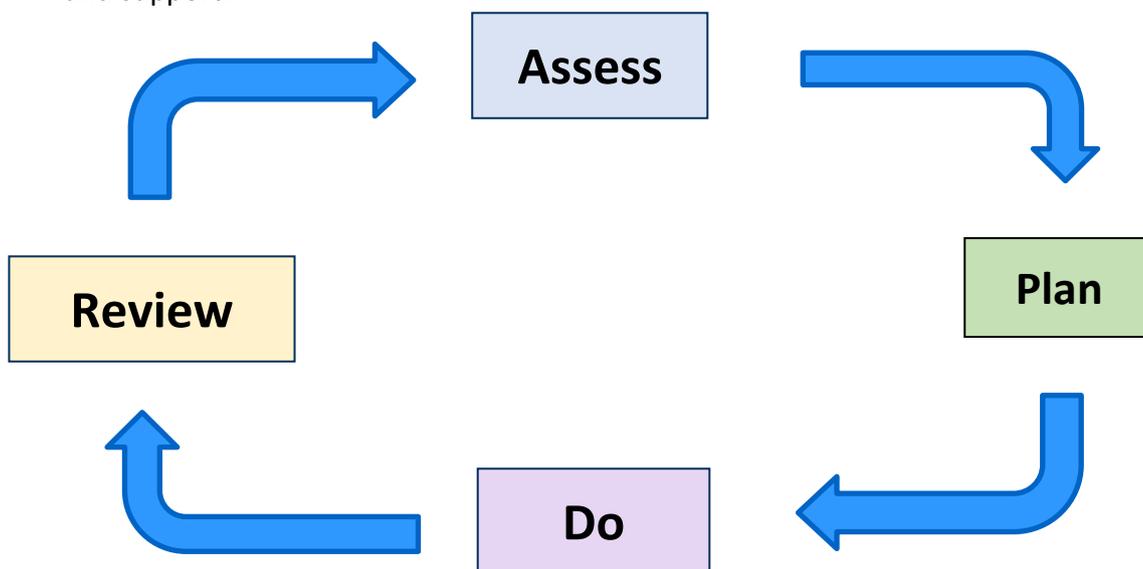
Staff plan 'next steps' and seek ways in which children can progress, so they can reach their full potential. If any concerns are raised through these observations, staff are aware that they should approach the nursery's named Special Educational Needs and Disabilities Co-ordinator (SENCo) Lindsey Johnson.

The following **Graduated Approach** is implemented:

In line with requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children and their families with emerging concerns.

This graduated approach includes:

- An analysis of the child's needs including whether we should seek more specialist help from health, social services or other agencies.
- An agreement about the interventions and support needed and the expected impact on progress and a date for review.
- Implementation of the interventions or programmes agreed, including assessing the child's response to the action taken.
- A review of the effectiveness of the support and its impact on the child's progress by the key person, SENCO, the child's parent(s) and the views of the child, including any agreed changes to outcomes and support.



Assess – The key person observes the child through targeted observations and/or an ABCC observations, to establish accurate information about the child's activity and needs. Targeting attention to the concerns allows the key person to focus on what may be going on for the child in order to make appropriate assessments and plans. The key person and nursery SENCo at this stage will have a meeting with the parents/carers to discuss any emerging delays in the child's development, and this meeting will be summarised and recorded.

Plan – If from the targeted and ABCC observations the child needs SEND support, the nursery SENCo and key person will implement an Individual Child Plan (ICP) and or a plan for Positive Interactions.

ICP's identify the child's needs and support for the short term, in collaboration with the parent/carers. Specific targets are set, and strategies that will be put in place to support the child daily are identified.

The nursery SENCo will provide advice and support and ensure appropriate ICP's are in place. The ICP's will only be shared with outside agencies with parent/carer permission, e.g. health visitors, speech therapists. A

plan for supporting positive interactions is used once a pattern of behaviour observation has been completed (ABCC). This will summarise key assessments relating to the child's interactions. A plan is established to support the whole staff team to implement agreed strategies to support the child to engage positively and respond to behaviours causing a concern.

Do – The appropriate plans are put into action and an individual child plan tracking sheet is used to summarise the implementation of the targets on the ICP. This is an aide memoir and will support practitioners to make accurate assessments at the point of review.

Review – Parents/carers, key person and SENCo monitor the child's progress, review the plans regularly and write a new one as required.

Revisiting this cycle of action in increasing detail and frequency, including seeking further specialist help to secure good progress, until the SENCo, key person, parents and any other professionals involved, agree intervention is no longer required or decide to complete an Early Help Assessment (EHA).

Early Help Assessment (EHA)

An EHA provides a standardised and holistic assessment tool for staff to use with families to identify all of the needs within a family and how their various needs inter-relate. The assessment also operates as a request for services and as such supports decision making about how a family's needs might best be addressed.

An EHA can be used whenever there are concerns that a child, young person, or family has needs which might require targeted support. In Cambridgeshire, we work in a Think Family way, it is therefore important to understand the needs of all family members when undertaking an EHA.

Before we start an EHA the nursery SENCo will always check whether there is already a Lead Professional in place for the family by calling the Advice and Coordination Team on 01480 376666.

Provision

Role of Staff

The nursery's named SENCo: Lindsey Johnson and Diana Church are responsible for co-ordinating provision for children with SEN/D. The SENCo will liaise with parents/carers, staff and if necessary, outside agencies and will be responsible for ensuring the children's needs are met. SENCo's undergo specific, ongoing training to carry out their role. The SENCo will make sure this policy is reviewed and kept up to date with current legislation.

Key Person

Each child starting at the nursery will be appointed a member of staff who will be their key person. They will not have sole responsibility for your child but will be responsible for keeping observations organised in the child's development folder along with photographs as evidence, help settle the child into nursery, and will take a lead in implementing and monitoring targets on any ICP's and play a key role in identification, assessment and care of the child. The key person will liaise with parents/carers, the nursery SENCo and outside agencies when necessary and they will be there for advice and support for the parents/carers.

Environment and Resources

Our learning environment is via four classrooms which are located over two floors of the building. The children can move freely and at their own pace, between the two classrooms on each floor and during the session will move from one floor to another to access all areas of the nursery to aid independence and confidence. The garden is used as an extension of indoors and both areas can be adapted to meet the children's individual needs. 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 funding obtained from the local authority.

Working with parents/carers

ACE acknowledges the importance of parental/carer knowledge and experience in relation to any child. We aim to build close relationships with the parents/carers, through regular meetings: both formal and informal. Parents can access their child's development folder at any time. Staff will 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 our 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 always be obtained before referring to others for support and ICP's will always be shared with parents/carers.

Contact for parents: Parent Partnership Service – 01223 699214 email: pps@cambridgeshire.gov.uk

The Parent Partnership Service provides support and information for parents/carer's of children who have a wide range of Special Educational Needs and Disabilities.

Participation of children

Ascertaining the child's views may not always be easy, for example, very young children and those with severe communication difficulties may present challenges. But the principle of seeking and taking account of the ascertainable views of the child or young person is an important one and where possible this is something which ACE is committed to do.

Policy adopted: Spring term 2019

Review date: Spring term 2020

Signed: *Lindsey Johnson*

Position: Deputy Headteacher and SENCo Lead

Signed: *Diana Church*

Position: Early Years Practitioner and SENCo