

## Supporting Children with Special Educational Needs and Disabilities (SEND)

### Policy statement

At Kamelia Kids Nursery we are proud to be a fully inclusive nursery. We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- there is regard for the DfES Special Educational Needs Code of Practice (2014).
- our provision is inclusive to all children with special educational needs and disabilities (SEND).
- parents and children with special educational needs and disabilities (SEND) are supported.
- the specific needs of children with special educational needs and disabilities are identified and those needs are met through a range of SEN strategies.
- There is a partnership with parents and other agencies such as PRESENS, Speech and Language Therapists and Sensory Needs Service in meeting individual children's needs.
- policies, practice and provision are regularly reviewed and, if necessary, adjustments are made.

### Compliance

This policy complies with the statutory requirements laid out in the Special Education Needs and Disabilities Code of Practice 2014 and has been written with reference to the Equality Act 2010.

### Procedures

- A member of staff is designated to be the Special Educational Needs and Disabilities Co-ordinator (SENCO). Our SENDCO is:

**Beci Fisher**  
**Sarah Shaw (Maternity Cover 2019)**

- The policy has been developed by our SENDCO, parents/carers, managers and Board of Trustee members. A copy is available on request.
- The provision for children with special educational needs is the responsibility of all members of the setting.
- A team of trained and skilled additional staff work closely with the SENDCO and outside agencies to provide the best possible outcomes for the children in their care.

## Identifying Special Educational Needs and Disabilities

Parents or other agencies may inform us about a child's development. Staff may also become aware that a child is having difficulties through their observations and monitoring. Many early concerns respond to the general strategies that are used to help children with their learning. If a child does not make progress, despite support, further action is indicated.

Special education provisions 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: -

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs
- *Code of Practice 2014, Page 85 5.32*

These four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to work out what action the setting needs to take, not to fit a child into a category.

## Managing Children with SEND

A four-step graduated response is used:

### ASSESS-PLAN-DO-REVIEW

- Inclusive admissions practice ensures equality of access and opportunity.
- Are identified, assessed and respond to children's special educational needs.
- Parents of children with special educational needs are worked with to create and maintain a positive partnership.
- Parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- Parents are provided with information on sources of independent advice and support
- Additional or different provisions required to help children make adequate progress are arranged and plans devised.
- Special Educational Support plans (SSP) with clear targets and a date for review will be put into place.
- Differentiation is used in our weekly planning to provide additional support for children with SEND.

## **Managing a child's needs with SEND**

- Liaison occurs with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- A broad, balanced and differentiated curriculum is provided for all children including those with special educational needs
- There is a system of planning, implementing, monitoring, evaluating and reviewing SEN Support plans (SSP) for children with special educational needs.
- Children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- Systems are in place for supporting children during the SEN Support and Educational Health Care (EHC) process and planning.
- Systems are in place for keeping records of the assessment, planning, provision and review for children with special educational needs.
- Resources (human and financial) are provided to implement our Special Educational Needs Policy.
- In-service training is available for practitioners and volunteers.
- There is an awareness of any specialism the setting has to offer e.g. Makaton trained staff.
- The effectiveness of our special educational needs provision is ensured by collecting information from a range of sources e.g. SEN Support Plan reviews, staff and management meetings, parental and external agency's views, inspections and/or complaints. This information is collated, evaluated and reviewed annually.
- *Our policies are monitored and reviewed annually.*

## **Supporting Children and Families**

Parents Partnership – Parents can (where possible) talk to their child's key person at drop off or pick up. They can call the nursery and arrange a time suitable to both parties for an informal/formal chat. A home/nursery diary is available on request.

## **Supporting Children at the Setting with Medical Conditions**

- Children with medical conditions are properly supported so that they have full access to education. Some children with medical conditions may be disabled and where this is the case the setting will comply with its duties under the Equality Act 2010.
- Additional support staff have required training needed to support medical needs.
- Some children may have special educational needs and disabilities and may also have an Education, Health and Care plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.
- Risk assessments are carried out on individual children as needed.

## **Accessibility**

Wherever possible, children with SEND receive the same experiences, in line with the Equalities Act 2010, “reasonable adjustments” are made not to treat a disabled child “less favourably”.

## **Complaints**

At Kamelia Kids children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes.

Suggestions are welcomed on how to improve our setting with prompt and serious attention to any concerns about the running of the setting. It is anticipated most concerns will be resolved quickly by an informal approach to the appropriate member of staff, usually the manager. If this does not achieve the desired result, a set of procedures are in place for dealing with concerns. It is the aim for all concerns about the running of our setting to be brought to a satisfactory conclusion for all of the parties involved.

Please refer to Complaints Policy for further information.

<b>Date Reviewed</b>	<b>Next review</b>
<b>Updated – May 16</b>	<b>May 2017</b>
<b>May 2017</b>	<b>May 2018</b>
<b>Feb 2018</b>	<b>Feb 2019</b>
<b>Feb 2019</b>	<b>Feb 2020</b>