

SEND Support



Early Learning Opportunities Statement

We set out to support all children attending the nursery to attain their maximum potential within their individual capabilities. A personalised record of each child's development is maintained, showing their abilities, progress, interests and areas needing further staff or parental assistance. We acknowledge that children learn in different ways and at different rates and plan for this accordingly. The staff are very aware of the importance of a positive play environment for children, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. Planning of the learning experience by the staff is further designed to ensure, as far as practicable, equality of opportunity between all children and celebration of diversity. We promote the relevant frameworks and curriculum set by the Department for Education to support and enhance children's learning and development holistically through play-based activities. We view all aspects of learning and development equally and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors. We acknowledge parent/carer(s) as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

Special Educational Needs (SEN) Statement

The nursery is committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. 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. Each child's needs are unique, therefore any attempt to categorise children is inappropriate. The nursery is committed to working alongside parent/carer(s) in the provision for their child's individual needs to enable us to help the child to develop to their full potential.

The nursery is committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment. We feel it is paramount to find out as much as possible about a particular child's condition and the way that may affect his/her early learning or care needs by:

- Liaising with the child's parent/carer(s)
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Regularly monitoring observations carried out on the child's development. All children will be given a full settling in period when joining the nursery according to their individual needs.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (England) on identification and assessment of any needs not being met by the universal service provided by the nursery
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parent/carer(s) and children with learning difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and employ a Special Educational Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs (SEN) and the SEN Code of Practice

- Identify the specific needs of children with learning difficulties and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn quicker, e.g. gifted and talented children are also supported
- Work in partnership with parent/carer(s) and other agencies in order to meet individual children's needs, including the health and education authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed
- Ensure that all children are treated as equals and are encouraged to take part in every aspect of the nursery day according to their individual needs and abilities
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Our nursery Special Education Needs and Disability Coordinator (SENDCO) is **Jessica Bruce**.

All our staff work closely together to make sure there are systems in place to plan, implement, monitor, review and evaluate the special educational needs policy of the nursery, always making sure plans and records are shared with parent/carer(s).

Methods

We will:

- Designate a member of staff to be Special Educational Needs and Disability Coordinator (SENDCo) and share their name with parent/carer(s)
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parent/carer(s) and other professionals
- Ensure that the provision for children with learning difficulties and/or disabilities is the responsibility of all members of staff in the nursery
- Ensure that our inclusive admissions practice includes equality of access and opportunity.
- Ensure that our physical environment is as far as possible suitable for children and adults with disabilities
- Work closely with parent/carer(s) to create and maintain a positive partnership which supports their child(ren)
- Ensure that parent/carer(s) are informed at all stages of the assessment, planning, provision and review of their child's education
- Provide parent/carer(s) with information on sources of independent advice and support
- Liaise with other professionals involved with children with learning difficulties and/or disabilities and their families, including transfer arrangements to other settings and schools. We work closely with the next care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Use the graduated response system for identifying, assessing and responding to children's special educational needs
- Provide a broad and balanced early learning environment for all children with learning difficulties and/or disabilities
- Provide differentiated activities to meet all individual needs and abilities
- Use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with learning difficulties and/or disabilities
- Review IEPs regularly and hold review meetings with parent/carer(s) at this time
- Ensure that children with learning difficulties and/or disabilities are consulted at all stages of the graduated response, taking into account their levels of ability
- Use a system for keeping records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities

- Provide resources (human and financial) to implement our SEN/disability policy
- Ensure the privacy of children with learning difficulties and/or disabilities when intimate care is being provided
- Use the Calderdale Graduate Approach Framework where needed
- Provide in-service training for practitioners and volunteers
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parent/carer(s) in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy annually.

Special Educational Needs Code of Practice

It is the duty of the nursery to carry out our statutory duties to identify, assess and make provision for children's special educational needs. The Code of Practice recommends that our nursery should adopt a graduated approach to assessment through Early Years SEN Support. Good practice of working together with parent/carer(s), and the observation and monitoring of children's individual progress, will help identify any child with special educational needs. Our nursery has identified members of staff as SENDCo who will work alongside parent/carer(s) to assess the child's strengths and plan for future support. The SENDCo's will ensure that appropriate records are kept according to the Code of Practice.

SEN Support

A Graduated Approach builds directly onto Quality First Provision for the Teaching, Learning and Assessment of all children, and uses differentiated provision and inclusive practice to meet individual needs of the unique child (EYFS 2014, DfE).

If the child is identified with special educational needs, the SENDCo, working alongside colleagues and parents/carers, will assess and record the child's needs and provide an Individual Learning and Development Plan (ILDP) providing future support. This plan will be continually under review in consultation with the child and their parents.

Where necessary, the SENDCo, in consultation with colleagues and parents/careers, can request the involvement of external support services. If this involvement is not sufficient to enable the child to progress satisfactorily, it may be necessary for the nursery to request a statutory assessment towards an Education, Health and Social Care plan (EHC Plan).