

Special Educational Needs and Disability (SEND) Policy

This policy has been written with reference to the following guidance and documents:

- Early Years Foundation Stage (2017)
- Children and Families Act (2014)
- Special educational needs and Disability Code of Practice:0-25 years (2015)
- Equality Act 2010

Our Vision

At Once Upon A Time we understand that every child is unique. We also understand that every child learns and develops at a rate that is bespoke to them and that we as Early years practitioners and professionals are here to help guide them through this journey. Sometimes gaps in children's learning and development will be highlighted through our observations process, and a need for extra support may be apparent. We promote a fully inclusive approach (See Inclusion policy) within our setting, welcoming all children, regardless of their own specific individual needs. We recognise that every child should be equally valued and included and has the right to be given the opportunity to achieve their potential. We therefore welcome all children, parents/carers into the setting, where we follow the guidance laid out within the Code of Practice for Special Educational needs and Disability (2015). We will endeavour to meet each child's individual needs. The nursery has high expectations of all children to develop their individual potential.

The nursery aims to:

- Develop a partnership with parents/carers to aid early identification of special educational needs
- Ensure equal access to the nursery by all children, including those with special educational needs
- Organise the nursery so that provision does not create barriers to learning, and any special educational needs are met, and communication and understanding are enhanced
- Provide a wide range of learning opportunities
- Build on each child's knowledge, experience and abilities
- Help each child develop as a whole person
- Provide a firm foundation for all future learning

Admission Arrangements

The nursery Admission policy ensures that no child will be refused admission to nursery based on his or her special educational need. In line with the Equality Act (2010) and the SEND Code of practice (2014) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for all.

Special Educational Needs and Disability Coordinator (Semco)

SENDco Name: Charlie Long, Deputy Manager

The Designated SENDco is the person responsible for liaising with parents/carers/carers of children with special educational needs and coordinating provision for those children is the Special Educational Needs coordinator (SENCO). The SENCO works in conjunction with the Manager, Keyworker, families and Outside agencies. They are responsible for:

- Developing close working relationships with keyworkers and ensuring parents/carers are kept fully informed
- The day to day operation of this SEND policy
- Liaising with and advising teachers, early years educators and support staff on the special educational needs of children in this nursery
- Maintaining the nursery's SEND register and overseeing the records of all pupils with special educational needs
- Organising and implementing SEND resources available to ensure maximum input for all children
- Liaising with any external agencies which may be involved with individual child development

The nursery will do its best endeavours to ensure that early years practitioners in the nursery are able to identify and provide for those pupils who have special educational needs. We will support children with special educational needs join in the activities of the setting, together with pupils who do not have special educational needs, so far as is reasonably practical.

Parent/Carer Partnership

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. The setting recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Parents/carers and their children will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

We do so by:

- Keeping parents/carers and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents/carers during the process
- Giving parents/carers and carers opportunities to play an active and valued role in their child's education
- Making parents/carers and carers feel welcome
- Ensuring all parents/carers and carers have appropriate communication

- Providing all information in an accessible way
- Encouraging parent/carers to inform nursery of any difficulties they perceive their child may have or concerns that may need addressing
- Instilling confidence that the nursery will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Agreeing targets for the child
- Making parents/carers aware of the Parent Partnership services. This information will be included in any discussions with parent/carers

Assess, Plan, Do, Review

Graduated Approach

Monitoring of individual children's progress throughout the foundation stage is essential. We use the Development Matters document alongside the EYFS to track children's individual progress. Where a child appears not to be making typical progress, it may be necessary to use alternative approaches to learning. On-going difficulties may indicate the need for help above that which is normally available for children. The nursery adopts the levels of intervention as described in the SEND Code of Practice.

The Code of Practice advocates a graduated response to meeting children's needs. When a child is identified as having SEND, the nursery will intervene through early intervention whilst working in partnership with parents/carers

Record Keeping

The nursery will record the steps taken to meet children's individual needs. The SENDco will maintain the records and ensure access is available for parent/carers or other relevant professionals. In addition to the usual nursery records, the child's profile will include:

- Information from parents/carers
- Information on progress and behaviour
- Child's own perceptions of difficulties
- Information from health/social care
- Information from other agencies

Early Intervention

Early identification of a SEND is vital to a child's learning and development journey, where we strive for best possible outcomes regardless of the child's individual ability and needs. When a child is identified as having a special educational need, interventions should be developed that are an addition to those provided as part of the setting's usual curriculum.

The triggers for intervention could be a concern about a child who despite receiving appropriate early education experiences:

- Makes little or no progress even when learning approaches are particularly targeted to improve the child's identified area of weakness

- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties, which are not solved by the behaviour management techniques usually employed in the setting
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning

If practitioners/key persons in consultation with parents/carers conclude that a child may need additional support to help them progress, staff should seek the help of the SENCO. The SENCO and colleagues will collect all known information about the child and seek additional information from the parents/carers. In some cases, outside professionals may already be involved with the child. If these professionals have not already been working with practitioners, the SENCO will contact them with parents/carers agreement.

