

Smallville Nursery Special Educational Needs and Disability Policy 2022

Revised March 2023

Smallville Nursery SEND Policy 2022

Smallville Nursery values all children equally.

We work hard to ensure that children receive an inclusive education appropriate to their needs. Smallville Nursery recognises that some children present with special educational needs and/or disability before reaching compulsory nursery age. It is important to identify and assess all children as early as possible and as quickly as is consistent with thoroughness.

Provision for children with special educational needs and/or disability will initially be made within the nursery, especially where no statutory assessment is necessary.

- Evidence will be gathered and appropriate professional help sought if a child needs intervention beyond that available from within the nursery and its staff.
- Funding will be sought from the Local Authority if the nursery is unable to meet the needs of a child without additional funding above the National Single Funding Formula which is available for all eligible children.

The SEND Code of Practice (2014) offers the following guidance on identifying what SEND is:

5.27 : In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years.

5.28 : Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional

development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

The Equality Act 2010 replaced the Disability Discrimination Act 1995. The SEND Code of Practice (2014) describes a disability in the following way:

xvi. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or

Smallville Nursery SEND Policy 2022

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 and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Identifying and assessing SEND for young children whose first language is not English requires particular care. Early years practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

How the nursery will identify SEND

The Nursery will identify and support children through the following.

- Through notification from an outside agency such as the Child Development Team, Specialist Support Teachers, Health Visitors, Physiotherapists, Occupational Therapists and any other professional service supporting our children. *If a child is identified via this route an Action for Inclusion meeting will be held to help ensure the correct provision is in place when the child starts at our nursery.*
- Through notification by a parent that the child has significant needs/disability and that other agencies are involved with the child via their application form or pre entry discussion. *If a child is identified via this route an Action for Inclusion meeting will be held to help ensure the correct provision is in place for when the child starts at our nursery.*
- Key Person identifying an additional need by discussing a child with the parent/s during the induction period.
- Key Person identifying an additional need through observing the child in the nursery environment.
- Key Person sharing information with parent/s as part of the nursery's usual procedures for sharing information.
- Any other member of staff raising a concern with the Key Person.

The nursery believes parent/s should be involved right from the start of any process whereby a child may be identified as SEND. The Key Person will meet with the parents to share any concerns raised and to gain the parental view as the very first step.

The Key Person will seek the support of the SENCO and the nursery manager so that nursery can:

Smallville Nursery SEND Policy 2022

- make any necessary arrangements to meet the child's needs
- complete any paperwork or referrals as is believed necessary.
- Ensure that clear and consistent communication is shared

SEND Matters

The Role of the Special Educational Needs Co-Ordinator

The nursery will ensure that there is a qualified teacher designated as the SENCO to be responsible for co-ordinating SEN provision.

The role of the SENCO at our nursery;

- Ensuring all practitioners understand their responsibilities with regard to children with SEND
- Working with the nursery manager to set out the nursery's approach to identifying and meeting SEND
- Advising Key Persons and other colleagues
- Ensuring parents are closely involved from the beginning and throughout the process
- Ensuring that parent/s views are sought
- Liaising with outside agencies and professionals to support the needs of the child
- Ensuring that all relevant paperwork is completed by all parties.
- Ensuring that all records held are current and relevant
- Ensuring that parent/s have copies of all completed paperwork for their own records
- Attends meetings as appropriate
- Ensuring that any SEND issues are taken into account on transfer to primary nursery

Inclusion

Smallville Nursery recognises that inclusion means that every child has the right to participate as fully as possible: in order to do this *the onus is on the nursery and everyone involved in it to change, if necessary.*

- The nursery is an inclusive environment for all children.
- No child will suffer discrimination.

Smallville Nursery SEND Policy 2022

- The nursery will be clear about what can be provided at the nursery and what the nursery must seek additional funding from the Local Authority to provide.
- The nursery ensures that parents have a clear understanding of what the nursery is able to offer, therefore, allowing them to make the choices necessary to ensure their child's needs are met.

Smallville Nursery considers all areas of learning to be important. All children will be included in activities, visits and outdoor activities with additional steps taken to facilitate their learning and ensure their safety and wellbeing. This may include;

- The provision of additional staff to support the child throughout the day.
- Ensuring that the child has all physical aids used in nursery available for the Educational Visit
- The provision of additional equipment necessary for the child to access the full extent of the out of nursery visit
- Ensuring the needs of all children are recognised when conducting the site visits and completing risk assessments

Admission of children with special educational needs and/or disability

All children of appropriate age meeting the criteria within the nursery's Admission Policy are entitled to a place at Smallville Nursery; this includes children with recognised special educational needs and/or disability to whom priority admission will be given. It is fundamental that:

- Children with special educational needs and/or disability should have their needs met
- Children with special educational needs and/or disability should be offered full access to a broad, balanced and relevant curriculum (the EYFS)

In some cases, it may be necessary for the parents, the nursery manager and/or SENCO to discuss with outside agencies how this can be achieved prior to the child starting nursery; in this case an Action for Inclusion meeting involving all parties will be held.

