



## **Little Feet Nursery Special Educational Needs and Disabilities Policy**

### **Introduction**

This guidance is for staff, parents and carers. It was created by the Special Educational Needs & Disability Coordinator (SEN/D) and Director. It complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (DfE July 2014) and has been written with reference to the following guidance:

- Part 3 of Children and Families Act (2014)
- SEND Code of Practice 0-25 (DfE July 2014)
- Early Years Statutory Framework (DfE September 2014)
- Staff standards (2012)

Our setting has separate policies in place for:

- Safeguarding and Child Protection
- Behaviour

Both documents can be viewed on our website. Alternatively, hard copies can be obtained from reception at the nursery. Please let us know if you need this to be made available to you in a different format, e.g. enlarged print.

### **Our Vision**

Little Feet nursery aims to:

- provide a secure a welcoming environment for all children and their families, where children enjoy playing and learning together.
- set high standards of teaching and learning, while remaining flexible and responsive to the needs of children and adults in our school community.

- treat each child as an individual and make his/her first experience of school as happy and as stimulating as possible.
- encourage parents/carers to see themselves as partners in their child's learning, who have a unique understanding of their child and who have a vital role to play in their child's development.
- provide experiences that build on the child's natural learning process and on the knowledge and skills he/she brings with him/her to nursery
- foster an ethos of respect for the culture, background, and beliefs of all our families.

### **Definitions of Special Educational Needs and Disability (SEN/D)**

We subscribe to the definitions of special educational needs (SEN) and disability as described in SEND Code of Practice 0-25 (July 2014) and the Children and Families Act (2014) as follows:

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than most children of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- a child aged two or more has special educational needs if he or she is likely to fall within the above definition when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Special educational provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised learning.

Children and young people who have SEN may also have a disability – 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’ (Equality Act 2010).

- This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.
- Children with such conditions do not necessarily have SEN but there is often a significant overlap between disabled children and those with SEN.
- Where a disabled child requires special educational provision, they will also be covered by the SEN definition. Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. However, such children should be carefully monitored so that a child with special education needs is not overlooked because of his/her home language.

### **Our approach to SEN/D**

- To work within the Special Educational Needs and Disability Code of Practice 0-25 (2014)

- To adhere to the principles outlined in the Children and Families Act (2014)
- To welcome children with special educational needs as part of our community and to ensure that all children have an equal opportunity to engage in the Early Years Foundation Stage curriculum.
- To provide a curriculum that is accessible to the individual needs of all our children, which is modelled on inclusive practices and which removes barriers to learning wherever possible.
- To ensure that the needs of the children are identified, assessed and that support strategies are provided at the earliest opportunity. To consider the needs of the whole child, not just the special educational needs. If additional specialist advice and support is necessary, we will contact the appropriate agencies, in consultation with parents/carers.
- To ensure that the curriculum is planned to meet the needs of children with special needs and to recognise the importance of early identification and assessment in providing this.
- To make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers.
- To ensure staff have access to ongoing training in relation to SEN/D and that every practitioner is a competent teacher of every child.
- To work in true partnership with parents/carers by valuing their views and contributions and involving them fully in decisions about their child.
- To make no decisions about a child without prior consultation with parents / carers. We appreciate that parents may need advice and support in making decisions for their child's future.
- To work closely with parents/carers, making use of their special knowledge of their child and emphasising how important they are to the child's development and well-being.
- To make every effort to involve the child in decision making about their special education provision • To actively support the establishment and maintenance of close links with all external agencies working with the child. To work in partnership with colleagues in health and social care to provide the best possible support and outcomes for the child.

### **Inclusive Provision**

As a nursery we have a policy of inclusive, child-centred provision, which aims to meet the needs of each individual child as far as possible.

The term 'special educational needs' includes some children who may need extra support, for part or all of their time here, to overcome mild barriers to learning. It also includes other children with more complex needs who may continue to need support when they leave us.

We believe that every child, whatever their disability should have access to exciting and engaging nursery provision.

Increased self-confidence and independence may enable a child with special educational needs to be successfully integrated in a mainstream primary school.

Children with SEN are regarded as full members of the nursery community and the provision is inclusive. Children have full access to the environment, resources, staff, and activities.

For some children, the process of inclusion may be gradual, but full inclusion is our aim for all children.

The nursery building is accessible to children and adults with restricted physical movement. It is almost all at ground floor level. Each provision room can be accessed without steps and there is a disabled toilet. Within this provision we have changing facilities which are age appropriate and private. Our outdoor areas are easily accessible to all children.

Our SENCo (Special Educational Needs & Disability Co-Ordinator) is Stephanie Waddoups. She is a qualified teacher.

