



## Supporting children with special education needs and disabilities

EYFS: 1.6, 2.3, 2.10, 3.67

At the Arc nursery we are committed to the inclusion of all children. We have regard for the *SEND code of practice (Jan 2015)*. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a positive and welcoming environment where children are supported according to their individual needs.

We recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child's life or may require longer-term or lifelong support. At all times we will work alongside each child's parents and any relevant professionals to share information, identify needs and help the child and their family access the support they need.

In accordance with our admissions policy, we are committed to providing a childcare place, wherever possible, for children who may have special educational needs (SEN) and/or disabilities according to their individual circumstances, and the nursery's ability to make any reasonable adjustments in order to provide the necessary standard of care. All children will be given a full settling in period when joining the nursery according to their individual needs.

Where we believe a child may have learning difficulties and/or a disability that has not previously been acknowledged, we will work closely with the child's parents and any relevant professionals to establish the child's needs and to secure any action that may be required. We recognise that children with disabilities may not have SEN but may need the nursery to make reasonable adjustments to enable them to make full use of the nursery's facilities.

### **As a part of our ongoing duty we will:**

- Develop and maintain a core team of staff who are experienced in the care of children with additional needs. Staff will be provided with specific training to help them make any special educational provision needed and meet the requirements of the *Special Educational Needs and Disability Code of Practice 2014*
- Identify a member of staff to be our Special Educational Needs Co-ordinator (SENCO) and share their name with parents. *Our SENCo is Scott Iveson.*
- Provide a statement showing how we provide for children with learning difficulties and/or disabilities and share this with staff, parents 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 parents to create and maintain a positive partnership which supports their child(ren)
- Provide differentiated activities to meet all individual needs and abilities to give a broad and balanced early learning environment for all children including those with learning difficulties and/or disabilities
- Ensure that parents are consulted with and kept informed at all stages of the assessment, planning, provision and review of their child's care and education, including seeking any specialist advice
- Ensure that children's views are sought and listened to
- Use a graduated approach to identifying, assessing and responding to children who have emerging difficulties, suggesting they may have special educational needs or a disability that requires a different approach
- When planning interventions and support, agree the outcomes and the expected impact on progress and a date for review
- Hold review meetings with parents at the agreed times and agree any changes or adjustments to support
- Seek any further advice or support needed including multi-agency approaches, Early Support and requesting an Education, Health and Care (EHC) Needs Assessment where the nursery's own actions are not helping the child make progress
- 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 school or care setting and meet with them to discuss the child's needs to ensure information exchange and continuity of care
- Provide parents with information on sources of independent advice and support
- Keep records of the assessment, planning, provision and review for children with learning difficulties and/or disabilities
- Provide resources, in so far as we can (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
- 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. assessment information, targeted plans and outcomes, 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 parents in a format that meets their needs e.g. braille, audio, large print, additional languages
- Monitor and review our policy annually.

## **The role of our Special Educational Needs Co-ordinator:**

- Works with other staff to agree and implement the Inclusion Policy
- Co-ordinates the Special educational Needs provision within our setting
- Offers support for parents
- Regularly assesses training to update knowledge, supporting staff development
- Liaises with other agencies
- Keeps appropriate records
- Assists staff in making observations and assessments
- Assists staff in planning for children with Special Educational Needs
- Contacts our Early Intervention Officer at an early stage for informal advice and support

## **Definitions of SEN and disability**

- A child has SEN if they have a learning difficulty or disability which calls for a special education provision to be made for them.
- A learning difficulty or disability means that a child of compulsory school age has a significantly greater difficulty in learning than the majority of other children of the same age; and/or has a disability which prevents or hinders them from making use of the sort of facilities generally provided for others of the same age.
- For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has SEN if he or she is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.
- A disability is defined in the [Equality Act 2010](#) as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

## **Identification, assessment and provision of SEN**

Where we have emerging concerns about a child and/or where a child has identified additional needs or a disability, we will find out as much as possible about the needs of the child and any support the child or family may need to ensure the child makes the best progress in their learning and development. We do this by:

- liaising with the child's parents
- observing each child's development and monitoring such observations regularly
- Provide individual action plans (IEP's)
- liaising with any other relevant professionals engaged with the child and their family
- seeking any specialist help or support
- researching relevant publications/sources of help
- reading any reports that have been prepared
- Attending any assessment or review meetings with the local authority/professionals.

## **The Staged Model of Special Educational Needs**

### **Early Years Action:**

The staff in consultation with the SENCO needs to gather information to assess the child's learning difficulties. An Individual Education Programme (IEP) is written which will contain agreed interventions/support, expected impact and a date for review. All provisions for extra support are made within the nursery.

### ***Early Years Action Plus:***

As at Early Years Action with additional support from specialists from outside the nursery for example a speech and language therapist or an educational psychologist.

### ***Early help assessment:***

If we believe a child and their family would benefit from support from more than one agency, for example where a child may have difficulties linked to poor housing or difficult domestic circumstances, we may complete a CAF (common assessment framework) to get early help for the family. The common assessment framework aims to ensure that early help services are co-ordinated and not delivered in a disjointed way.

### ***Request for education, health and care (EHC) needs assessment:***

If help given through the IEP and the IEP+ is not sufficient to enable the child to make satisfactory progress, we may request, in consultation with the parents and any external agencies already involved, an assessment of the child's needs by the local authority.

### ***EHC plan:***

If the local authority feels that there is a need for long term support they will go forward with an EHC plan. The plan will set out in detail the education, health and social care support that is to be provided to the child with SEN or disability.