



Special Educational needs and disability Policy and procedure

This policy is in line with the SEND Code of Practice 2014.

SENCO's: Louise Saunders & Stacey Green.

Definition of Special Educational Needs

Legislation defines that a child with a Special Educational Need as having:

- a) A significantly greater difficulty in learning than the majority of children the same age OR
- b) Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in nursery within the area of the local education authority.

Although there are acknowledged links- in some instances- with pupils who have English as Additional Language Needs, this is a separate area of provision. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

The aims of this policy are:

To create an environment that meets the Special Educational Needs and disability of each child

To identify and assess children with SEN as early as possible

To include all children and their families in our provision

To plan and provide an appropriate learning environment, offering differentiated activities to meet all individual needs

To identify the roles and responsibilities of staff in providing for children's Special Educational Needs

To work closely in partnership with parents

Admission Arrangements:

Bramble House Day Nursery welcomes applications from all families. No child will be discriminated against in line with legislation outlined in the SEN and Disability Act 2001. The nursery is accessible to children with physical difficulties.

Identification and Assessment:

Bramble House Day Nursery place significant emphasis on the early identification of children experiencing difficulties accessing learning opportunities. All our children are assessed when they join our nursery. We complete Well Being and Involvement Scores as well as initial baseline information; also, we assess the learning development of the EYFS. Undertaking



regular observations and assessments informs us of children's progress and identifies pupils who may require early intervention strategies.

Initial Concerns:

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Co-ordinator (SENCO), the child's keyworker will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices.

My Plan:

We will record the strategies used to support the child within a 'My Plan'. 'My Plan' will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned learning outcomes and the date for the plan to be reviewed. In most cases, this review will take place each half-term. This will also be recorded on a provision map.

Individual Play Plan (IPP):

In reviewing 'My Plan' consideration will be given to the progress made by the child and whether there is a need for more information and advice. This stage will lead to the involvement of external support services, usually requested by the SENCO and colleagues in consultation with the child's parents. External support services will provide information for the child's new IPP. The family may be asked to contribute towards an Early Help Record to ensure the practice of joint agency working. If help given through this stage is not sufficient to enable the child to progress satisfactorily, it may be necessary for the nursery to, in consultation with parents and any external agencies already involved, to request an Education and Health Care Plan.

Education and Health Care Plans:

If the child continues to demonstrate significant cause for concern, a request for an Education and Health Care Plan will be made to the LEA. The SENCO will start the procedures. A range of written evidence about the child will support the request.

Partnership with Parents:

Bramble House Day Nursery believes that parental involvement in their child's education is of great benefit and we, therefore, feel it is important to consult with parent and keep them informed of their child's progress. Parents are always welcome to discuss any matter relating to their child and this is especially true in relation to a child with Special Educational Needs. Parents' contribution in terms of identification and support for children with SEN is fully recognised. Parents will be kept fully informed where their child has Special



Educational Needs and will be encouraged and supported to provide help at home wherever possible.

Access to the Curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to experience levels of understanding and rates of progress that bring feelings of success and achievement. Our aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources all within the normal nursery environment. We use assessment to inform the next stage of learning. IPP's use a small-steps approach and feature significantly in the provision that we make in the nursery. At times, we ask the children to work in smaller groups or in a one-to-one situation for a short period of time. In line with nursery policy, all children will have access to a full nursery life.

Provision will be made on trips and outings and all children will be included in plays, sports day, and other events. Children who have medical needs will have a Care Plan written for them in liaison with parents to ensure a safe agreed set of procedures, ensuring that the child's needs are fully met, and all health and safety arrangements have been addressed.

Role of SENCO;

The SENCO is responsible for;

Keeping the SEN register up to date

Supporting staff implementing Individual Play Plans and ensuring they are reviewed

Organising resources

Liaising with external agencies

Making referrals

Ensuring appropriate records are kept

Supporting transitions to schools

Supervising Support staff

Transitions to School;

In the Summer term before they leave, the SENCO will work closely with staff at the Primary School to ensure that they are fully aware of the child's needs and current targets. Visits to the nursery are encouraged by staff from the Primary Schools during the Summer term.

Training:

All staff need to have a wide range of curriculum and SEN knowledge. This is regularly updated through staff training sessions, attending courses, and working alongside outside agencies supporting the child.

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