

## **Special Educational Needs policy**

Children with special educational needs (S.E.N) have difficulties or disabilities that make it harder for them to learn than other children of the same age. They may need extra help because of difficulties concerning areas of their development, such as communication, physical skills, learning or behaviour. Many children will have a form of special educational need at some time during their early years. We aim to help children overcome the barriers that their difficulties present quickly and easily, but a few children will need extra help for some or all their time at Nursery. Our SEN coordinator is Taylor Burgin.

### **Meeting Children's Needs**

As a Nursery we are covered by the Equality Act 2010 by: -

- Not treating a disabled child 'less favorably' than a child without a disability.
- Making 'reasonable adjustments' for disabled children.

We endeavour to meet the individual needs of children who have EAL although the 1996 Education Act states children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

We have regard to the 2011 Education Act and the Special Educational Needs Code of Practice (SENCoP) (2014), which gives guidance to nurseries that help to identify, assess, and provide for children with S.E.N. It sets out the processes and procedure that we follow to meet the needs of children.

Copies of the above are available from the SENCO office to view on request.

### **Aims**

At Bizzy Bees Family Childcare centre we aim: -

- To provide an inclusive learning environment which is happy, safe, and educationally sound for all children.
- To develop each child's full potential according to their individual needs.
- To increase awareness, understanding and knowledge of S.E.N. for all our children, staff and parents through the curriculum, resources, training, and discussion
- To work in close partnership with parents and carers, drawing on their expertise and knowledge and working together to maximise opportunities for the child.
- To foster and maintain links with all professionals who can offer support and advice to benefit the child.
- To maintain and develop our links with feeder schools to facilitate the smooth transition through the Foundation stage for all our children.
- To harness all appropriate training and support to benefit our children.
- We monitor our practice and provision and if necessary, make adjustments.
- Our S.E.N. Policy is reviewed annually as well as when new legislation comes into force.

### **Admission**

We include all children in our provision and our admissions practice ensures equality of access and opportunity. Our admission policy clearly identifies that priority is given to: -

- Children where nursery provision is in the interests of a child's development (as identified in the Children Act 1989, Section 17).
- Children with physical and/or learning difficulties.

To enable the policy to be put into practice we strive to ensure appropriate nursery placements for children by considering carefully all resources required ensuring that their needs can be met. If these can be met the SENCO will ensure necessary action. The following factors are considered: -

- Child/Carer ratio.
- Medical needs.
- Staff/carers experience/training.
- Equipment required.
- Support services available.
- Health and safety considerations.
- Physical environment.
- Privacy of children with SEN/disabilities when intimate care is being provided e.g., toileting.

### **Assessment of children's Needs**

In order that appropriate provision can be made for children, difficulties need to be identified, assessed, and responded to as quickly as possible. At nursery age there are a number of ways in which children are identified: -

- Parents may express concern about their child prior to or upon admission to nursery.

- Staff identify children who cause concern through observation, assessment, and discussion with parents. The SENCO will carry out monitoring/observations over longer periods if necessary.
- Contact with and assessment by Health Visitors, Speech and Language Therapists, Ryegate and other professionals will alert the Centre SENCO to a child's special needs.

### **Identification, Assessment and Provision in Early Education Settings**

To do this we observe children and record our observations. This helps us to see if they are taking part in the full range of activities and if they are making progress in learning and development. To help us develop a full picture of the child we aim to work closely with parents and carers. We try to speak regularly with them about their child and if, as part of these discussions, we identify any aspects of learning or social development that need additional attention we will draw up a simple plan and discuss next steps. Many children receive some additional attention for a short period.

The sorts of action we might take include: -

- Making additional observations.
- Setting up particular individual or group activities that interest and engage children to help them learn particular skills.
- Increase staff ratios during particular times or activities.
- Involving staff in training to gain knowledge about particular approaches in order to meet children's individual needs.
- Making sure that all children, but particularly those who may have some difficulty, are rewarded for the improvements they make in their learning or behaviour.
- The SENCO may discuss using a support document such as a Loche and Beech or a Support plan, these may also be used for further evidence should another outside agency need to be contacted.
- Some children may need more support and when this occurs the SENCO will, with parent's permission, contact outside agencies to ask for additional advice or resources to help meet the child's needs. We make available to parent's information about support services that are available in Sheffield as well as information about local Parent Partnership Services, which provides support and information for parents who have children with special educational needs.

### **Graduated approach**

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, nurseries should 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 the SENCO and appropriate records will be kept according to the Code of Practice. The 'graduated approach' to SEN support is based on 4 stages of action: -

1. Assess: carry out an analysis of the child's needs, with the help of external professionals where necessary, and review it regularly to ensure support is matched to need.
2. Plan: agree, in consultation with parents, the outcomes sought for the child, what will be put in place to achieve these, the expected impact and a clear date for review.
3. Do: implement the interventions or programmes as agreed. The early years practitioner (usually the child's key person) remains responsible for working with the child on a daily basis, but the SENCO should support them.
4. Review: regularly evaluate the effectiveness of the support provided and agree any changes to outcomes and support in line with findings with parents

### **Early Years Action (E.Y.A.)**

This is when staff identify a child who needs additional or different input from that usually provided to enable a child to access curriculum.