The SENCo works in conjunction with the Director, Lynn Faber (NPQH).

### **SENCO responsibilities**

- The day-to-day operation of the special needs policy and co-ordination of provision for the children.
- To ensure good liaison with parents/carers, staff and other professional or agencies beyond our setting.
- To use person-centred approaches to working closely with parents/carers and to value their key role in achieving positive outcomes for their children.
- To guide and support other practitioners within the setting, advising where appropriate on training and on-going professional development.
- To ensure that appropriate Individual Support Plans (ISPs) and SEND Support Arrangements are in place.
- To ensure that relevant background information about individual children with SEN is collated, recorded, and updated. Storage of information complies with the school's confidentiality protocols.
- To liaise with feeder schools to ensure smooth transition for each child.
- To attend the network meetings to keep abreast of local and national changes to SEN policy.

### **Specific barriers to learning**

- Communication and interaction of children with speech, language, and communication needs (SLCN) who may have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives.

Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

- Cognition and Learning - When children learn at a slower pace than their peers, even given an appropriate level of differentiation, support for learning difficulties may be required.

Learning difficulties cover a wide range of needs, including:

- ♣ moderate learning difficulties (MLD),
- ♣ severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- ♣ profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment,
- ♣ specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

### **Social, emotional, and mental health**

Any concerns relating to a child's behaviour should be described as an underlying response to a recognisable need. Children may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. Other children may have identified needs such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder (AD).

### **Sensory and/or Physical needs**

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access the Early Years curriculum. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. Difficulties which may or may not be related to SEN We understand that a delay in learning and development in the Early Years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult, or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there will be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a referral to a Family Centre maybe offered. A multi-agency approach, supported using approaches such as the Early Help Assessment, may also be adopted.

The following concerns may impact on a child's progress but are not in themselves indicators of SEN:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being a Looked After Child

In line with the SEND Code of Practice 0-25 (2014), we deliver a graduated approach to supporting children with SEN/D.

Within our nursery provision (3 months to 5 years), teachers and nursery room practitioners assess, plan, deliver and review SEN/D provision for individual children in collaboration with the SENCo. Where appropriate, outside agencies liaise with the SENCo to contribute to SEND assessment, planning, delivery, and review for individual children via specific services and activities.

We believe:

- High quality provision differentiated for individual children is the first step in supporting who have or may have SEN/D.
- Practitioners, in collaboration with the SENCo, are responsible and accountable for the progress and development of children, including additional or targeted input delivered.
- Children's progress is assessed on an on-going basis and reviewed termly using our Tapestry learning journey portal. Parents/carers are invited to discuss their child's progress with key people through the portal, on drop off or collection and at our parent's evening.
- Regular team meetings and staff training is delivered to ensure all nursery practitioners are aware of new initiatives and processes, as well as good on-going practice to identify and support children with SEND.

Assess – Plan – Do – Review At the heart of the graduated approach to supporting children with SEN/D is the Assess – Plan – Do – Review cycle.

Children starting our nursery are assessed, in an age appropriate manner and in line with Early Years Foundation Stage (EYFS) recommendations, within the first few weeks of entry so that EYFS base line skills can be established and progress planned for and tracked. We ensure we regularly assess all children's needs so that each child's progress.

When a child has identified SEN his/her needs are assessed by the SENCO on entry and any necessary interventions will be implemented as soon as possible. A meeting with the parents /carers and SENCo takes place within the first few weeks of starting at nursery. The child's needs and how best to support them are discussed. Following this, SEN Support Arrangements will be put in place including the development of a One Page Profile outlining the child's strengths and areas of difficulty. This will ensure all adults involved with the child will know how best to support him/her. If a child meets the criteria for an Education Health and Care Plan (EHCP) then an application will be made. The SENCO and the parent/carers will put together a plan outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. This is called an Individual Support Plan (ISP) and forms part of the SEN Support Arrangements. Targets for the child will be shared with her/him using child friendly language informally and visual resources and prompts as appropriate.

All staff who work with the child will be made aware of the ISP. Parents will be asked to share in the monitoring of progress, including parent feedback on home learning. At the first stage of SEND support the child's needs are met. When outside professionals are involved, they are categorised as receiving Specialist Support. The Key person is responsible for ensuring the child's learning needs are met daily, through individualised input and differentiated strategies. She will liaise closely with the SENCo who deliver aspects of the plan, and monitor the progress being made. The SENCO will provide support, guidance, and advice for the staff.

