

University of Warwick Nursery

Special Educational Needs and Disability (SEND)

Policy

The setting's SENCO: Jo Warren, j.flowers@warwick.ac.uk, 02476 523389

The nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to the best of our ability to enable them to reach their full potential. All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents/carers. In addition, the 'Early Years Outcomes' are an aid for practitioners to help them understand the outcomes they should be working towards.

We provide a positive and welcoming environment where children are supported according to their individual needs. The nursery believes that all children have a right to experience and develop alongside their peers no matter what their individual needs. Parents are partners with staff in their child's learning and development journey and staff work closely with parents to achieve the children's best outcomes. Each child is treated as an individual and we understand that children learn at different times and in different ways. Through our key person programme, each child's learning and development needs are met through observations, assessments and planning ensuring each child is challenged and inspired to learn and thrive.

Compliance with statutory regulations and non-statutory guidance

The policy is compliant with:

The **SEND Code of Practice (2015)**, particularly Chapter 5 'Early Years Providers'

- Providers of early years education in the maintained, private, voluntary, and independent sectors that a local authority funds, are required to have regard to this Code including the principles set out in Chapter 1.
- Local authorities must ensure that all providers funded in the maintained, private, voluntary and independent sectors are aware of the requirement on them to have regard to the SEND Code of Practice and to meet the needs of children with SEN and disabilities.
- When securing funded early education for two-, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN. This includes removing barriers that prevent children accessing early education and working with parents/carers to give each child support to fulfil their potential.

The **Children and Families Act (2014)**, particularly

- Co-operating generally: governing body functions: Section 29

University of Warwick Nursery

- Children and young people with SEN but no EHC plan: Section 34
- Children with SEN in maintained nurseries: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN coordinators: Section 64
- Informing parents/carers and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100

The **Equality Act (2010)**

The **Statutory Framework for the Early Years Foundation Stage (EYFS)**

Our setting's aims

We aim to create a family centred support system whereby we discuss our concerns openly and sensitively with parents, listen to parents' views, concerns and wishes. The child is at the heart of the process of identification, intervention, and review procedure. The staff take on board the child's wishes, feelings, and views whenever possible. Our aim is:

- To ensure early identification of individual SEND needs is detected and supported.
- Ensure all staff know that it is their responsibility to identify and support children with SEND as soon as possible and to support the children using the Graduated Approach.
- To meet the requirements stated in the Special Educational Needs and Disabilities Act (2014) code of practice, the Children's and Families Act (2014) and the Early Years foundation Stage Framework (2021)
- To consult with other professionals outside the setting, sharing information with the parent's permission.
- To ensure consistency, openness and fairness in our approach to SEND.

Identifying needs in the setting

In addition to the formal checks such as the 2-year check and at the end of school reception year, early years practitioners working with children should monitor and review the progress and development of all children throughout the early years. Where a child appears to be behind age related expectation, 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, 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 SEND. All the information should be brought together with the observations of parents/carers and considered with them.

Specialist advice may be provided by a range of services including:

University of Warwick Nursery

- Health Visitors
- Other involved health professionals e.g., paediatrician or speech & language therapist.
- Early Years Education Team (including Early Years Inclusion Consultants)
- Portage Education Service
- Educational Psychology Service
- SEND specialist education services for ASD, Speech & Language, Sensory Support Service (hearing impairments, visual impairments).

A delay in learning and development in the early years may or may not indicate that a child has SEND, 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 SEND. However, where there are concerns, there should be an assessment to determine whether there are any causal factors.

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 SEND. such as an underlying learning or communication difficulty.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage. Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support – see SEND Code of Practice Chapter 6, paragraph 6.28 onwards, for a fuller explanation:

- communication and interaction
- cognition and learning
- social, emotional, and mental health
- sensory and/or physical needs

These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEND and children with an autism spectrum disorder may have needs across all areas. The special educational provision made for a child should always be based on an understanding of their strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and where necessary, specialist equipment or software. This will help to overcome barriers to

University of Warwick Nursery

learning and participation. Support should be family centred and should consider the individual family's needs and the best ways to support them.

Reviewing the effectiveness of interventions in enabling children to make progress can itself be part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the child and to provide further information about the precise nature of their needs.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life (SEND Code of Practice, Chapter 8, Preparing for adulthood from the earliest years).

Where the setting identifies a child as having SEND, they must work in partnership with parents/carers to establish the support the child needs. This includes removing any barriers that prevent children accessing all areas of provision and working with parents/carers to give each child support to fulfil their potential.

The Special Educational Needs Coordinator (SENCo)

Our setting's Special Educational Needs Coordinator (SENCo) is Jo Warren who is responsible for the day-to-day operation of the SEND policy. Jo Cache level 3 SEND, Early Years Professional Status.

The SENCo's duties and responsibilities are to ensure that children with learning difficulties and disabilities are given the same opportunities and rich learning environment as their peers to support them reach their full potential. SENCos have a mixture of teaching duties and leadership responsibilities. Their main duties and responsibilities include:

- Ensuring that setting's policies and procedures are in line with the latest governmental SEN policies and regulations
- Making sure that Early Years Practitioners have the knowledge and skills to carry out SEN policies and to support children with special learning requirements to a high standard
- Ensuring that the setting is equipped with adequate equipment and facilities for special educational needs, including wheelchair accessibility and audio-visual learning aids
- Preparing and leading SEN training for Practitioners
- Assessing the specific educational needs of children with learning disabilities and providing recommendations for their support
- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting individual children's needs.