There are children who start nursery with a recognised disability for whom a multi-disciplinary Action for Inclusion meeting would be held prior to the child starting. However, a significant number of children with SEND are identified by their Key Person or other member of staff once the child has started. It is important that the SEND awareness of all staff, not just the nursery manager or SENCO, is high and maintained at a high level.

Smallville Nursery SEND Policy 2022

Facilities for children with special educational needs and/or disability

It is the responsibility of the nursery owner to ensure that the environment and the resources of the nursery are accessible to all children. This responsibility is delivered on a day to day basis by the nursery manager. To ensure inclusion it is necessary to:

- Evaluate resources and make sure they are accessible to any child with a physical disability
- Consider the physical layout of the rooms, adapting if necessary, to ensure access to resources and equipment
- Provide calm areas for children as necessary

Support

It is important that parents understand that funding applied for cannot be guaranteed and it is the Early Years Access Funding Panel of the Local Authority that will make the decision.

- The nursery will work closely with parent/s to determine the level of support a child needs.
- The nursery will work with parent/s as partners
- The nursery will ensure that any referrals to external services are made promptly and that no delay should be caused by lack of action from the nursery.
- Parents must agree any such referral.
- It is the role of the nursery to ensure a parent/s understands her/his responsibility for allowing referrals to be made.
- The nursery adopts a 'Graduated Approach' to SEND which will follow the process outlined in the SEND Code of Practice (2014) of which there is an outline below:

SEND -Policy into Practice Assess

1. The nursery will support carry out an analysis of need.
2. Initial assessment will be focused on outcomes and regularly
3. Regular reviews ensure that support is matched to need.
4. Assessments are recorded tracked and reviewed to monitor progress.
5. Not all children with SEND will need a SEND plan.

Not all children who have planned intervention to meet a need will continue to have a SEND plan

Smallville Nursery SEND Policy 2022

Smallville Nursery follows Kent's Graduated Approach. A copy of this document is found in the nursery office. This is to be used to assess and support children. Smallville Nursery uses Kent's Milestone Assessment Toolkit to assess children's development.

From Kelsi – Assess

Key Person, SENCO and child's parents bring together:
observations from home and the setting including child's views
starting points on entry to setting and summative assessments
statutory assessments – integrated review
contributions from any professionals involved with child
What does this information show:
child's interests and strengths?
child's needs?
where and how child learns best (C of EL)?

Plan

Key Person, SENCO and child's parents agree:
long-term outcomes they are seeking for the child
the short-term targets
the interventions and support to be put in place • the date to meet for a review
Does the written plan include:
the views of the child?
details of how parents can support progress at home?
any staff training and support needs?

