**Special Educational Needs and Disability Policy and Procedure (SEND) Reviewed Date: December 2020. Next Review Date: December 2021.**

**Policy Statement**

Docklands Day Nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to achieve the best possible outcomes and to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities, develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs.

Where we believe a child may have learning difficulties and/or a disability that has not previously been acknowledged, we will work closely with the child’s parents and any relevant professionals to establish the child’s needs and to secure any action that may be required.

Docklands Day nursery believes that all children have the right to experience and develop alongside their peers no matter what their individual needs are. Each child’s needs are unique; therefore, any attempt to categories children is inappropriate.

In Docklands Day Nursery, we know that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child’s life or may require longer-term or lifelong support. At all times we will work alongside each child’s parents and any relevant professionals to share information, identify needs and help the child and their family access the support they need. So we are committed to working alongside parents in the provision for their child’s individual needs to enable us to help the child to develop to their full potential. The nursery is committed to working with any child who has a specific need and or disability to enable every child to make full use of the nursery’s facilities. All children have the right to broad and well-balanced early learning environment.

All children will be given a full setting in period when joining the nursery according to their individual needs.

In accordance with our admissions policy, we are committed to providing a childcare place, wherever possible, for children who may have special educational needs (SEN) and/or disabilities according to their individual circumstances, and the nursery’s ability to make any reasonable adjustments in order to provide the necessary standard of care. All children will be given a full settling in period when joining the nursery according to their individual needs.

Whenever we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:

* Liaising with the child’s parents
* Observing each child’s development and monitoring such observations regularly
* Liaising with any other relevant professionals engaged with the child and their family
* Seeking any specialist help or support
* Researching relevant publications/sources of help
* Reading any reports that have been prepared
* Attending any assessment or review meetings with the local authority/professionals.

**Legal frameworks the policy is based on and definitions**

The relevant legislation underpinning this policy includes:

* [Special Educational Needs and disability Code of Practice: 0 to 25 years](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319639/Code_of_Practice-Final-10June2014.pdf)
* [The Children and Families Act 2014, Part 3](http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)
* [The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents)
* [Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made)
* [Statutory Framework for the Early Years Foundation Stage (from September 2014)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf)
* [Working Together to Safeguard Children 2013](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281368/Working_together_to_safeguard_children.pdf)

 We use the definitions set out in the law to describe SEN and disabilities.

* A child has SEN if they have a **learning difficulty 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 above, 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.
* 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](http://www.legislation.gov.uk/ukpga/2010/15/contents) 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 be covered by the SEN definition.

Aims

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years. We have clear arrangements in place to support children with SEN and disabilities. (<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>)

We aim to:

* Recognise each child’s individual needs through gathering information from The child, parents and others involved with the child on admission and through our procedures for observation and assessment and ensure all staff are aware of, and have regards for the special educational needs Code of practice.
* Develop and maintain a core team of staff who are experienced in the care of children with additional needs. Staff will be provided with specific training to help them make any special educational provision needed and meet the requirements of the Special Educational Needs and Disability Code of Practice 2014. Ensure all staff members understand their responsibilities to children with SEN and disabilities.
* Plan, provide and help parents to obtain any additional help or support for any needs not being met by the universal service provided by Docklands Day Nursery
* Include all children and their families in our provision, making reasonable adjustments where needed and provide well-informed and suitably trained staff team to help support parents and children with special educational needs and/or disabilities.
* Identify any emerging concerns that might suggest a child has special educational needs and/or disabilities at the earliest opportunity and plan for those needs through a range of strategies
* Share any information received and assessments made by the nursery with parents and support parents in seeking any help they or the child may need
* Seek any additional help needed including requesting an Education, Health and Care (EHC) Needs Assessment where the nursery’s Management actions or efforts are not helping the child to make progress
* Work in partnership with parents and other agencies in order to meet the individual children's needs, including health services and the local authority, and seek advice, support and training where required
* Monitor and review our practice and provision and, if necessary, make adjustments and seek specialist equipment and services if needed
* Ensure that all children are treated as individuals/equals and are encouraged to take part in every aspect of the nursery according to their individual needs and abilities
* Ensure that gifted and talented children who learn more quickly are also supported and encourage children to value and respect others
* Challenge inappropriate attitudes and practices and promote positive images and role models during play experiences of those with additional needs wherever possible as well as celebrating diversity in all aspects of play and learning.