Individual Education Plans (IEP'S)

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). This should include information on:

- The short-term targets set for the child
- The learning strategies to be put in place
- When the plan is to be reviewed
- The outcome of the action taken.

The IEP will focus on three or four key targets and will be discussed with parents/carers and the child where able. The IEPs will be continually kept under review and updated regularly. Partnership working with parents and families will always play a crucial role in this process.

Multiagency/Interagency Working

When deemed necessary, outside agencies may need to be involved in the additional care needed when working with SEND children and their families. Placement of a child at this level will be made by the SENDco after full consultation with parent/carers at an IEP review. External support services will advise on targets for a new IEP and provide specialist inputs to the support process. Early Years intervention and multi-agency support will usually be triggered when despite receiving a sustained level of support, a child:

- Still makes less progress than expected in specific areas over a long period
- Continues to work at EYFS levels considerably lower than expected for a child at a similar age
- Continues to experience difficulty in developing appropriate learning skills
- Has emotional/behavioural problems that substantially restrict their learning

13.2.3

- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
 - Has communication or interaction problems that limit or present barriers to learning.
 - Parental/carer consent will always be sought before any external agencies are involved.
 - Any IEP's will be reviewed and updated on a regular basis with the assistance and involvement of parents/carers and any involved external professionals
 - The nursery will ensure any child identified as having Special or additional needs will be reviewed on a regular basis.
 - The nursery will endeavour to support both child and parent/carer during the time any additional support is required.
 - Transition to schools will be supported by the SENDco and key person. Records of achievement and development will be shared with all required agencies and bodies in order to ensure the best possible outcome is achieved for each individual child during the time attending the nursery and beyond into school.

Document reviewed on	15/11/2019	Where this document is displayed / duplicated Policy and procedures file Staff notice board Parents notice board
Reviewed on behalf of the nursery by	Toni Williams	
Date disseminated to staff	15/11/2019	
Date disseminated to Parents	15/11/2019	
Date for next review	15/11/2019	

Useful Links and Resources

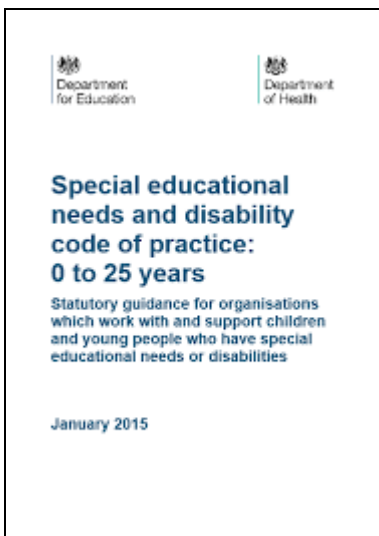
EYFS (2017) Framework: <https://www.foundationyears.org.uk/eyfs-statutory-framework/>



Development Matters In the Early Years: <https://www.foundationyears.org.uk/.../Development-Matters-FINAL-PRINT-AMEND>



Special educational needs and Disability Code of Practice:0-25 years (2015):
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



Differentiated Early Years Outcomes (DEYO)- bristolearlyyears.org.uk



Bristol Early Years Characteristics of Effective Learning (CoEL): bristolearlyyears.org.uk



Ican: ican.org.uk



North Bristol Drop in Sessions: All session dates can be found via our poster on the front door and will look like this (please note this is an example of what the poster will look like)

13.2.3

RD	Friday 30 th September	10am-11.30am	Redock's Wood Children's Centre
SH	Tuesday 4 th October	9.30-11am	Sea Mills
RD	Friday 14 th October	10-11am	Avonmouth
PH	Tuesday 18 th October	12.30-2pm	Brentry & Hesbury
EM	Wednesday 19 th Oct	10.30-11.30am	Filton Avenue
RD	Friday 4 th November	10am-11.30am	Redock's Wood Children's Centre
A2	Monday 7 th November	2-3pm	Long Cross
SH	Tuesday 15 th November	12.30pm-2pm	Hesbury Court
RD	Friday 18 th November	10-11.30pm	Upper Horfield
RD	Friday 2 nd December	10-11am	Avonmouth
EM	Monday 5 th December	1.15-2.45pm	Upper Horfield
SH	Tuesday 6 th December	9.30-11am	Sea Mills
EM	Tuesday 6 th December	10.30-11.30am	Filton Avenue

The Makaton Charity: www.makaton.org



Bristol Autism Support: <https://www.bristolautismsupport.com>

