



Supporting children with special educational needs

We provide an environment in which all children with special educational needs (SEN) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEN¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEN and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.
- This policy sets out how our teaching and learning policy is to be made fully accessible to all of our children to help them to reach their full potential. All children should have full access to a learning environment which is best suited to their needs.

This policy also details how we identify, monitor and provide for those children with Special Educational Needs.

What do we mean by the term 'Special Educational Needs and disability' (SEND)?

We acknowledge a child to have 'special educational needs' if s/he has a learning difficulty or disability which calls for special educational provision to be made for him or her. They also have a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of children of the same age or*
- *the child has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools*
- *the child is under compulsory school age and falls within the definition at a) or b) above or would do so if special educational provision was not made for them.*

We understand that learning can be hindered by a range of factors, such as cognitive, behavioural, social, environmental, medical, physical and emotional factors. This can include children with temporary difficulty usually linked to illness or social/contextual issues. Some children with SEND have sudden onset of their difficulties linked to a trauma e.g. road traffic accidents. Such sudden onset difficulties may be short lasting while for others their difficulty may vary over time and require continuous monitoring.

Our Aims

- to welcome and provide appropriate learning opportunities for all children and have regard to the Special Educational Needs and disability Code of Practice (2014).
 - to provide a broad, balanced curriculum based on The Early Years Foundation Stage (EYFS) and that which creates an environment that meets the special educational needs of each child. For example if a particular piece of equipment or a special toy is needed to match the child's individual needs, we will endeavour to contact a toy library or special school, to borrow these. Smaller pieces of equipment may be purchased from school own funds;
 - to fully integrate children with special educational needs, recognise their achievements and celebrate their successes;
 - to establish procedures which facilitate early identification of special educational needs (SEND), monitoring and provision to help the child to reach their full educational and personal potential;
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- to create a climate in which self-esteem and confidence can grow;
- to work together in partnership to ensure that parents are involved in supporting their child's education

Responsibilities

- The whole school is involved in the provision for children with special educational needs. The manager, assistant manager, the Inclusion manager and all the other members of the staff have day to day responsibilities.

The Manager:

The manager, Mrs Nabeela Bhajji, has overall responsibility for the day to day management of all aspects of the Nursery's work, including the provision for pupils with Special Educational Needs. In particular the manager will:

- work closely with the assistant manager.
- keep the Governing Body fully informed.
- Ensure that practitioners are equipped with up-to-date knowledge, skills and understanding of SEND.

The assistant manager:

The Inclusion manager, is responsible for the day to day operation of the SEND policy. The key aspects of the role of the Inclusion manager are;

- responsibility for coordinating the provision for children with SEND, particularly through consultation with Nursery staff, parents and other supporting professionals.
- working closely with the manager and Senior Management Team, in strategic development of SEND policy and provision.
- working closely with colleagues, supporting them in planning intervention for children.
- monitoring and reviewing the action taken.
- maintaining an up to date register of all those children who have Special Educational Needs.

All Practitioners:

- All practitioners are to be fully aware of the procedures for identifying, assessing and making provision for children with special educational needs. This will be achieved by;
- Working with the child on a daily basis.
- Planning and delivering Single Page Profiles/Individual Educational Plans (IEPs)
- Monitoring and reporting on outcomes of IEPs.
- Liaising with parents to discuss IEPs.
- To be involved in the development of the SEND policy.

Organisation

This section outlines the graduated response that our Nursery follows, in keeping with the Special Educational Needs Code of Practice (2014).

Early Identification



- We aim to identify areas of special need as early as possible. We carefully record our initial concerns, assessing individual children's progress. All staff are trained in the identification of SEND and if they have a cause for concern it will be shared with parents at the earliest opportunity. We work in partnership with parents at every stage, to share in the identification of needs and to plan together activities to foster the child's development.

Staff development

Appropriate training is made available and offered to all staff. Courses provided by the Local Authority (LA) will be offered to staff when supply cover can be funded. Other courses may be funded through the Standards Fund. Staff will be encouraged to establish relationships with other local settings to share expertise and training.

Parental Partnership

We work in partnership with parents at every stage. When a child is identified as having Special Educational Needs and before any further action is taken, there will be full and ongoing discussion with parents. We strongly value and encourage parents to contribute their knowledge and understanding of their child. Parents are encouraged to offer full support in helping their children with learning programmes and attending meetings.

More able children

The DFE defines gifted and talented children as those '...with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)' A special ability or talent is regarded as an individual difference for which we would aim to make provision.

Our Aims

We aim to identify, celebrate and nurture the children's strengths, interests and enthusiasms. We work to ensure that provision reflects these fascinations and builds upon this. By practitioners working in close partnership with parents, sharing information and observations, we reveal insights into their learning and development, both at home and in the nursery setting.

Our Responsibility

We have the responsibility to provide enabling environments, in which children's learning and development can thrive and their 'gifts and talents can be recognised, nurtured and extended'.

We recognise that each child is unique and as children's strengths and interests unfold, practitioners can plan responsively to this, providing activities and experiences that are relevant, meaningful and tailored to the individual child, as stated in The National Strategies guidance, 'It is through listening to young children that gifts and talents emerge'

Provision

Our aim is to realise children's full potential and to extend their learning and develop their gifts and talents further through:

- Differentiation – the management of both teaching and learning to ensure that the curriculum meets the needs and abilities of all children.
- Enrichment and extension – providing extension groups intended to broaden and deepen skills or understanding, such as extension phonics groups; encouragement to broaden abilities by introducing reasons where they are required to think more deeply, introducing higher order skills, concepts and language.

Storing and Managing Information

Documents are stored in line with the schools policy on information management and our confidentiality policy.

Procedures



- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is: Nabeela Bhaiji and Faheema Ali
- The SENCO works closely with other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEN support to ensure early identification of children with SEN.
- We use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress.
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEN.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEN.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, [staff and management meetings,] parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2017)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014- updated Apr 2020))

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