**The role of the Special Education Needs Co-ordinator (SENCO)**

The role of the SENCO is to provide a lead for staff in relation to SEN and disabilities and to make sure procedures are followed, appropriate records kept and parents are involved. The child’s key person will normally remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The particular responsibilities of our SENCO are:

* Ensuring every staff member in the setting understands 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 actions taken by the setting
* Liaising with professionals or agencies beyond the setting.
* Developing variety of approaches to meet the needs of every child.
* Building on the accomplishments of every child.
* Valuing every child and accepting each child an individual.
* Ensuring that every child’s voice is heard and included in their planning.

**The SENCO Lead Person:** Our Nursery’s Special Education Needs Co-ordinator (SENC O) **is Grace O. Olowu.** She will work closely with all staff to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the nursery, and also ensure plans and records are shared with parents.

Methods

We will:

* Identify a member of staff to be our Special Educational Needs Co-ordinator (SENCO) and share their name with parents (see above for an explanation of her roles)
* Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents and other professionals
* Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery
* Ensure that our inclusive admissions practice includes equality of access and opportunity
* Ensure that our physical environment is, as far as possible, suitable for children and adults with disabilities
* Work closely with parents to create and maintain a positive partnership which supports their child(ren)
* Provide different activities to meet all individual needs and abilities to give a broad and balanced early learning environment for all children including those with learning difficulties and/or disabilities
* Ensure that parents are consulted with and kept informed at all stages of the assessment, planning, provision and review of their child's care and education, including seeking any specialist advice
* Ensure that children’s views are sought and listened to
* Use a graduated approach (see explanation below) to identifying, assessing and responding to children who have emerging difficulties, suggesting they may have special educational needs or a disability that requires a different approach. In line with requirements of the Special Educational Needs and Disability Code of Practice, we take a graduated approach to working with children with emerging concerns and their families. This approach includes:
1. An analysis of the child’s needs including whether we should seek more specialist help from health, social services or other agencies
2. An agreement about the interventions and support needed and the expected impact on progress and a date for review
3. Implementation of the interventions or programmes agreed, including assessing the child’s response to the action taken
4. 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
5. Revisiting this cycle of action in increasing detail and frequency including seeking further specialist help to secure good progress until the SENCO, key person, the child’s parent(s) and any other professionals involved agree intervention is no longer needed or decide to request an education, health and care needs assessment (see education, health and care needs assessment below).
* When planning interventions and support, agree the outcomes and the expected impact on progress and a date for review
* Hold review meetings with parents at the agreed times and agree any changes or adjustments to support
* Seek any further advice or support needed including multi-agency approaches, Early Support and requesting an Education, Health and Care (EHC) Needs Assessment where the nursery’s own actions are not helping the child make progress
* Liaising with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next school or care setting and meet with them to discuss the child’s needs to ensure information exchange and continuity of care
* Provide parents with information on sources of independent advice and support
* Keep records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
* Provide resources, in so far as we can to implement our SEN/disabilities policy
* Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
* Provide in-service training for staff members and volunteers
* Raise awareness of any specialism the setting has to offer.
* Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. assessment information, targeted plans and outcomes, staff and management meetings, parental and external agencies’ views, inspections and complaints.
* Provide a complaints procedure and make available to all parents
* Monitor and review our policy annually.

**A Graduated Approach to SEN Support**

All children receive quality first teaching with variations to ensure all children make appropriate progress. On occasions, children may require further individual support from school interventions or specialists.

