



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

STATEMENT

The Lodge Day Nursery is committed to the inclusion of children with additional needs. The nursery believes that all children have a right to learn and develop alongside their peers. We celebrate the unique qualities of each individual child and aim to meet the needs of all our children in an inclusive environment.

POLICY AIM

- 1) To welcome children with additional needs (special educational needs and disabilities) as part of our community and to ensure that all children have an equal opportunity to become confident young children.
- 2) The Early Years Foundation Stage will be differentiated in order to accommodate each child's individual needs and abilities.
- 3) To work in partnership with parents(s) keeping them fully involved in their child's education, through regular review/progress meetings, IEP meetings, open days, parents evenings and daily feedback.
- 4) To provide a graduated response to support children's individual needs and where appropriate, actively involve the child in planning for their learning.
- 5) We will liaise with other agencies and professionals to provide the best education we can, ensuring we are working as a team.

THE NAME OF OUR SPECIAL EDUCATIONAL NEEDS CO-ORDINATORS ARE:

SENDCo: Hayley List Deputy SENDCo: Discoverers and Explorers: Megan Parker-Hardman
Deputy SENDCo: Adventurers and PreSchool Lindsey Filby

The role of the SENDCo involves:

- To support staff through staff inductions and ongoing training, to ensure they understand their responsibilities to children with SEN and the setting's approach to identifying and meeting special education needs. Management will ensure that staff have a clear understanding of the SEND Code of Practice (2014)
- The SENCO will advise and support colleagues at all times.
- Ensuring parent(s) are closely involved throughout and that their insights inform action taken by the setting.
- Liaise with other professionals or agencies beyond the setting.
- Keeping up to date with new procedures/policies and legislation.

ADMISSION ARRANGEMENTS FOR CHILDREN WITH SEND

The Lodge Day Nursery policies are committed to the inclusion of all children. We ensure everyone feels listened to and their contributions are valued, making sure that every child, whatever their additional needs are, is fully involved in all activities.

TRANSITIONS

The Lodge Day Nursery ensures that transitioning from one setting to another is a seamless journey and we always ensure to provide effective transitions from our Nursery to other settings.

Transitions for children with special education needs and/or disability may require additional planning to ensure that this process runs smoothly.

Planning for children transitioning to other nursery settings

- Parents and any professionals involved with the child should be invited to the early years for the primary transition meeting. SENCo will coordinate the meeting in a professional and timely way to discuss the process.
- Visit to the new setting to meet with new carers
- Relevant information will be shared with other settings in line with our GDPR (i.e. one page profile, transition passport)
- Conversations with the new carers regarding said child handing over useful information
- Planning for transition into reception
- This should take place the term before the child is due to start
- Sufficient time for any plans or support to be put into place will be given
- Parents and any professionals involved with the child should be invited to the early years to primary transition meeting
- SENCo will coordinate the meeting in a professional and timely way
- Visit to the new setting to meet with new carers
- Relevant information will be shared with other settings in line with our GDPR (i.e. one page profile, transition passport)
- Conversations with the new carers regarding said child handing over useful information

SPECIALIST FACILITIES, RESOURCES AND STAFFING

- If a child is identified as needing a lot of adult support to access the learning environment, the group would explore the possibility of employing an extra member of staff to support the child, or restructuring existing staff.
- The Lodge Day Nursery has a range of resources to support children throughout the Early Years Foundation Stage. We will aim to use these resources appropriately. We will research the possibility of borrowing specialist equipment/toys in order to meet a child's particular needs in conjunction with agencies already working with the daily.

SUFFOLK INFO LINK - LOCAL OFFER

Suffolk InfoLink is an online directory of community information; local clubs, societies, community and voluntary organisations, childcare providers and services. Suffolk InfoLink lists voluntary and statutory organisations, giving priority to those based in Suffolk. Below is a link which provides detailed information about what we offer and how we support families.

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=Gx6fHxt8jbc>

Slough SEND Information Advice and Support Service (SENDIASS) runs a self-referral service for parents, children and young people offering independent information, advice and support about all aspects of a child's special educational needs and disability. Very occasionally Slough SEND Information Advice and Support staff may agree to contact parents/carers, who have been referred to the service, and who have given permission for their contact details to be passed to Slough SENDIASS.

IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH SEN

As set out in the SEND code of Practice 2014, a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- We will monitor the progress of all children as part of their work. Through regular observations. Ongoing assessments will be made of children's learning and progress as well as their response to learning opportunities, the learning environment, routines and staff. As a setting we use the graduated approach; Assess, plan, do, review.
- We use a record-keeping system such as 'EyLog' (Learning Journey) to record significant achievements and share them with parent(s). These assessments will alert us when a child is not making adequate progress.
- We will take specific action to help children with SEN and disabilities make the best possible progress. Adapting the curriculum slightly to suit a child's individual needs to help them.
- If a child joins the group with a recognised learning difficulty or disability we would carry out observations and relevant risk assessments, but at the same time collect as much information regarding the child's progress to date from the parent(s). We will also liaise with the other professionals involved if given permission from parent(s).
- We will also adapt the learning environment, the activities we present and our teaching style if need be in order to help the individual access the curriculum to their best ability, with reasonable adjustments.
- The staff will discuss the progress of the children attending the group on a regular basis. If it is agreed that there is cause for concern regarding a child, the SENCO or key person will approach the parents(s) and discuss their concerns. The parent(s) will then be involved in how we can support the child with their individual needs. At this stage we would discuss whether the strategies we have in place are benefiting the child. If we felt more was needed, together we would create a PLOD- (Possible Line of detection). Is an method we used to help support a child's development, where there are more focussed targets, enabling the child to succeed, which can be on a short term basis and if there was more supported and targeted areas,we could move to an (IEP): Individual Educational Plan for the child, setting Specific, Measurable, Achievable, Relevant, (SMART) targets.
- The IEPs are a planning, teaching and reviewing tool which underpin the process of planning intervention for the individual child. This is an ongoing working document. When the IEP is reviewed with staff and parent(s) and we feel the child has made little or no progress, we would ask the parent(s) permission for us to fill out the IAA referral form and contact the Early Years and Childcare Service for advice and support for their child. After the Early Years team has visited the setting and seen the child we would incorporate their advice into a new IEP.
- SENCO and parent(s) will liaise with the other professionals to ensure we are working as a team, sharing valid information, group meetings etc, to achieve the best possible education we can for the child.

