

## Special Educational Needs and Disability Policy Ilford

The Special Educational Needs Code of Practice 0-25 (2015) states that “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”. Many children will have special needs of some kind at some time during their education and it is our responsibility to provide support that is additional to or different from the provision usually in place.

### Principles and aims

At Little Learners, each child is given the opportunity to achieve and to become a confident learner within our inclusive environment supported through our SEND Universal Offer. All children access a full range of activities through which they can develop and learn through play at their own pace. 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. The staff foster communication with parents and carers enabling them to play an active role in their child’s education.

The nursery’s Local Offer is based on this policy.

### Legislation Framework

This policy refers to the following legislation:

- Children and Families Act (2014)
- SEND Code of Practice 0-25 years (2014) updated 2015
- Equality Act (2010)
- SENDA (2001)

### Roles and responsibilities

The nursery Manager, Fatma Mbwana, is the overall ‘responsible person’ for SEN in the nursery. She is responsible for ensuring that legislation is met.

The nursery’s Special Educational Needs Coordinator (SENCO), Madeha Malik, has the responsibility for the day-to-day management of the SEN procedures. The SENCO has undertaken training in Supporting Children with Additional Needs.

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

The SENCO has the responsibility to:

- liaise with parents/carers
- liaise with outside professionals in regards to children’s individual needs
- advise and support other practitioners in the nursery
- ensure that appropriate learning and Individual Outcomes Plans (IOP) are in place



- ensure that background information is collected, recorded and updated
- take the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs
- take the lead in monitoring and reviewing any action taken to support the child
- ensure that appropriate records are kept for all children with SEND who require outside agencies support

## SEN Provision

### Admissions

We admit all children, including those with special educational needs, from the age of 6 months.

When applying for a place, 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.

All applications are put on a waiting list. At times, priority can be given to children with special educational needs. Priority will be discussed with the Manager and/or SENCO.

Reasonable adjustments are made to the learning environment to meet individual children's needs. All children are assigned a key person. He/she is responsible for liaising with the assigned children's parents and carers, observing, planning and assessing children's progress. When a child has additional needs, he/she will also be supported by the SENCO.

### Premises

The building is a single story, purpose-built nursery and is located on the ground floor. The nursery has adapted doorways, ramps and toilets and is all on a single level.

Specialist environments can be used, i.e. soft play facilities, and multi-sensory rooms. These could be in neighbouring provisions with access arranged and insurance considered.

- 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
- The outdoor play area has soft safety paving
- There are separate nappy changing areas.

### Identification and assessment

We believe in early identification of difficulties and in appropriate intervention to support children's progress, learning and development.



All assessment is play based and follows the Early Years Foundation Stage (EYFS) Curriculum milestones. A link to the EYFS Curriculum, with details of its requirements, can be found at: [www.foundationyears.org.uk](http://www.foundationyears.org.uk).

A progress report is given to parents at the end of every term with details of the child's progress across the EYFS. An additional assessment, the Two-Year Progress Check, is also compiled when the child is aged between two and three years of age. This assessment covers the child's attainment and progress in the Prime Areas of the EYFS (e.g. Personal, Social and Emotional Development; Communication and Language; Physical Development).

Parents and carers are involved and kept informed at all times. Children who are experiencing difficulty with their learning are identified through discussion with parents and carers, observations, routine health screening and discussion with colleagues.

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an Additional Language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs, but support parents and carers to address any issues that may be affecting their child's development. A referral to the Local Children's Centre may be considered and a Common Assessment Framework (CAF) opened.

Should children not progress at the expected rate despite additional individual planning being provided to support the area of need, we will follow the Graduated Approach offering additional support through the Core, Targeted and Enhanced offers (see flow chart included) making reference to the Early Years Arrangements Documents and Banding Matrix. A range of Redbridge agencies may become involved with written consent from parents and carers. These may include the Local Authority Inclusion/SEN Advisory Teacher or SEN Co ordinator; Special Educational Needs and Disabilities Early Years Panel (SEYP) (additional information on the remit of the SEYP can be found on the FIND Redbridge website), Educational Psychologist; Speech and Language Therapist; Occupational Therapist; Physiotherapist, CAF Team and others.

These agencies can 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 to school.

For a minority of children, additional funding may be requested from the SEYP (SEND Early Years Panel) and careful consideration is given as to how it will be used to support the child's specific needs. The funding is reviewed on a termly basis and may be withdrawn once the child reaches the expected level of 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.



## **Record keeping**

When a child has a recognised condition or ongoing medical needs, relevant information is sought from parents and carers on admission and kept in the child's confidential folder. Confidential reports and records of progress and reviews are kept in a locked cupboard. The nursery follows guidelines on data protection, preserves confidentiality and gives parent and carers access to records whenever needed.

The nursery keeps records of any additional provision made for individual children. The nursery updates 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 and resources in the nursery to meet different learning needs. All materials provided relate to interests and abilities. We have introduced a number of strategies and interventions to include and support children with a variety of special educational needs and disabilities.

## **Involvement of children**

We make use of augmentative communication (e.g. Makaton signing, PECS, Visual timetable) 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 roles and responsibilities of staff (e.g. by a photo display, on induction).

The nursery has an 'open door' policy, offering informal chats as necessary and formal discussion by appointment. Information is shared with parents and carers through the use of home – nursery books, Tapestry (an on-line learning journal) and open days.

We involve parents and carers in provision through planning, implementation of strategies and identifying learning and development outcomes for their own children.

An interpreting service is available in most community languages and for parents and carers who require British Sign Language.



## Transition

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

Transition visits are also arranged with the welcoming setting to get the child accustomed to the new environment, thus supporting his 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 Little Learners complaints policy will be followed.

## Policy Review

The effectiveness of the policy is monitored by the SENCO with the approval of the Management Team.

The policy is reviewed annually.

Views of parents and carers and their level of involvement is monitored and kept as evidence to support the effectiveness of the policy and identify any shortcomings.

The review process enables staff to have a shared understanding of the key issues and approaches for special educational needs. All staff are involved in reviewing the policy.

This policy meets the requirements of the Statutory Framework for the EYFS 1<sup>st</sup> September 2021.

Date policy last reviewed/updated	19 <sup>th</sup> November 2021	Reviewed by	Julia Ward, Quality Manager
Date of next review/update	November 2022		