Initially, keyperson would inform the SENDCO/Manager and parents of any concerns about a child. If parents have a concern that their child has special educational needs, they should initially talk to the child’s Keyperson and /or SENCo

Once a child has been identified as having a special educational need, the child is recorded on the Nursery’s ‘SENCO folder’. This outlines their specific needs and the types of support being accessed. The level and type of support for each child will be offered on an individual need basis and may increase or decrease over time as the child’s needs change.

In Docklands Day Nursery, we support children with SEN/D using a graduated approach:

1. Monitoring: At this stage after concerns have been raised by practitioners or parents/carers, more information is required before deciding if the child has SEN or not. Practitioners will monitor children closely for a period of time (six weeks) and then meet with parents/carers to discuss their concerns and to decide together if the child should be identified as having SEN. If so, the child is recorded on the nursery’s SENCO file and moves into SEN Support 1.

2) SENSupport1 Children at this stage have been identified as having SEN based on information gathered by the Key Person, parents/carers, any outside agency and in consultation with the SENCo. Children at this stage require provision different from, or additional to, that normally available to children of the same age, including from outside agency support such as Speech and Language Therapists, etc. Children at this stage may be prioritised for specialist interventions such as language groups, music groups, sensory circuits, social skills groups and peer supported play. If, as part of the ‘assess, plan, do, review’ process (see below), it is determined that a child requires more specialist intervention, or additional support to make progress, the child will be moved to SEN Support 2.

3) SENsupport2 Children at this stage often have complex needs, requiring multiple outside agency involvement and/or episodes of one to one support to help them develop their skills and make progress. They will have a Personalised Learning Plan (PLP) written (with parental/carer and outside agency input) by the child’s Key Person with the support of the SENCo. This identifies outcomes and strategies to help them make progress. Additional funding will be sought by the nursery to employ extra staff to ensure that children at this stage get access to the wider nursery curriculum with adult support as needed.

4) **Education, Health and Care (EHC) Needs Assessment and Plan.** If the help given through the nursery’s graduated approach is not sufficient to enable the child to make satisfactory progress, and it is evident that the child’s needs are complex, will have a long term impact on their learning and/or the child requires more than 20 hours of one to one adult support in the nursery, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child’s needs by the local authority. This is called an Education, Health and Care (EHC) assessment. The assessment will decide whether a child needs an EHC assessment plan. This plan sets out in detail the education, health and social care support that is to be provided to a child who has SEN or a disability. In order to proceed with the request for an EHC Plan, a child would be receiving input from a Community Paediatrician, a Speech and Language Therapist and an Educational Psychologist. A Profile will then be prepared by the SENCo in close consultation with parents/carers and with input from any outside agencies involved. A Team Around the Child (TAC) meeting will be held to finalise the child’s Profile, which will be submitted by the SENCo, along with supporting documentation, to the Local Authority to request an EHC needs assessment. If successful, the resulting EHC Plan will detail the support required for the child to make progress and state the number of hours of adult support the child is entitled to (Code of Practice 5.39-5.46). The local authority will consult with parents and let them know the outcome of the assessment.

At every stage of SEN support mentioned above, children and families are at the centre of planning and wider family needs are considered. Children may move up or down the stages of SEN support depending on progress and needs which may change over time. The decision to move children up or down the stages of SEN support is made as part of the ‘assess, plan, do, review’ cycle within each stage.

1)  Assess: Children’s progress is assessed against the EYFS outcomes each term by their Key Person. Assessments may also be done by outside agencies (with parental/carer consent) who then set targets and suggest strategies to support children to achieve the targets. The results of these assessments are shared with parents/carers.

2)  Plan: Based on the results of the assessments outcomes are identified and agreed with parents/carers, Key Person and SENCo and a Personal Learning Plan (PLP) is written for children in SEN Support 2. The Personal Learning Plan will outline the outcomes sought, the interventions and support to be put in place, the expected impact on progress, development or behaviour. A clear date for review is set.

