

Special Educational Needs Policy (SEN)

Aims: We aim to provide an inclusive, happy and caring environment in which all children can reach their full potential. The emphasis on our SEN policy is on early identification of any difficulties a child may have, and on offering an appropriate learning environment in which we provide a range of differentiated activities and approaches to meet all individual needs. We recognise and value everyone's individual talents and opinions. We have regards to the EYFS, SEND Code of Practice 0-25 years (2015), The Equality Act 2010, United Nations Convention on the Rights of the Child 1991, United Nations Convention on the Rights of the People with Disabilities 2009.

Methods: Integration, Equal Opportunities (Equity), Choice, Co-ordination of services. In order to achieve this, we will: Welcome all children into our universal inclusive practise which will meet the needs of all children and offer high quality teaching. We ask parents to give as much notice as possible if a child has SEN. To enable us to explore with parents and other professionals how we can provide care most effectively for the child we will:

- ❖ Develop partnerships with parents.
- ❖ Consider each child as an individual, working to fulfil their needs and achieve their full potential.
- ❖ Ensure that all children have access to a broad and balanced Early Years Curriculum (with access to the Foundation Stage). We ensure that we plan differentiated learning targets.
- ❖ Ass, plan, do, review and evaluate children's progress regularly.
- ❖ Ensure that information is shared on a need to know basis.
- ❖ Record keeping and reports are open to children's parents/carers.
- ❖ Liaise with and support parents when working with outside agencies and attend Team Around the Family/child Meetings.
- ❖ Organise and access training to ensure all staff are aware of how to access a child at an early stage.
- ❖ We ensure that the physical environment is as far as possible suitable for children with disabilities and SEN. We have disabled access and toilet facilities.
- ❖ Emphasise and encourage positive behaviour by everyone in the setting.

Our SENCO is Julie Procter. The Area SENCO is available for advice and guidance on all matters relating to SEN. Individual key person is expected to devise and carry out Learning Journey Individual Educational Plans with the SENCO's support.

Identification and assessment of children with SEN follows the graduated approach, as detailed in the SEN Code of practice (2015) where the assess, plan, do and review will be adopted.

If a child starts with medical needs an EHC (Education, Healthcare) assessment may be needed to gather the information from their GP, health visitor, consultant or healthcare professional. This will be carried out prior to the child's first day. Every adult in the setting will be aware of this plan and parents' wishes will be taken into account when deciding how to manage them and what will be done if the child becomes suddenly unwell.

The Graduated Approach

When it is agreed that a child has SEND, the parents, SENCO and the key person will discuss the nature of the needs and what we can do, as a nursery, can do to help and support the individual and the family. This assessment is the first stage.

- Assess- using all the information that is gathered from parents, other professionals, observations, progress checks and other assessments. This is assessed usually within these four areas: communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs.
- Plan- The SENCO, key person and parents should agree on: the outcomes of the child, short term goals, what interventions will be in place to ensure these goals are met, what parents could do at home and a date for the progress to be reviewed. This information will all be recorded in a Support Plan (from the Cumbria Local Offer).

- Do- We will implement all the agreed strategies and support as well as observing and recording any progress towards achieving their targets
- Review- The SENCO, parents/carers and key person will meet on the agreed date and review the child's progress.
 - Has the child achieved their targets?
 - If not, does it need altering because it is too challenging?
 - Does the support and strategy need altering?
 - Do we need advice from an external professional providing more effective strategies?
 - If the child has achieved their target, do we need to change this? Does it require a more challenging target?
 - Does the child continue to require SEN support.

This approach will be repeated frequently and parents and the views of the child will be involved.

When the child has not made expected progress we will consider requesting a EHC plan and assessment, this will be discussed with everyone involved.

Statement Procedures: The CSCP (Cumbria Safeguarding Children's Partnership) will request a EHA (Early Help Assessment) will assess the evidence and decide whether the child's difficulties or developmental delays are likely to be addressed only through statement of SEN, where a child's educational needs appear to be sufficiently severe or complex as to require attention for much of the child's school life, or that the evidence points to the need for specialist early intervention that cannot be provided within the child's setting then a statement of Special Educational Needs will be granted.

Equality Act 2010: We as nursery we promote equality or opportunity and do not discriminate against, harass and or victimise disabled children.

All our SENCO's have a good knowledge of these documents and assistants, students and volunteers will be given a good understanding of their responsibilities.

We aim to develop a partnership with parents/carers and will always consult parents/carers if we feel a child is having difficulties. We will always involve parents / carers in discussions and decision making and hold regular review meetings to discuss your child's progress. Your child's key person is available daily to talk to if you choose. We always seek your permission before discussing your child with any outside agencies. All matters discussed in nursery are confidential. See our confidentiality policy. We offer children choices and involve them in decision making in a way that is suitable to their individual needs, age and stage of development.

All staff are aware of and use basic Makaton sign language.