

Little Swans SEN Policy

Reviewed June 2020



Mission Statement and Aims

Inclusion is about meeting children's individual needs so that they are able to thrive in mainstream settings and achieve their full potential. Little Swans Nursery seeks to remove barriers that prevent children from participating and learning.

Aims

- To support children and adults who have a SEN and/or Disability within the setting.
- To commit to using a Team Around the Child/Family approach when working with parents/carers/other agencies to meet the needs of an individual child.
- To adhere to the current legislation for Early Years Children with SEN and/or Disability and to the conditions for Early Education Entitlement as specified by Birmingham Authority.
- To challenge inappropriate attitudes and practices.
- To promote diversity and difference and encourage children to value and respect others.

Staff Responsibilities

- The Manager of the setting takes overall responsibility for ensuring that this policy is consistently implemented by all staff. The Manager is responsible for appointing a setting based SENCO and supporting the SENCO to effectively fulfil their role
- All staff are aware of the procedures for identifying, assessing and making provision for children with SEN, in line with the SEN Code of Practice 2014 (SEND CoP). All staff fulfil their duty to not treat disabled children 'less favourably' and to make 'reasonable adjustments', in line with the Equality Act 2010
- The Setting - based SENCO is **Rose Boulton** who is responsible for coordinating provision for children with SEN and/or Disability. In addition, **Emma Whelan** is the SEN support and works alongside the SENCO to ensure that this policy is implemented within the setting. Further details of this role are available on our Nursery noticeboard.

Staffing and Staff Knowledge/Training

- The setting meets EYFS national guidelines on minimum child/qualified staff ratios
- Where a child meets the criteria for additional adult support, this may be applied for through Inclusion Support in Early Years (ISEY).
- The setting receives advice and support through the Local Authority from the Early Years Area SENCO Team. The Area SENCO supports the setting-based SENCO and provides relevant training.
- The Setting – based SENCO accesses relevant training including that delivered by the Area SENCO Team and keeps up to date with current legislation, initiatives and requirements.
- The Manager is responsible for ensuring there are procedures in place for the Setting – based SENCO to disseminate knowledge, skills and training to all staff.

Admission and Induction Arrangements

- All staff seek to ensure that children and families are made to feel welcome.
- Individual children's needs are discussed with parent/carers and manager before entry and a home visit will be arranged.
- Admission and induction paperwork is completed prior to entry and allows parents to share detailed information about their child's individual needs. Confidentiality is respected and information shared is used to best support a child's SEN and/or Disability
- Induction and settling in arrangements are flexible to meet the child/families needs and to ensure that the setting (staff/environment) is fully prepared to safely and successfully include the child.
- An all about me form will be completed by the child's key-worker during the taster session at the setting which will include information such as the child's interests and dislikes during the session.

Working in Partnership with Parents/Carers and Support Services/other Agencies

The setting adopts a team around the child approach in line with Early Support

- Parents are valued as the child's first and foremost educator and expert partner in ensuring their child's wellbeing.
- The setting seeks to develop a positive partnership with the parents of children with SEN and/or Disability and recognises the need to commit time to meet and share information on a regular basis.
- Parental consent is sought before a child is referred to any outside agencies and before records/information about the child is shared with others on a needs led basis. Where consent is not given the manager will take the decision as to whether or not the setting can continue to meet the child's needs.
- Written records of conversations/information shared with parents are kept.
- Parents are advised of the local authority parent partnership service called SEND Information Advice and Support Service: Tel 303 5004
e mail: sendiass@birmingham.gov.uk
- The Setting – based SENCO is advised by the Area SENCO as to appropriate referrals and available support from other professionals/agencies.
- The setting works/shares information with outside agencies involved with the child and staff are committed to act on advice given as part of the 'team around the child/family'.
- Written records of conversations/information shared with outside agencies are kept and securely held.

Learning Environment, Curriculum and Resources

- The learning environment is organised with the individual needs of each child in mind. Staff are flexible with regard to room layout, routines/timings and access to appropriate resources.
- All children have access to the Early Years Foundation Stage (EYFS) curriculum at an appropriate level. Staff are sensitive to the developmental stage of each child and differentiate to ensure that all aspects of the child's experience is suitable.
- There are resources available to raise awareness and promote positive images of SEND.

The Graduated Approach: Identification, Assessment and Provision

- The setting has regard to the SEND CoP 2014.
- All children are regularly observed and assessed in line with the EYFS.

- When concerns about a child's development are raised, the Setting-based SENCO oversees a period of detailed observation and assessment, including completing an Early Support Early Years Summary Profile (EYSP).
- Once needs are identified, these are met in line with the assess, plan, do, review cycle of the SEND CoP 2014.
- A child will have a plan to address their needs (e.g. record of increased differentiation/ SEN Support Plan/SEN and Early Support Plan).
- When planning to meet an individual child's needs, the needs of all other children in the setting are taken into account.
- A child's progress in relation to their individual plan is monitored by all staff. Individual plans are reviewed regularly, taking account of contributions from the child, parents, setting staff and outside agencies.

Record Keeping and Confidentiality/Consent

- All records relating to the child's additional needs are held in a 'Record of Additional Support' (RAS) This record is held securely and will be shared with parents on request. Parental consent is obtained to share any of this information with other relevant agencies.
- Working documents such as SEN Support plans and monitoring records are accessible to staff in the learning environment as parents cannot access the learning environment (children are dropped off at the Nursery room gate).
- Written parental consent is sought to liaise with subsequent receiving settings and to transfer relevant paperwork from the RAS when the child moves – so as to ensure the best possible transition.

Transition

- The transition of children with SEND is coordinated by the SENCO and includes the sharing and passing on of records with parental consent.
- The setting seeks to plan for transition with staff in the receiving room/subsequent Early Years setting or school to ensure the child is prepared and their needs continue to be met.

Complaints

- Complaints are dealt with in line with our procedural complaints policy. In addition, parents may wish to discuss their concerns with the Setting-based SENCO. Parents may wish to consult the SEND Information Advice Support Service. (SENDIASS)

Monitoring and Reviewing the Policy

- The setting's management is responsible for monitoring that policy and practice accurately reflect one another
- The policy will be updated annually and/or in response to changes in legislation and within the setting. The next review date is 5th August 2010
- The policy review is the responsibility of Rose Sargent and Samantha Tranter

Date of policy review: June 2020