3)  Do: The child’s Key Person is responsible for working with the child on a daily basis and with the support of other staff members. They should oversee the implementation of the interventions/strategies outlined in the key child’s PLP. The Key Person will make observations on the success of the strategies and the child’s progress towards their outcomes as outlined on their PLP. The Key Person will assess the effectiveness and impact of the interventions.

4)  Review: Parent/carers will be asked to attend a meeting at nursery at least termly to discuss their child’s progress towards their PLP outcomes, the effectiveness of the support provided and its impact on the child’s progress. This meeting must include the child’s Key Person and the SENCo, and any outside agencies involved (Code of Practice 5.39-5.46). The child’s views are always sought and included in the review process. Decisions will be made at this meeting regarding any additional provision, interventions or support that may be needed for the child to continue to make progress.

At every stage of SEN support, the nursery may request help from outside agencies to better assess a child’s needs and gain appropriate strategies. These referrals are made only with parental/carer’s consent and a form will normally need to be completed. Some of these agencies may include:

* •  Speech and Language Therapy
* •  Social Communication Worker
* •  Educational Psychology
* •  Occupational Therapy
* •  Music Therapy
* •  Dietetics
* •  Physiotherapy
* •  Sensory Service (for Vision/Hearing Impairments)
* •  CAMHS (Child and Adolescent Mental Health Service)
* •  Community Paediatrician

**Monitoring and Evaluation of SEND**

The monitoring of children’s progress and support is usually carried out by the Key person with the involvement of the SENCo.
We should use various strategies:

* + •  The ‘Record of the child on the SENDCo folder, at the nursery which is updated and reviewed every term by the SENCo and Nursery Manager.
	+ •  SEND staff meetings to be held termly at the nursery to share targets, strategies and information.
	+ •   SEN team meetings to be held termly to ensure all children are being planned for and the environment is adapted to meet individual needs in the rooms.
	+ •  Provision and next steps for children in SEN support 1 are to be reviewed termly by the Key Person, SENCo, parents/carers and any involved outside agencies and discussed during scheduled parent/carer-Key Person meetings.
	+ •  Termly review meetings to be scheduled for children in SEN Support 2 including the Key Person, the child’s parent/carers, the SENCo, and any involved outside agencies. PLP outcomes to be reviewed and new outcomes set as appropriate.
	+ •  Termly meetings to be held with the SENCo and Nursery Managers to discuss children on their respective ‘support plans’ and escalate provision if needed.
	+ •  Termly pupil progress meetings to be held within the nursery to discuss children’s individual progress and possible interventions.
	+ •  The SENCo and Manager to meet termly to discuss SEN provision and ensure all of the children’s needs are being met.
	+ •  The manager reports termly to the Directors on the progress and provision for children with SEND.

**Complaints**

At Docklands Day Nursery, we take all complaints from all parents, Carers and the Public very seriously. If your complaint relates to your child’s special educational needs or disability, in the first instance please talk to the SENCo. Each complaint is recorded and if parents are not happy, they would be invited to meet with the manager. If the matter is not resolved to the parents’ satisfaction, they may then meet with the Directors as outlined in the nursery’s complaints policy and procedure. Ref: the nursery’s complaints policy and procedure.

**Early help assessment**

If we believe a child and their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may request or carry out an inter-agency assessment to get early help for the family. This early help assessment aims to ensure that early help services are co-ordinated and not delivered in a disjointed way.

**Early Support**

Where children have disabilities, we may seek additional help and resources through the Early Support Programme whichco-ordinates health, education and social care support for the parents and carers of disabled children from birth to adulthood. There is more information on the Council for Disabled Children website: <http://councilfordisabledchildren.org.uk/earlysupport>

**Procedure for child moving to a new setting/school**

A report will be written detailing all the child’s needs and requirements. For children aged 3 years and above the Waltham Forest transition document will also accompany the report. The child’s parents will be asked to read the documents, add their own comments and sign to give permission for the document to be given to the child’s new setting. The child’s new key person will be asked to spend time at our setting talking to the staff and getting to know the child well.