University of Warwick Nursery

- Advising and supporting colleagues
- Ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting.
- Identifying professional development needs
- Sharing knowledge and good practice
- Engaging in professional conversations
- Providing the link between the setting and other professionals
- Supporting conversations with parents

The Graduated Approach to SEND ('Assess, plan, do, review')

The Special Educational Needs and Disability Code of Practice (2014) makes it clear that all early year practitioners are responsible and accountable for the progress of all children in their care.

Where concerns about a child's development needs are suspected, observations are made to determine where support is required. This will inform the Key Person of the need or needs that child has that requires support. With parents and the support of the settings SENCo, interventions and support will be put in place to help the child progress and

This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.

Assess - In identifying a child as needing SEND support, the early years practitioner, working with the setting SENCO and the child's parents/carers, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents/carers agreement.

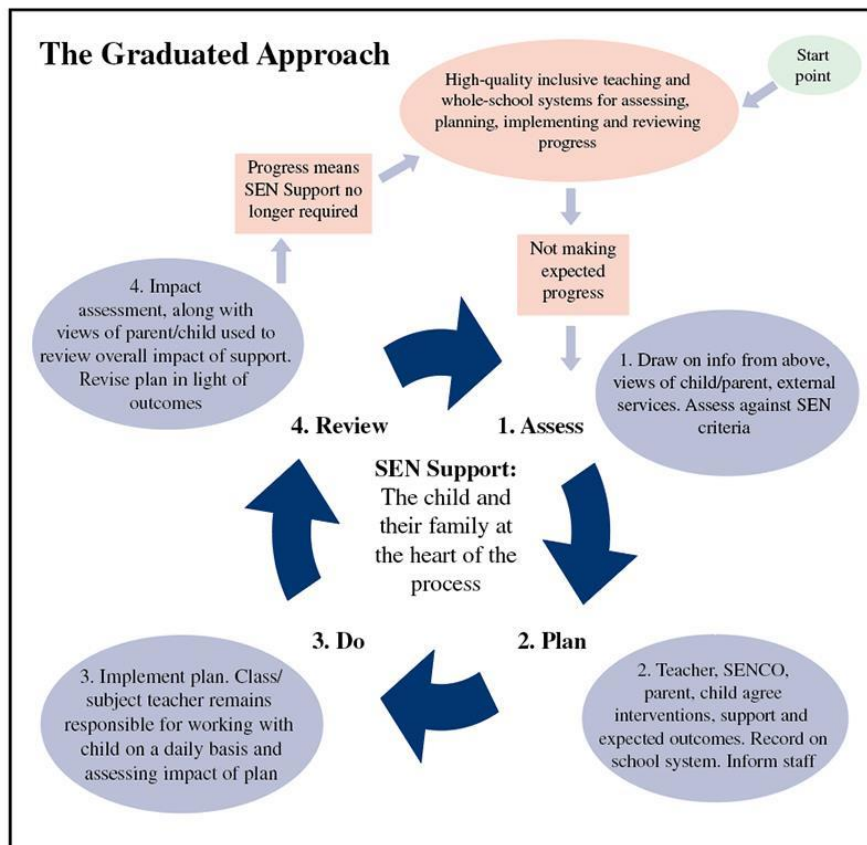
Plan - Where it is decided to provide SEND support and having formally notified the parents/carers (see above), the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should consider the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents/carers should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

University of Warwick Nursery

Do - The early years practitioner, usually the child's key person, remains responsible for working with the child daily. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review - The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents/carers and considering the child's views. They should agree any changes to the outcomes and support for the child considering the child's progress and development. Parents/carers should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, identifying the best way of securing good progress. At each stage parents/carers should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents/carers and reviewed with them, along with action taken by the setting, at agreed times. The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and informed by EYFS materials, the Early Years Outcomes guidance, and Early Support resources



University of Warwick Nursery

- Parents will have the right to request to see that 'Support plan' at any time.
- We will liaise with other professionals and support services in consultation with the parents
- Targeted support plans and Education, Health and Care Plans (EHCP) will be completed to meet the child's specific needs by the child's local SEND team.
- Staff will address any concerns about a child's needs to the SENCo with evidence about the child's development (e.g., observations, Wellcomm and information from parents or other settings)
- The SENCo, parents and the child's key person will regularly meet to discuss support plans, EHCP and in house behaviour management plans, update them with any progress or changes to any interventions. Using the 'Assess, plan, do, review' model. Parents are involved and always informed.
- Specialist support will be contacted if a child is not progressing as expected despite support matched to the child's area of need. Professionals will then decide if a child needs a EHCP within the local authority (previously known as statement)

Transitions

SEND support should include planning and preparing for transition before a child moves into another setting or school. This can also include a review of the SEND support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents/carers the information to be shared as part of this planning process.

Involving specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents/carers.

Record keeping

Practitioners must maintain a record of children under their care as required under the EYFS framework. A 'Support Plan' about their children must be available to parents/carers and they must include how the setting supports children with SEN and disabilities (SEND).

All enquiries regarding this policy or any SEND related concerns, please contact Jo Warren.

University of Warwick Nursery