The effectiveness of support arrangements and impact on the child's progress is constantly monitored by the SENCo, and Key worker. The ISP is seen as a working document which may be adapted in consultation with the SENCo. Parents/carers are encouraged to participate in a review of the ISP half termly; decisions are made in partnership about how to move forward with support for the child. If a child continues to make less than expected progress a referral to appropriate specialist support from outside professionals may be made. This will be fully discussed with parents/carers and the decision made in collaboration. Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress we will consider requesting statutory assessment which may lead to the Local Authority issuing an Education Health and Care Plan (EHCP). Parents/carers will be involved at each stage of this process and the SENCo is able to offer guidance and support as appropriate. Where a child has an EHCP it must be reviewed by the Local Authority as a minimum every 12 months.

## Managing the needs of children on the SEN Register

- When a child meets criteria to be placed on the SEN Register it is the responsibility of the SENCo to ensure they have an Individual Support Plan (ISP) to meet their specific needs. This is written in collaboration with parents/carers, key worker or room leader.
- Staff involved in delivering specific ISP targets make daily observations in relation to these targets and record these on a Progress Sheet which is stored in the child's file.
- Staff meet regularly to discuss children's progress and to share strategies and good practice.
- Every child will be assessed against their targets and these will be discussed and updated at a meeting at least once a term with the parents/carers.
- If a child does not make progress against their targets/outcomes, then the SENCo will collect evidence from outside agencies to support an additional funding request and/or an application for an EHCP.
- If a child has achieved their outcomes, then they will be removed from the SEN register after a discussion with the parents/carers.
- It is the responsibility of the SENCo to keep the SEN register up to date and review it once a term.

Additional support for SEN/D support can take many forms.

This could include:

- a special learning programme for the child. This might involve delivering therapy interventions recommended by Speech and Language Therapists or Physiotherapists; or individualised programmes for children diagnosed with Autism; activity breaks or calming strategies.
- extra help from a nursery practitioner
- making or changing materials/resources and equipment
- working with a child in a small group
- focused observation of a child and recording observations made sometimes using developmental profiles
- helping a child to engage in new activities and social situations in an age appropriate way
- additional support at lunchtime
- making sure that a child has understood information by simplifying the language used, using picture/symbol prompts, visual aids using Makaton or modelling actions and responses
- encouraging a child to communicate using Makaton or pictures (PECS)
- reading a story to a child individually before they hear it in a group, pre-teaching vocabulary

- supporting a child with physical or personal care difficulties, such as eating, getting around nursery school safely, toileting or dressing

### **Supporting parents**

We encourage parents to keep in regular contact and aim to be as accessible as possible; we have an 'open door' policy. Our SENCo offers guidance and support through procedures and processes involved in the SEN Support Arrangements and where possible supports parents/carers at multidisciplinary review meetings.

- We recognise that children with medical conditions should be properly supported so that they have full access to education, including nursery outings, outside play, cooking etc.
- If a child has a medical condition an individual healthcare plan will be agreed with the parents/carers and any medical practitioners involved.
- Access to any spaces including changing and toilet facilities will be agreed and parents are asked to share specific routines and strategies with staff.
- Training is given to staff when necessary e.g. Anaphylaxis awareness and EpiPen training.
- Children with allergies are listed on a warning notice displayed in key areas of the building.
- All staff are involved in devising the School Development Plan and the SENCo ensures that SEN/D provision is considered in this process.
- Before transition to school parents/carers are invited to complete a questionnaire commenting on the provision we offer, including SEN/D support.
- External audits by OFSTED take place usually every 3-4 years.

### **Training and development**

We ensure that all staff keep up to date with developments in teaching and provision to meet the needs of children with SEN/D. These include:

- Identifying training needs of staff during appraisal and auditing processes.
- Inhouse training for staff delivered by the SENCO and relevant external trainers.
- SEND policy and practice induction led by the SENCO for new staff to the nursery.
- The SENCo's own professional development e.g. specialist knowledge and experience.

### **Storing and Managing Information**

Information is securely managed within Little Feet's own data management system and confidentiality policy. Confidential reports and assessments are secured in a locked filing cabinet housed in a staff only area. Confidential information is shared with staff and outside professionals on a 'needs to know' basis. Key documents relating to children who have received SEN/D support whilst at nursery are kept in a locked 'Archive' until the child turns 25 years of age. Any documents not needed for archive are shredded.

## **Comments, compliments, and complaints**

If a parent/carer has any concerns regarding the education of their child with special educational needs, they should contact the nursery immediately. They may approach the child's Key worker, SENCO, or Director. All concerns are dealt with sensitively and taken seriously. The child's needs are at the centre of our work.

If a parent/carer is not satisfied with the outcome of a formal request to the Local Authority to carry out an Education, Health and Care assessment they may appeal to a SEN tribunal.

Updated: July 2020