

## Special Educational Needs and Disability Policy Elm Park

### Principles and aims

At Little Learners nurseries each child is given the opportunity to achieve so that they can become a confident learner. All children access a full range of activities through which they can develop and learn through play. Support is given to children with special educational needs so they have full access to the curriculum. They are included in all activities alongside their peers. Our staff foster communication with parents and carers enabling them to play an active role in their child's education.

### Legislation Framework

The legislation underpinning this policy includes:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- The Children and Families Act 2014
- The Equality Act 2010
- Special Needs Education and Disability Act 2001
- SEND Code of Practice 0-25 years (2014) and 2015 update
- Special Educational Needs and Disability Regulations 2014
- Statutory Framework for the Early Years Foundation Stage (from September 2014).

### Roles and responsibilities

The setting's Manager, Terri Noone, has overall responsibility for special education needs in the setting. The Manager is responsible for ensuring that legislation is met. The Special Educational Needs Coordinator (SENCO) has responsibility for the day-to-day management of the SEN procedures.

The SENCO is Terri Stanley and she has undertaken the following relevant training:

- SEN Modular course
- Behaviour Management

The SENCO will attend any additional appropriate courses and conferences as they arise.

The SENCO has responsibility for:

- liaising with parents/carers
- liaising with outside professionals in regards to children's individual needs



- advising and supporting other practitioners in the setting
- ensuring that appropriate learning and outcomes plans are in place
- ensuring that background information is collected, recorded and updated
- taking the lead in further assessment of a child's strengths and weaknesses to guide and meet the child's future needs
- taking the lead in monitoring and reviewing any action taken to support the child
- ensuring that appropriate records are kept for all children with special education needs and/or disabilities who require outside agencies support.

## **SEN Provision**

### **Admissions**

We admit all children, including those with special educational needs.

We advise that parents and carers of children with additional needs to approach the SENCO for more information and to discuss how their child's needs can be met.

Reasonable adjustments are made to the learning environment to meet individual children's needs. All children are assigned a key person who is responsible for liaising with parents and carers and for observing, planning and assessing children's progress. Children with additional needs will be supported by the SENCO.

### **Premises**

The building is a purpose build nursery. Accommodation is on one level and has three rooms.

- Furniture is arranged to accommodate children with mobility difficulties. There is access to adjustable height furniture i.e. sand/water trays, or access is made possible by using floor level activities
- Passageways are kept clear at all times to follow health and safety regulations and facilitate children's mobility
- Play areas have carpets to reduce noise levels.

### **Early identification and referral**

We support children's progress, learning and development through assessment against the Early Years Foundation Stage, by the early identification of difficulties and accessing appropriate interventions. This may include working with other professionals such as the Local Authority SENCO, educational psychologists, speech and language therapists, occupational therapists and others.



These professionals will be contacted to provide additional suitable strategies to support children who may have additional needs in a particular area of development. They may also be involved in the child's transition to other settings and school.

Concerns can be identified by parents and carers, staff or other professionals. We follow Havering referral procedures – see <https://www3.havering.gov.uk/SiteAssets/Pages/ServiceChild/Delivering-free-early-years-education/SEN%20Support%20in%20EY%20Settings.pdf> for further information. Referrals will be made with the full knowledge and consent of parents and carers.

## **Assessment**

A progress report that details progress against the EYFS is given to parents every six months i.e. in April and November. Updates on development are added to Tapestry on an ongoing basis. An additional assessment, the Two Year Progress Check, is also compiled when the child is two years old. This assessment covers the child's attainment and progress in the three prime areas of the EYFS e.g. personal, social and emotional development, communication and language and physical development.

## **Monitoring and reviewing**

Monitoring of children's progress is ongoing and regular reviews are carried out at least termly with parents and carers and outside professionals when appropriate.

All activities are differentiated to meet children's needs and allow full access to the learning curriculum. Some children are provided 1:1 support through SEN/Inclusion funding. The aim of the support is to help the child to develop the relevant independence skills and may be withdrawn once the child reaches the expected progress.

We group our children by age i.e. 6 to 18 months, 18 to 30 months, 24 to 36 months (2-3 years) and 36 months+ (3 to 5 years).

## **Record keeping**

When a child has a recognised special education need, or ongoing medical needs, relevant information is sought from parents and carers on admission. This information is kept in the child's confidential folder.

Confidential reports and records of progress and reviews are kept in a locked filing cabinet. We ensure we follow data protection rules so that we maintain confidentiality. We give parents and carers access to their child's records when requested.



We keep records of any additional provision made for individual children. We update records regularly to which parent and carers are asked to contribute. Records are passed on to the next setting/school with parents and carers' permission.

### **Resources**

We have a wide range of toys to meet different learning needs. All materials provided relate to interests and abilities.

### **Involvement of children**

We make use of augmentative communication e.g. visual timetables to support children's speech and language and social communication development.

Children are involved in their own learning and encouraged to celebrate their own success and that of others.

Children are asked how they would like to be helped.

Children are encouraged to comment on whether they enjoy the learning activities provided.

### **Partnership with parents and carers**

We value parent and carers' expertise and deep knowledge of their own children. Parents and carers' comments are included in assessment and review.

We ensure parents and carers are aware of the roles and responsibilities of staff.

We have an 'open door' policy, offer informal chats when required and formal discussion by appointment. Information is shared with parents and carers through the use of homelinks books and open days.

We involve parents and carers through planning, when implementing strategies and identifying learning and development outcomes for their own children.

### **Transition**

We will pass all relevant records on to the next setting/school (with parents and carers' permission). A transfer record is completed which highlights the child's likes and dislikes, strengths and successful strategies to support the child's well-being and communication.



Transition visits are also arranged with the setting/school to get the child accustomed to the new environment, thus supporting children's well-being. We recognise that these visits need to be flexible and multiple in order for the child to have the most benefit.

## Complaints

In the case of a complaint regarding special educational needs provision, the procedure outlined in the setting's complaints policy will be followed.

This policy meets the requirements of the Statutory Framework for the EYFS 3<sup>rd</sup> April 2017: 3:67.

Date policy last reviewed/updated	10th August 2020	Reviewed by	Julia Ward, Quality Manager
Date of next review/update	10th August 2021		

