

# SOUTHLANDS NURSERIES LIMITED

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

### Definition of SENS

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. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others 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.

*Special educational needs and disability (SEND) code of practice: 0 to 25 years 2015*

### Our offer to children with SENS

We believe that all children have a right to a broad and balanced curriculum. Southlands nurseries welcome all children whatever their individual needs as we are passionate in providing an inclusive setting. To achieve this, we work closely with parents and carers, and with other agencies to identify any difficulties a child may have and to address those difficulties.

The person responsible within the setting for co-ordinating day-to-day provision of education and care of children with special educational needs is Mrs Julie Tretheway (proprietor).

The named SENCO at the kindergarten is Diane Harding (manager) and at the crèche is Joanne Gallimore (manager). We link closely with our local Staffordshire SENCO team.

Diane and Joanne each have 30 years' experience working with children with additional needs, training and experience of liaising with other professionals to support specific needs of all children in the setting. This experience is shared with the team daily to ensure the highest of standards for all children.

### Policy and legal context of our support

This policy takes account of:

- The Children & Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations Act 2014
- Special educational needs and disability (SEND) code of practice: 0 to 25 years 2015
- Southlands Equality & Diversity Policy
- Staffordshire's Local Offer:  
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

### Access

- We provide a strong key worker system where we promote a child centred approach to our practice.
- Our premises are suitable for wheelchair access.
- Suitable bathroom changing facilities are available.
- A safe and secure level play area is accessible from the main buildings.

## Inclusion

We use the following principles to guide our practice and ensure that we work with families to identify and support children who are identified as having or possibly having special educational needs:

- We assess children as soon as they start nursery to monitor their progress and development.
- Knowing the children and working with parents, carers and other professionals where relevant we can identify any concerns as they arise to ensure that support and interventions are provided as soon as possible.
- We contribute to every child's 2year Integrated Review and share any concerns if children are significantly below expected levels or indicate any additional needs.
- Staffing ratios at Southlands are such that a member of staff can be released to support a child's individual needs when possible. This can involve smaller group work or specific time allocated to meet medical or learning needs.
- We ensure that our in the moment and short-term planning for all children in the setting contains approaches and activities to enable the progress of those children with special educational needs. We differentiate our activities so that they are accessible by all children, ensuring that individuals experience success and gain confidence.
- Our materials and approaches are adapted to deliver quality learning activities to children by meeting their individual needs.
- We considering the views, choices and responses of the child where possible.
- We operating a system of observation and record keeping in conjunction with parents, which enables us to monitor each child's progress on an individual basis.
- We working in liaison with specialists outside the setting to meet a child's specific needs. This includes Health Visitors, Specialist Early Years Teacher Consultants and other relevant professionals for example; speech and language therapists. We will not contact another professional about a child without parental consent unless there are any safeguarding concerns.
- We ensure there are several members within the staff team who are experienced in the care of children with special needs and attend in-service training whenever possible.
- Transition into school: The nursery SENCO/Child's key worker will attend any transition meetings. Copies of targeted support plans/reports/assessments will be passed on to their new setting upon gaining parental permission.

## Admissions

Children with special educational needs, like all other children, are admitted to Southlands after consultation between parents, manager / staff and the key worker. Our aim is to provide a smooth and gentle transition into the nursery environment. Each child is regarded as an individual and regular visits prior to starting are encouraged.

## The SEND code of practice 2014

The 2014 SEND Code of Practice states that effective support for children with special educational needs should follow a 'Graduated Approach'.

This means regularly planning for implementing and reviewing the support that we give using assess- plan-do- review process.

## Assess

The key person, SENCO and parents will consider a range of evidence including observations, examples of new learning processes and specific struggles to analyse the child's need. These will then be carefully monitored to assess the child's responses and their approaches to play and learning.



## Plan

Based on an analysis of the child's needs, specific outcomes that are a priority will be discussed. The next step is to detail how the child can best be supported when and by whom to enable the outcomes to be achievable.

## Do

Having made the plan based on the evidence a 'targeted support plan' will be introduced recognising that this particular child at this time needs our intervention to ensure progress. This will be shared with parents and all practitioners working with the child ensuring the best possible outcomes.

## Review

These plans will be reviewed regularly and evidence of the child's response to the planned intervention will be noted. The SENCO and child's key worker will decide if expected outcomes have been realised or whether more intense support or external support/advice is appropriate. Parents will be fully involved throughout each stage of the 'Graduated approach'.

## Education Health and Care Plan

If the graduated approach along with help from the nursery does not result in the child's special educational needs being met and they do not make expected progress, then the nursery may request an assessment of the child's needs by the local authority. This will be in consultation with parents and any relevant external agencies already involved. This assessment is called an Education Health and Care assessment and the Local Authority communicate the outcome of the assessment to parents. The assessment would determine whether a child then needs and EHC assessment plan, which details the health and social care multi agency support that is to be provided to the child.

## Confidentiality

Our work with children and their families can sometimes lead to confidential information being disclosed. The disclosure of confidential information will be treated with professionalism and respect. Staff, students, volunteers and visitors will be made aware of this policy.

Our setting aims to have regard to the SEND code of practice (2015) and the early identification and assessment of special educational needs. We will provide a welcoming environment and appropriate learning opportunities for all children.

The above policy will be reviewed annually and be updated in line with any changes in legislation.