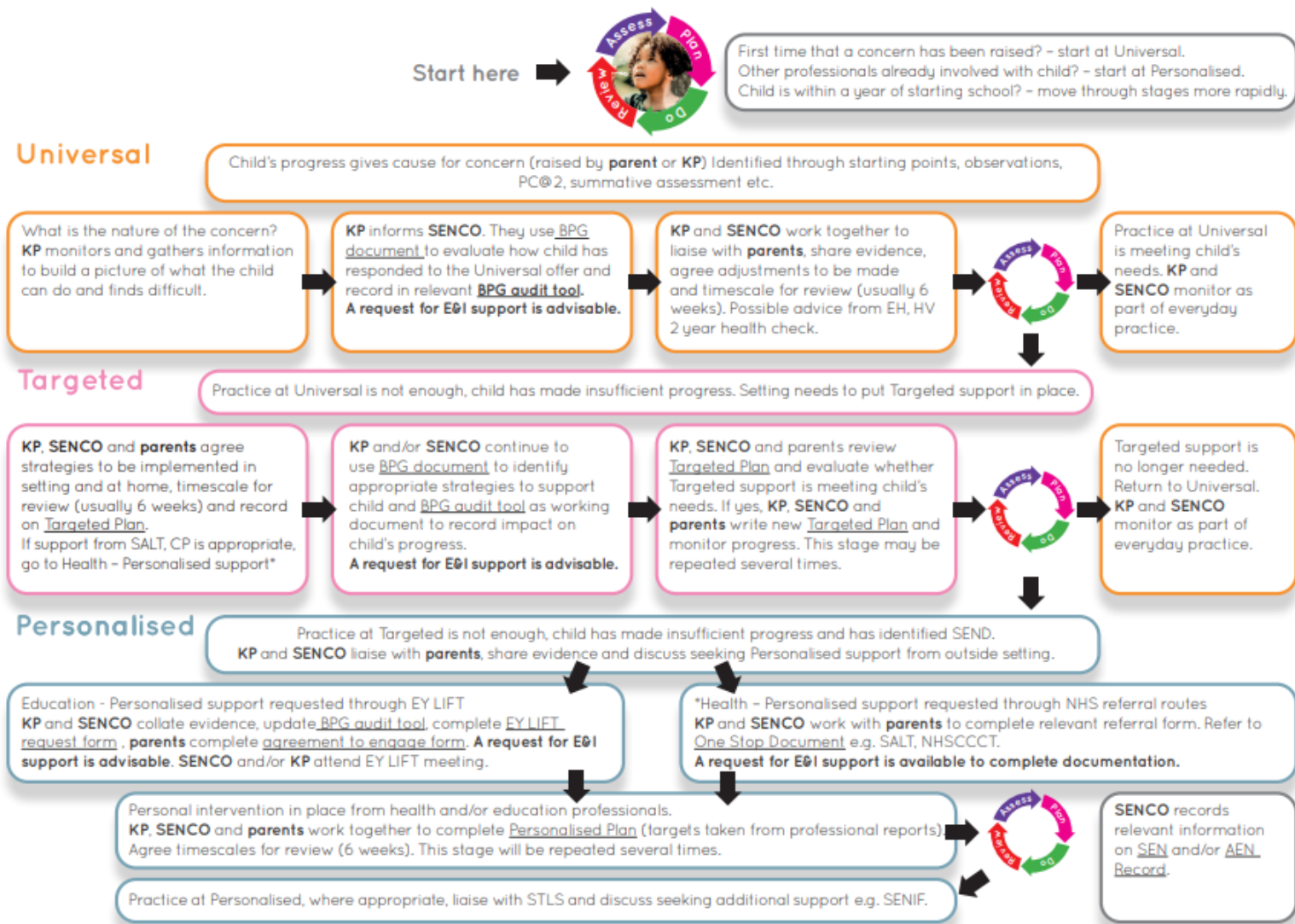
Review

Key Person, SENCO and child's parents look at observations made, short term targets and planned outcomes, including child's views:
how effective has the support been?
has the support made a difference to child's progress?
what has worked well? what have the challenges been?
Following the review any changes to the outcomes, targets and support are agreed.

Do

Key Person remains responsible for working with child on a regular basis:
carries out planned support
monitors and records progress through observations
SENCO supports practitioners, Key Person and parent:
how are interventions and support going? any help needed?
is any support needed with resources, ideas for activities?
how is support going at home?

Smallville Nursery SEND Policy 2022



Request for statutory assessment

For some children it may be necessary to request a multi-disciplinary statutory assessment with the aim of the Local Authority producing an Education and Health Care Plan (EHCP). This would take place

- ✦ after full consultation and agreement between nursery, parents and external Specialist Support Services
- ✦ the child has demonstrated significant cause for concern as we anticipate transition to Nursery ✦
if recommended by Specialist Support

Smallville Nursery SEND Policy 2022

The nursery will complete any relevant paperwork, and provide any reasonable evidence requested.

Moving on to the next nursery

With parental consent, the nursery will establish links with the receiving nursery for a child receiving SEND

Support. Information already collected and approaches used will be forwarded with the normal Transfer Document. If possible, the reception teacher will be encouraged to visit the nursery to meet the child. If necessary the receiving nursery will be informed of the need to hold an Action for Inclusion meeting and our nursery will ensure a representative will attend the meeting.

The Role of the Local Authority

It is for Local Authorities to decide if they appoint an Area SENCO and outside the nursery's responsibility. The SEND Code of Practice (2014) notes:

"To fulfil their role in identifying and planning for the needs of children with SEN, local authorities should ensure that there is sufficient expertise and experience amongst local early year's providers to support children with SEN."

It goes on to say:

"The Area SENCO plays an important part in planning for children with SEN to transfer between early year's provision."

It is the policy of our nursery that we will work with any Local Authority Officer or Employee to gain the best possible support for the children in our care.