The indicators for intervention through Early Years Action could be a parent or staff concern about a child who, despite receiving appropriate early education experiences: -

- Makes little or no progress despite individual care.
- Works/plays at a level significantly below others the same age.
- Presents persistent emotional/behavioural difficulties.
- Has sensory or physical problems and makes little progress despite aids and equipment.
- Has communication and interaction difficulties and needs specific intervention.

### **Individual Education Plan (I.E.P)**

Strategies to help children are agreed by parents, staff, and the nursery SENCO (Special Needs Co-ordinator) and form the I.E.P.

The I.E.P sets out the: -

- Short term targets for the child.
- Strategies to be used.
- Provision to be put in place.
- Help to be given at home.
- Outcomes and progress.

- Time for review.

### **Early Years Action Plus (E.Y.A.P.)**

If a child has significant difficulties or has made insufficient progress despite support at Early Years Action, further advice from outside specialists may be sought and may result in a specific diagnosis (staff members are not in a position to offer a diagnosis of SEN). This part of the graduated response is called Early Years Action Plus, and reflects the more intensive, individualised, and sustained input required.

### **Children with Statements of Special Educational Needs**

For a very few children the help given by the Nursery through Early Years Action Plus will not be sufficient for them to progress satisfactorily. Parents, Nursery staff and outside professionals can request the Local Authority to make a full Statutory Assessment of the child. Should a statement be required it will be reviewed annually.

### **Support and Resources**

There is no specific budget delegated to our nursery to meet the needs of children with S.E.N. however, we do have access to Early Intervention Grants, which can provide funding for support on a termly basis to those children in most need across the city. We can also access some support from an Inclusion Teacher, School readiness, 0-5 SEND team and the Autism Team for those children with autistic spectrum difficulties.

### **The Role of the Special Educational Needs Co-ordinator (S.E.N.C.O.)**

The S.E.N. Co-ordinator, Taylor Burgin, works closely with all staff and has responsibility for the day-to-day operation of the policy and co-ordinates provision for children with S.E.N. Part of the duty entails: -

- Working closely with the child's key person, support worker and parents to ensure appropriate provision is made for each child.
- Maintaining appropriate Special Needs records for children.
- Liaison with outside professionals (With parents consent and knowledge).
- Co-ordinating reviews.
- Ensuring liaison with feeder school's S.E.N.C.O.'s to ensure continuity for children and smooth transition process.
- Collating I.E.P.'s for children at all stages of the SENCoP.
- Ensures the provision for children and SEN/disabilities is the responsibility of all members of staff in the setting.

### **Parents and Carers**

At Bizzy Bees, parents are seen as vital partners in their child's education. For children with Special Educational Needs, we particularly acknowledge the expertise and knowledge that parents have about their own children.

Bizzy Bees works closely with parents at all stages, valuing their input and contribution to maintain a positive partnership. There are a number of ways in which we communicate with parents and carers: -

- Parents, key person, S.E.N.C.O.'s (and outside professionals at EYA+) meet regularly to review children's progress and share information. Parents are given copies of review notes and I.E.P.'s.
- We ensure that parents are informed at all stages of the assessment, planning, provision, and review of their child's education.
- Information is provided to parents via our handbook, parent's leaflets and L.A. Parent/Partnership materials and sources of independent advice and support.
- If parents of children with S.E.N. do not have English as a first language or have difficulty communicating, we will make every effort to ensure that an interpreter or signer is available.
- Should a parent decline advice given by the SENCO, a written record will be given to parents and a signed copy will be kept on file. This will back up verbal advice given and provide written evidence of the SENCO's recommendations to assist the family.

### **Early Support**

Early Support is the Government's programme to improve the quality, consistency, and coordination of services for young disabled children and their families across England.

Early Support is targeted at families with babies or children under five with additional support needs associated with disability or emerging special educational needs.

Our SENCO, Taylor Burgin, is trained in Early Support and will provide information, attend multi-agency meetings and will be the key worker for the family, if required. She is supported by Gemma Clarke.

### **Child Participation**

We believe that from an early age, children with S.E.N. should be actively involved in decisions that affect them. Participation needs to take account of their experience, skills, knowledge and understanding. This may be expressed or observed in a variety of situations e.g., in play, in creative activities and drama, as well as through verbal communication and social interaction.

Children with limited experiences are gently encouraged to participate at a level comfortable to their needs. Staff discuss suitable strategies with parents to develop children's confidence and subsequently access a wider, all-inclusive curriculum.

Choices may need to be introduced gradually, starting with one or two activities on a smaller planning board, using a visual timetable or objects of reference. Termly target setting may include or reflect children's interests and are discussed with both parents and children.

Choices can be made within workshop areas from the materials and equipment, from choosing whether to play inside or out and to share and take turns, developing skills of co-operation, negotiation, and problem solving. Including the children will help them to become independent and creative learners, essential to the development of confidence and self esteem.

**Staff Training and Development in relation to S.E.N.**

Bizzy Bees makes an annual audit of training needs for all staff, taking into account Centre priorities as well as personal and professional development.

S.E.N.C.O.'s will attend regular training offered by L.A. relevant to their responsibilities.

**Complaints Procedure**

The Centre's Complaint's Procedure is available from Reception. The Co-ordinator is always available to discuss any concerns parents may have.

Under the Special Educational Needs and Disability Act 2001, parents will also be able to register independent disagreement resolutions.