GDPR

All records are stored securely, in line with our General Data Protection Regulation (GDPR). Some information may be shared with staff, and other professionals involved in the child's care and support and with parents in an accessible format. The School uses good communication between staff, ensuring that all issues relating to children with SEND are shared and actioned appropriately.

COMPLAINTS ABOUT OUR SEN PROVISION

Any complaints regarding our SEN provision will be dealt with as per The Lodge Day Nursery Complaints Policy.

MONITORING AND EVALUATING OUR SEND POLICY

The SENCo and manager will monitor our policy to ensure it's updated, relevant and working effectively. Parent(s) have access at any time to this policy through our website or can request a copy. Parent(s) views on our care in supporting their children is always taken into consideration and valued when planning our approach and procedures.

SEND TRAINING

Our SENCo will attend all training that is available and advised by Suffolk County Council in relation to supporting children with special educational needs, and relay back to all other staff. Other staff at The Lodge Day Nursery will have the opportunity to attend courses which will benefit them in supporting their key children with SEN, e.g. inclusion and early identification.

PARTNERSHIP WITH PARENTS

We aim to form positive relationships with parents/carers and families of all our children at The Lodge Day Nursery. As a key person we make sure we are liaising with the parent(s) to identify the specific care and learning needs of their child. Parent(s) know more about their own children than anyone else and their contributions are always valued. They hold vital information and have a critical role to play in their children's care and learning. The EYFS framework requires us to review children's progress and share a summary with parent(s) starting as early as the child starts at our setting with the first formal assessment, the progress check, at age two. As soon as a child is identified as needing additional support, parents will immediately be informed and we will work in partnership with parent(s) to establish the support the child needs.

WE SUPPORT THE PARENTS TO:

- play an active and valued role in their child's education
- feel free to comment on any aspect of their child's education
- have access to information, advice and support during assessment and any related decision-making
- gain knowledge of their child's entitlement to education, support and provision. We provide family centered support and consider the individual family's needs and the best way to support them

On 1st September 2014, Suffolk Parent Partnership changed its name to Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)
Telephone: 01473 265210

NEEDS ASSESSMENT FOR AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT (EHCNA)

Occasionally, despite the best efforts of parent(s), practitioners and input from other professionals, a child will be unable to access the curriculum without further formal support. At this time, the SENCo will discuss with the child's parent(s) and other professionals whether to make a request for a needs assessment. A needs assessment is a detailed multi-agency assessment that is carried out to explore the child's special educational needs and to set out what provision will be necessary to meet these needs in an Education, Health and Care Plan (EHCNA).

The SENCO will receive support to complete this assessment if necessary from the Early Years and Childcare Team. All advice together with the assessments of other professionals will be considered in forming the final content of the EHCNA. A child who is referred for a needs assessment will continue to be

supported through the current individual plans incorporating any outside professional advice.

For a child in the EYFS, a review of the EHCNA will need to take place every six months. This will be led by the SENCO, who will bring together all the professional parties involved with the child. Reviews are a place to share progress and involve both parents and child in reviewing and, if necessary, revising the content of the EHCNA.

LINKS WITH OTHER EARLY YEARS SETTINGS

The Lodge Day Nursery endeavour to liaise with all other settings the child may be involved with wherever possible. This includes a transition document and EyLog tracker to be sent to the new setting to support a smooth transition. Prior to this, if given permission by parent(s) the SENCo will contact the new school to discuss the child's individual needs, current IEP and all relevant information that will be important to ensure their child is receiving a positive transition.

The Early Years and Childcare Team and the Suffolk SEND Information, Advice and Support Service (SENDIASS) can assist parents by ensuring they have all the information available about local school provision.

INCLUSION

We value the diversity of individuals within the nursery. All children at The Lodge are treated fairly regardless of race, religion or abilities. All children and their families matter and are valued within our Nursery. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs or disabilities, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

It is important to us that all children in the Nursery are safe. We provide children with choices to help them develop and children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Legislations referred to but not limited to when writing this policy:

- Special Educational Needs & Disabilities (SEND) Code of Practice 2014
- GDPR
- Equality Act 2010
- The Statutory Framework for the Early Years Foundation Stage 2024
- Children's Act 1989 & 2004
- Working together to safeguard children
- Keeping children safe in education

Policies referred to but not limited to when writing this policy:

- Behaviour management policy
- Equal opportunities policy
- Complaints policy
- GDPR
- Health safety and welfare
- Sickness policy
- Child protection and safeguarding children policy
- Admissions policy and entry requirements including early years

Last Reviewed and Amended - February 2024 Hayley List